Reich College of Education

APPALACHIAN STATE UNIVERSITY

Doctoral Program in Educational Leadership Student Handbook

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About This Handbook

This handbook reviews the program procedures and expectations of the Reich College of Education's Doctoral Program in Educational Leadership (Ed.D.) and is a tool to guide current students. Contact Dr. Audrey Dentith, Director, 828-262-8382
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Mission Statement

The mission of the Doctoral Program in Educational Leadership is to prepare students for leadership roles in public schools, community colleges, and universities. Students are encouraged to apply theory to practice in conducting research and constructing knowledge to improve educational systems and inform social change.

The Doctoral Program

The Doctoral Program in Educational Leadership is designed for potential and practicing educational leaders who wish to develop and refine their leadership capabilities in educational organizations.

The Goals of the Program

- Introduce students to the methodologies of critical analysis of educational theories and practices.
- Engage students in disciplined inquiry in the field of education.
- Prepare students for making contributions to educational theory and practice.
- Prepare students to become leaders and change agents in diverse educational settings.

Characteristics of the Program

- Concentrations: General, Educational Administration, Higher Education, Reading and Literacy
- Access to faculty in varying disciplines
- Internship—practice/research opportunities
- Research assistantship opportunities
- Cohort structure

Cohort Structure

The cohort model of education is central to the Doctoral Program. Through a selective admissions process, cohort members are chosen from a diverse cross-section of educational leadership settings. The cohort structure allows for the integration of educational scholarship and practice in a supportive, collegial environment. Throughout the doctoral program, students acquire skills in using research to understand organizational and social issues, with a growing capacity for leading adaptive, sustainable, and justice-oriented change. Cohorts are located both on and off the ASU main campus.

Curriculum Overview

The doctoral degree has a minimum 60 credit hour requirement. The core curriculum is 36 credit hours. Additionally, the program requires 12-15 elective credit hours, 3-6 internship credit hours, and 6 dissertation credit hours. To accommodate our working students, the 36 core curriculum credit hours are offered one afternoon and evening per week for two academic years including summer sessions. The remaining hours are completed on an individual basis. For an overview of the doctoral curriculum, see the current Graduate Bulletin.

Coursework

Required Courses

The required courses for the Doctor of Education in Educational Leadership are below. See the Graduate Bulletin for course descriptions.

Foundational and Professional Coursework (24 Credit Hours)
- EDL 7011: Multi-Disciplinary Seminar on Emerging Issues I (3)
- EDL 7012: Multi-Disciplinary Seminar on Emerging Issues II (3)
- EDL 7020: Organizational and Systems Theory (3)
- EDL 7025: Leadership in Organizations (3)
- EDL 7030: Concepts and Constructs in Curriculum & Instruction (3)
- EDL 7040: Educational Organizations & Technology (3)
- EDL 7065: Writing for the Professional Educator (3)
- EDL 7099: Professional Seminar (1 + 1 + 1 = 3)

Research Coursework (12 Credit Hours)
- EDL 7110: Survey of Research Methodologies in Education (3)
- EDL 7160: Qualitative Research Methods (3)
- EDL 7165: Quantitative Approaches in Non-Experimental Studies (3)
- In addition, and as a final methods course, students will ***select only one*** of the courses below:
  - EDL 7150: Inferential Statistics (3)
  - EDL 7180: Advanced Qualitative Research in Education (3)

Electives (12-15 Credit Hours)
- Electives are selected in consultation with the Doctoral Advisor and/or Doctoral Program Director. Students must receive approval before enrolling in an elective course. Electives must be graduate-level (5000-, 6000-, or 7000-level) and advance the student's academic/professional goals in relation to the student's concentration and program of study.
- Elective credit hours are waived for students who have completed an ASU Ed.S. degree from Appalachian prior to entering the doctoral program. Depending on a student's selected concentration, elective coursework is chosen from the recommended listings.

Internship (3 or 6 Credit Hours)
- EDL 7900: Internship (3-6). Students complete either 3 credit hours (one semester) or 6 credit hours (two semesters) of EDL 7900. If only one semester of internship is completed, an appropriate 3 credit hour elective must be substituted. Internship Credit Hours are also waived for students who hold an ASU Ed.S. degree

Dissertation Research (6 and up to 9 Credit Hours)
- EDL 7999: Dissertation (6). Upon completion of all required coursework and an approved dissertation proposal, students are required to register for 3 semester hours of dissertation for two consecutive semesters.
  If dissertation is not defended by the close of the 2nd semester, then the student will be enrolled in 1 credit hour for each additional semester until successfully defended.

GRD 7989: The Research "Holding Course"

Doctoral students are required to maintain continuous registration during the entire academic year (including fall, spring, and summer terms). Continuous registration enables students to maintain access to faculty, library support, and other academic resources. After completion of all required coursework, doctoral students must register for GRD 7989 (the "research holding course") by the Doctoral Program office. This is a **non-credit**, 1 semester hour, fee-bearing course that ensures continuous registration between completion of doctoral coursework and enrollment in dissertation credit hours. Students will remain enrolled in GRD 7989 for each academic term (fall, spring, summer) until enrollment in EDL 7999 (dissertation credits). Students will be enrolled in EDL 7999 for 3 credit hours in the first full academic term following Graduate School approval of the dissertation proposal, as well as submission and approval of an IRB application.

EDL 7500: Independent Studies (1-3 credit hours)

In some cases, it is relevant to the student's coursework to embark on an Independent Study under the supervision of a faculty member with relevant expertise and graduate faculty status. An Independent Study is an opportunity for a doctoral student to complete more intensive and focused coursework around a topic not already presented in another doctoral course.

In order for an Independent Study to be an approved elective that counts towards a student's Program of Study, approval from the Doctoral Program Director and the faculty member supervising the independent study is required at least 3 weeks before the start of the academic semester in which a student wishes to complete the Independent Study. Approval is gained for an Independent Study by the submission of a complete syllabus for the intended Independent Study course that contains the following elements:

- Name and Banner ID of student and faculty member
- Semester of study
- Title of the Course ("EDL 7500, …………..)
- Purpose of the Course
- Course Objectives and Outcomes
- Major Assignments and Readings
- Required university syllabus policies (those can be copied from: http://academicaffairs.appstate.edu/resources/syllabi)

Syllabi should be submitted 3 weeks before the start of the semester in which the Independent Study takes place.

Individual Study

Individual study is the pursuit of a regularly listed course by a student without attending classes on a regular basis. Permission from the departmental chair (in which the course is offered) will need to be secured. If the chair approves, then she or he will suggest one or more faculty members in the department who might supervise the student in the course. If the faculty member agrees to supervise the student, the student and faculty member will work out the method of study. The grade for the course will be submitted to the Registrar in the regular way at the end of the semester in which the project is completed.

The usual limitations on academic load apply to the student's total load, including the load in regular classes and work taken individually.

Program Concentrations

Four concentrations are available to students in the Doctoral Program in Educational Leadership. In order to fulfill requirements for these concentrations, coursework for the 12-15 required credit hours of electives must come from the lists below:

    A. General (code 702C),

    B. Educational Administration (code 702B),

    C. Reading and Literacy (code 702E), and

    D. Higher Education (code 702F).

    E. Expressive Arts Education, Leadership and Inquiry (code 702 G)

A. General Concentration (code: 702C)

Select 12 or 15 credit hours from doctoral and graduate level courses with approval of the Doctoral Program Director.

B. Educational Administration Concentration (code: 702D)

Select 12 or 15 credit hours of coursework related to school administration. Approval of the plan of study is required from the Doctoral Licensure Advisor and the Doctoral Program Director. Students seeking principal licensure must complete the coursework required to meet current NC Principal Licensure standards. Students seeking superintendent licensure must hold principal licensure and complete the coursework required to meet current NC superintendent licensure standards.

C. Reading and Literacy Concentration (code: 702E)

Select 12 or 15 credit hours from the following courses or other doctoral and graduate level courses with approval of the Doctoral Program Director.

- RE 6120: Psychological Processes in Reading (3)
- RE 6568: Language and Linguistics in Reading (3)
- RE 6735: Severe Reading Disability (3)
- RE 6731: Advanced Issues in Literacy and Learning (3)
- RE 7570: Administering Reading/Language Arts Programs: The Research Base (3)
- RE 7710: Improving Reading/Language Arts Instruction in the Schools: Problem-Solving Seminar for Administrators (3)

D. Higher Education Concentration (code: 702F)

Select 12 or 15 credit hours from the following courses or other doctoral and graduate level courses with approval of the Doctoral Program Director.

- HE 6090: Seminar in Adult and Developmental Education (3)
- HE 6310: Critical Issues in Adult and Developmental Education (3)
- HE 6320: Institutional Effectiveness (3)
- HE 6330: Organizing for Learning and Diversity (3)
- HE 6340: Policy Analysis in Higher Education (3)
- HE 6350: Leading Organizational Change in Higher Education (3)
- HE 6370: Designing Culturally Responsive Learning Environments (3)
- HE 6840: Personnel Policy and Practice in Higher Education (3)

E. Expressive Arts Education, Leadership and Inquiry (code: 702G)

3 or 6 s.h. of EDL 7900: Internship and The following two required courses:

- HPC 6360: Therapy and the Expressive Arts (3)
- HPC 6370: Intermodal Expressive Arts (3)

and

In addition, students will select 6 or 9 s.h. of additional courses from the following (or other graduate-level courses with the approval of the Doctoral Director):

- HPC 5860: Dreamwork: Clinical Methods (3)
- HPC 5870: Creative Process, Movement, and Therapy (3)
- HPC 6340: Ecotherapy (3)
- HPC 6350: Body/Mind (3)
- HPC 6355: Mindfulness Based Counseling (3)
- HPC 6365: Expressive Arts Summer Institute (3-9)
- HPC 6366: EXA Child/Adolescents (3-6)
- HPC 6380: Therapeutic Writing (3)
- HPC 6390: Current Issues in Expressive Arts Therapy (3)

Internships

Overview

The internship enables doctoral students to enrich leadership capacity in the context of an advanced professional setting or applied scholarly project. Throughout the internship, doctoral students integrate theoretical and practical knowledge, while gaining new leadership skills that serve an organization or community.

A doctoral internship can take place in a variety of settings, based on a student's professional interests. Students may not, however, propose an internship that overlaps with their current professional work. In other words, an internship must involve professional engagement in a setting different and distinguished from the job requirements of the student's current professional role.

An internship earning 3 credit hours should result in approximately 150-300 hours of student involvement over the course of the semester, including background reading, work time on site, coordination meetings, and reflective writing. Some students may pursue a two-semester internship to receive 6 credit hours and involving 150-300 hours of student involvement each semester (300-600 hours total).

Internship Planning & Proposal

- **Minimum 3 Months Before Start Date:** Doctoral students must carefully plan an internship, in collaboration with an on-site supervisor and faculty internship advisor. Students should begin conversations with an on-site supervisor and/or internship advisor at least 3 months in advance of beginning the internship in order to clarify desired outcomes as well as expectations for the daily work of the internship.

- **Minimum 1 Month Before Start Date:** Students should submit an internship proposal (Appendix D) to the Doctoral Program Director at least one month before the beginning of the proposed term for the internship.

- **Minimum 2 Weeks Before Start Date:** Students should submit an internship contract (Appendix E) at least 10 days before the start of the academic semester in which the internship is to be completed. Internship proposals submitted after the first class day of the semester will not be accepted for registration in that semester.

PLEASE NOTE: Students will only be registered for an internship once the internship proposal and internship contract have been approved by the site mentor, internship advisor, Doctoral Program Director, Dean, and Graduate School. Internship proposals submitted after the first day of the semester will not be accepted for registration in that semester.

Supervision and Assessment of the Internship

The Director or a qualified designee of the Doctoral Program serves as the internship advisor. The internship advisor provides leadership, guidance, collegial support, and advocacy for interns as they facilitate a process of applying knowledge gained in course work. The internship advisor will encourage experiential learning, self-direction, and realistic self-appraisal while making every effort to foster positive relationships between the intern and the on-site mentor. The Doctoral Program Director will consult with the internship advisor on the status and progress of the internship. After the completion of the internship, the internship advisor will complete an Internship Portfolio Assessment Form (Appendix F).

The internship is also under the supervision of an on-site mentor. The on-site mentor will complete a formative assessment of the internship by completing the Internship Evaluation Form (Appendix G) at the conclusion of the semester-long internship.

Internship Portfolio

During the internship, students will compile an internship portfolio that contributes to reflection on their internship experiences. The portfolio will serve to inform the faculty advisor of the activities, concerns, and highlights of the internship and provides students with a record of their work. The portfolio should include the following:

1. A signed copy of the internship proposal and contract
2. A reflective journal
3. A log of internship activities, including attendance at seminars, meetings, conferences, and hours worked
4. Copies of any products or materials created during the experience (event flyers, reports, meeting notes, etc.)
5. Completed mentor evaluation form
6. A written reflective summary including:
   o Narrative summary of internship activities, outcomes and obstacles in relation to your learning goals.
   o A critical reflection about the impact of the internship on your professional/leadership capabilities.
   o An overall self-assessment of your learning and progress during the internship including thoughts about follow up activity and/or a second semester of an internship.

Summary of Registration Deadlines

- A proposed syllabus for an **Independent Study** must be submitted **3 weeks** in advance of the first day of the semester of enrollment.

- An **internship proposal** must be submitted **one month** before the start of the internship

- An approved **dissertation proposal**—with an approved IRB application—must be submitted **3 weeks** before the end of the semester prior to the semester the student wishes to enroll in dissertation credits (EDL 7999).

  *For instance, if a student wishes to enroll in EDL 7999 for the spring semester, the student must submit their approved dissertation proposal and IRB application 3 weeks before the end of the fall semester (exact date varies but usually would fall towards the end of November for fall).

Progression Through the Curriculum

During the first year in the program, students should develop a preliminary plan for their electives and discuss their plan with the Doctoral Program Director and/or Doctoral Student Advisor. Students should also meet with the Graduate Program Director for their selected doctoral concentration area to guide planning for electives and internship.

With the support of the Doctoral Program Director, the Doctoral Student Advisor will help the student identify faculty members whose research interests and expertise are congruent with the student's probable area of inquiry for the dissertation. Within one semester after completing all required coursework, students must pass their Qualifying Exam in order to progress toward candidacy (see Qualifying Examinations section of this handbook for full details).

Upon successful completion of the Qualifying Examination, students are recommended for admission to candidacy and select a dissertation committee in cooperation with their Dissertation Chair. Dissertation Committee members are identified by mutual consent of the student and each faculty member. Dissertation Committees consist of a minimum of 3 members of the Graduate Faculty at Appalachian State University. This process allows students to develop a direct working relationship with several faculty members. At the same time, it provides an individualized and personalized approach to the advising process. Dissertation committee members will:

- Approve the student's dissertation topic.
- Review and approve the dissertation proposal during a proposal defense.
- Provide advice and counsel throughout the dissertation research process.
- Evaluate the student's final dissertation and oral defense.

Time Limit Requirements

Coursework expires seven (7) years after the date the initial grade is awarded and may not be used for the degree after this date. For example, courses taken in Spring 2016 may be used on a program of study for graduation until May 2023.

As referenced in the current Graduate Bulletin, all graduate credit offered for the degree must have been earned within seven (7) calendar years after the year of admission. For example, students entering in 2016 have until December 2023 to complete their degrees.

Under most circumstances, extensions of the 7-year limit will not be granted. Only in extenuating circumstances (major illness or life events) will an exception be considered. The student should discuss the reasons for an extension with the dissertation chair and Doctoral Program Director. Any proposal for an extension must be formally approved by the Graduate School.

Grades

As referenced in the current Graduate Bulletin, grades on coursework may not average lower than 3.0 at any time in the program. No student may include more than 3 C-level grades in a program of study. No graduate course with a grade of "F" or "U" will be credited toward the degree. For more detail please see the Graduate Bulletin.

Suspension and Dismissal

As referenced in the current Graduate Bulletin, Appalachian reserves the right to exclude, at any time, a graduate student whose performance is unsatisfactory or whose conduct is deemed improper or prejudicial to the best interest of the University.

Graduate students who do not maintain a cumulative grade-point average of at least 3.00 cannot register for classes without the written recommendation of the advisor and the approval of the Dean of the Graduate School (see "Probationary Status").

Degree candidacy is discontinued for the student who has received four grades of "C," and if a graduate student receives a grade of "F" or "U," the student may not continue in Graduate School unless the advisor submits, in writing, an acceptable recommendation to the Dean of the Graduate School. In no case may a graduate student be permitted to repeat more than one course to improve the grade, and the student who receives a second grade of "F", "U", "WF" or "WU" may not continue toward the graduate degree under any circumstances.

Graduate credit accepted in fulfillment of the requirements for a graduate degree shall average not lower than 3.00, and no credit toward the degree shall be granted for a grade of "F", "U", "WF" or "WU." A grade of "F" or "U" is assigned to a student who arbitrarily discontinues meeting a class or who withdraws without making proper arrangements with the Registrar's Office.

Course work reported "Incomplete" must be completed within the following semester of the official ending of the course. Any extension of this period must be approved by the appropriate dean and the Registrar.

Transfer Credit
As referenced in the Graduate Bulletin:

- A degree- or certificate-seeking student may, with permission of the program director, request approval from the Graduate School to transfer graduate course work to Appalachian from another accredited graduate school. This coursework must be at the same or higher level than the student's program at Appalachian and must be acceptable in a graduate degree program at the credit-granting institution.

- Permission to use transfer hours on a program of study must be granted by both the student's program and the Graduate School. Transfer credit should be reported to the Graduate School as soon as possible, but will not be posted to the student's official Appalachian transcript until official transcripts are received.

- Students should arrange for official transcripts to be sent directly to the graduate records staff in the Graduate School as soon as grades are posted.

- Graduate work included in an earned degree from another institution cannot be included on a program of study.

- **Time limit:** Transfer credits are subject to the 7-year time limit requirement at the time of graduation.

- **Number of hours:** The maximum number of hours of transfer allowed is 9 hours for degree-seeking students, and 25% of the number of hours required for certificate-seeking students.

- **Minimum Acceptable Grades**: The grades earned must be at least "B" (3.0/4.0). A "B-" is not acceptable. Courses with grades of "P" meaning "Passing" or "Pass/Fail" option and grades of "S" meaning "Satisfactory" are not acceptable for transfer.

Qualifying Examination For Doctoral Students

The Qualifying Examination (QE) functions as a threshold in students' pathway through the doctoral program. The QE requires students to demonstrate their ability to identify, synthesize, and critique foundational concepts and theories in relation to a significant educational issue. In this respect, the QE has two primary functions:

  a) to demonstrate and apply knowledge gained from doctoral courses, and
  b) to lay the groundwork for designing and conducting dissertation research.

Successful completion of the QE enables the student to proceed with confidence to the dissertation phase of the doctoral program.

Characteristics

The QE provides a formal opportunity for students to demonstrate competency in the following areas:

  a) an articulation of a foundational theory or framework that informs a significant educational issue; and
  b) a review and critique of relevant research/policy literature.

The topic selected for the QE should hold strong interest for the student and may have been explored in previous doctoral coursework. While most students will continue to refine and develop the topic for use in the dissertation proposal, some students may elect to modify or change the topic after completion of the qualifying exam.

Requirements

The Qualifying Exam will be comprised of <u>two</u> inter-related papers focused on a topic of professional educational significance. Each paper is expected to be 20-25 pages in length (at least 6000 words minimum) and adhere to current APA formatting and reference requirements. A unified reference list will accompany both papers.

Students will write the QE papers following the guidelines below. Ideally, there will be a natural coherence between the two papers that enriches the student's thinking and informs the design of the student's future research.

> **Question 1. Theoretical Traditions and Frameworks:** *How does a substantive theoretical framework or a broad philosophical paradigm inform a significant educational issue?*
>
> Focusing on a significant issue in education, write a paper that engages with a theory[1] that provides a foundation or framework for your thinking about the issue. Address the following:
>
> Describe the foundations/origins/history of the theory, using major author(s) and their contributions to the theory;
>
> Explain the key principles and assumptions of the theory;
>
> Critique the theory in relation to educational inquiry; and
>
> Evaluate the theory's implications for serving as a framework or foundation for understanding and analyzing a research topic.

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[1] Theoretical traditions range from mid- to macro-levels. Mid-levels theories are discipline-based and conceptually oriented; examples are, but not limited to, the following: theories of adult learning, theories of transformative leadership, theories of college student identity development, theories of resilience, theories of language acquisition, evaluation theories, etc. Macro- level theories are broad philosophical paradigms; examples are, but not limited to, the following: social constructionism, positivism/post-positivism, pragmatism, feminism, interpretivism, poststructuralism, etc.

> ***Question 2. The Research/Policy Literature***: *What is the historical and current body of scholarship that surrounds a significant issue in education?*
>
> Focusing on a significant issue in education, review the relevant research or policy[2] literature. Prepare a review of the literature that synthesizes, critiques, and evaluates the historical and current scholarship in the field. Address the following:
>
> Describe the broad context (legal/political/institutional) of the issue;
>
> Synthesize the major trends, findings, and debates in the historical/contemporary scholarship;
>
> Critique the strengths, weakness, and gaps in the body of scholarship;
>
> Analyze how the scholarship frames and shapes the issue for educational practitioners, with particular concern for social justice;
>
> Provide suggestions and implications for future inquiry.

Timeframe

The specific timing for completing the QE is variable but the following guidelines should be observed:

- A student must have completed at least 30 credit hours in the doctoral core curriculum before writing a qualifying exam. In some cases, a doctoral student may wish to write the QE in parallel with completion of a final course.

- In most cases, however, students will begin the QE after completing all required doctoral coursework (including electives and internship).

- Before commencing with the QE, students will submit a brief (2-3 paragraph) abstract of the proposed QE topic and consult with the Director of the Doctoral Program and/or the Student Advisor for topic approval.

The student may consult with other faculty members regarding the general research topic or literature during preparation of the QE papers, but faculty members should not be expected to edit or provide specific feedback on draft QE papers.

The QE is intended to assess a student's ability to continue with dissertation research; therefore, the QE must reflect the student's own independent work. As suggested above, a student may tap assignments completed during previous coursework to inform the development of the QE.

Submission Deadlines

- The QE papers must be submitted to the Qualifying Exam Review Committee (QERC) using a designated online platform no later than **November 1 for the Fall semester and April 1 for the Spring semester**.

- Submissions by this date will enable the QERC to complete a review and any required follow- up by the end of that semester.

- Students may also submit their QE papers earlier in the semester. For example, a student could work on the QE over the summer and then submit the completed QE in mid-August at the beginning of the fall semester. Generally, QE papers will not be reviewed during the summer (from mid-May through mid- August) unless specific arrangements have been made with the Doctoral Program Director.

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[2] Examples of policy are, but not limited to, the Read to Achieve legislation, the Race to the Top initiative, North Carolina teacher evaluation policies, policies that influence culturally and linguistically diverse students, policies that attempt to impact academic achievement, etc.

In ALL cases, regardless of when the student begins work on the qualifying exam, the QE must be formally completed by the end of the first full academic term (fall/spring) following completion of required doctoral coursework.

Failure to meet the required deadlines will typically result in an "unacceptable" rating of the QE (as noted below). Due to unexpected life events or circumstances, a student may request a modification to this timeframe. Such a modification must be discussed and documented by the student and Doctoral Program Director in advance of the deadline.

Review Committee and Assessment

The QE Review Committee (QERC) will complete an assessment of the QE approximately 2-3 weeks after submission. Upon approval, students will be able to move forward from the QE to the proposal stage quickly after completion of their doctoral coursework.

The Qualifying Exam Review Committee (QERC) will consist of 2 members of the doctoral faculty, one of whom will be the Doctoral Program Director or Doctoral Research Coordinator. The QERC will evaluate the QE using a rubric available to all students in advance. The rubric will facilitate an evaluation of each QE paper as falling into one of three ratings: excellent, acceptable, or unacceptable. The two members of the QERC will discuss their individual ratings to determine a summary rating for each QE paper. If there is substantive disagreement between the 2 reviewers, the Doctoral Program Director (or another designated doctoral faculty member) will be asked to review the QE independently and facilitate further discussion of a summary rating.

Review of the Qualify Exam will result in one of the following outcomes:
1) Both QE papers rated as **Excellent/Acceptable.** The student passes the QE.
2) One QE paper is rated as **Excellent/Acceptable**; the other paper is rated as **Unacceptable**. The student is allowed 2 weeks to make revisions to the unacceptable paper. The revised paper must be submitted to the Doctoral Program Director, Research Coordinator, or faculty member for final approval.
3) Both QE papers are rated as **Unacceptable**. In this (rare) case, the student is required to meet together with the Doctoral Program Director and another faculty member to determine the student's interest and ability to continue in the doctoral program. The student will be asked to develop an Action Plan to address the deficiencies in the qualifying exam and revise both papers with a 6-week period. The papers will be resubmitted and reviewed by the QERC.

After Passing the QE

Once a student has passed the qualifying exam, the doctoral program will register the student for GRD 7989 ("holding course"). In order to maintain continuous registration, students will remain enrolled in this non-credit, fee-bearing course each academic term (including summer) until completing an approved dissertation proposal and enrolling in EDL 7999 (dissertation credits).

Failure to Pass the QE

If, after the steps noted above, the student fails to produce a QE that meets the acceptable standards within the required timeline, the student will be deemed to fail the Qualifying Exam. As a consequence, a student will not be able to advance to candidacy and will be expected to withdraw from the Doctoral Program. A student has the right to appeal, as noted in the Graduate Bulletin

Implementation

The new QE format will be required of all students who complete coursework in 2016 or later. In 2015, students will have the option of either working within the previous QE guidelines or adopting the new QE format.

Especially for students who have finished coursework and have not yet begun work on the QE, the Doctoral Program strongly encourages adoption of the new format.

Regardless of the format, all students who have completed coursework before August 1, 2014 will be required to complete the QE by November 1, 2015.

Summary of Procedures (Update)

1. In the semester prior to the completion of the QE, the student will notify the Program Director (insert email) or Research Coordinator (insert email). The student will be added to the "QE course" in ASULearn.
2. After being added to the "QE Course," the student will submit a one-paragraph abstract for each QE question that summarizes the chosen topics. If the topics do not seem feasible, the student will receive feedback from either the Program Director or Research Coordinator with suggestions for refinement.
3. Prepare the QE according to guidelines and timeframe above.
4. Submit the QE as one document with a unified bibliography into ASULearn.
5. The QE will be assessed within 2-3 weeks after submission.
6. If the QE is passed, the student will proceed to the proposal stage of the dissertation. At that time, the student will select faculty members to serve on the dissertation committee and will work closely with them to develop a methodological approach to their research.

The Dissertation Committee

Students have the option of continuing toward a dissertation proposal or prospectus with the QE chair or may select a new chair. The dissertation chair must hold Graduate Faculty status (for current list of the Graduate Faculty, visit www.graduate.appstate.edu). Typically, dissertation chairs are tenured faculty members in the College of Education. Depending on the student's research interests a chair may be an untenured Graduate Faculty member from the Reich College of Education or a tenured Graduate Faculty member from another department at Appalachian State. The Dissertation Chair will serve as the student's primary advisor from this point forward.

Once a Graduate Faculty member has agreed to serve as chair, the chair and student will collaboratively identify additional Graduate Faculty to serve as dissertation committee members. The committee (including the chair) consists of a minimum of three members, all with graduate faculty status (see the Graduate School website for a current listing). Additional members may be added. It is recommended that the student choose a committee that will guide their research in the following ways:

- Enriching the current body of literature through extensive knowledge of the topic.
- Creating a sound methodological design and conducting accurate data analysis.
- Enhancing the quality of the written work through extensive editing.

A student may change their committee but only after consultation with the Doctoral Program Director. It is possible for non-ASU faculty to become dissertation committee members, once they receive formal Graduate Faculty status with the Graduate School.

Dissertation Proposal
or Prospectus

A dissertation is required of all doctoral students. The proposed dissertation will show command of the literature and research methodology of her/his specialty. Dissertations are expected to conform to the Dissertation Guidelines of the Graduate School and the style described in the most recent edition of the American Psychological Association (APA) Publication Manual.

There are two distinct pathways. Depending upon the student's concentration within the doctoral program and the guidance of the dissertation chair, the student will complete one of two pathways:
1. a doctoral dissertation proposal with the first three chapters of the dissertation (Introduction, Literature Review, Methodology); or
2. a doctoral prospectus a 25-30-page paper that outlines a proposed study (theoretical, conceptual, or methodological).*(AERA, 2006)

The Dissertation Proposal serves the function of demonstrating the student's ability to articulate:
- A viable researchable issue
- The context for the issue
- The significance of the proposed research
- The theoretical/conceptual framework that informs the study
- The literature that informs the researchable issue
- A methodology for the proposed research

The audience for the dissertation proposal, along with the Dissertation Committee, is any member of the faculty in the college as well as the Graduate School.
The student should meet with the committee in order to defend the dissertation proposal.. After the committee approves the dissertation proposal, an electronic version and hard copy of the dissertation proposal should be submitted to the Director of the Doctoral Program along with the Dissertation Committee Form (see Appendix I) at least **3 weeks** prior to the end of the semester before the semester in which the student wishes to begin enrollment in EDL 7999: Dissertation Research (for example, if a student wishes to be enrolled in EDL 7999 during the Spring of any semester, the approved proposal and IRB application must be submitted 3 weeks prior to the end of the preceding semester). In order to be enrolled in EDL 7999, the proposal and completed Dissertation Committee Form must be submitted and approved by the Doctoral Program Director and sent to the Graduate School. In addition, enrollment in dissertation credits (EDL7999) requires an approved IRB application.

Dissertation Proposal Guidelines

The following outline is meant as a guide, not a rigid framework. It assumes an empirical project. Students adopting a non-empirical project, such as a philosophical or conceptual analysis, will veer significantly from this guide.

Effective dissertation proposals should contain the following:

I. Title
II. Introduction to the Study: Context of the Issue
    a. Research problem (if applicable)
    b. Research statement and purpose (Create a clear and focused statement that describes your intended inquiry. (i.e., *The purpose of this study is…*). Refer to this statement in your proposal whenever you discuss your plans.)
    c. Kind of study (qualitative, quantitative, conceptual/theoretical, mixed methods, historical or arts based) r and why it is appropriate
    d. What is the significance of the study?
III. Study Context: Review of the Literature and a Description of the Conceptual Theoretical Framework
    a. Relationship of study to existing research
    b. Relationship of study to personal experience and knowledge (qualitative)
    c. Contributions of pilot study to your current thoughts and proposed approaches
    d. Research Questions Description of the major questions or hypotheses that your work seeks to understand/explain/prove
    e. Statement(s) regarding the relationship of your questions/hypotheses to prior research and theory and your own research purposes
IV. Research Methods (Describe **and** justify each selection, making use of research texts and articles to demonstrate your familiarity with the procedures you are proposing.)
    a. Description of research setting or context
    b. Detailed discussion of your chosen research strategy/type of study
    c. Sampling strategies (population, sites, places, times, and other data sources)
    d. Data collection techniques (instruments, variables, observation techniques, protocols)
    e. Data analysis procedures
    f. Consideration of possible ethical issues
V. Validity
    a. Potential threats to the study's validity/trustworthiness
    b. How you are dealing with/will deal with these threats
VI. Implications/Significance/Contributions
    a. Knowledge, Policy and/or Practice (How might your research contribute to knowledge or theory, policy, educational practice or practitioners?)
VII. References
VIII. Appendices
    a. Timetable
    b. IRB Request for Initial Review
    c. Recruitment materials
    d. Consent forms
    e. Request for Letter(s) of Agreement from participating agency (ies) (i.e., schools)
    f. Interview protocols, sample instruments, observation form.

Dissertation Prospectus Guidelines

The dissertation prospectus is typically a 25-30 page document that includes the following essential questions:

1) What is your problem statement (if applicable)
2) What is your topic? What is (are) your research question(s)? Clearly describe your central claim(s) and focus.
3) What theories and/or concepts inform your proposed research? What is the theoretical or conceptual framework for your study, if applicable?
4) How theories and/or concepts inform your methodological approach?
5) How does your topic fit within the existing scholarship on your topic? (i.e., history of the topic, significance or importance of your topic, the ongoing scholarly discourse, and how your study may contribute to the current discourse.)

Guiding Questions for Methodology		
Quantitative Considerations	Qualitative Considerations	Non-Empirical Considerations *Projects in this genre will differ significantly from traditional social science conventions.* *According to AERA, these forms of scholarship include: reviews of research; theoretical, conceptual, or methodological essays; critiques of research traditions and practices; and scholarship more grounded in the humanities. (Educational Researcher, Vol. 35, No. 6, pp.33-40, 2006)*

1) Population and Sampling
  a. Is your proposed sample representative of the population to be studied?
	1) Participants and Sampling
	  a. What is your strategy for identifying your sources of data and why is this an appropriate strategy?
	  b. If your research includes participants, provide a justification for why you have chosen these particular participants.
	  c. How will the selected participants and/or sites of study particularize your data?
		1) Sources of knowledge
		  a. What text/phenomena/concept/theory are you analyzing and why?
		  b. What is the history of the text/phenomena/concept/theory and its current status in the literature?

2) Methodology & Analysis
  a. What type of study will be conducted: non-experimental, experimental, or quasi-experimental?
  b. What are your dependent and independent variables?
  c. What instruments will be used to collect data?
  d. What statistical methods will you use to analyze your data? (Are the required assumptions met for using a particular statistical test?)
  e. How will you organize, analyze, and interpret the data?
	2) Methodology & Analysis
	  2) What is your methodology or overall research design? (e.g., ethnography, case study, narrative, etc.)
	  3) What are your data sources?
	  4) What data collection method(s) will you use and why?
	  5) How do you plan to work toward trustworthiness?
	  6) What are ethical issues that need to be considered regarding your method(s)?
	  7) How will you organize, analyze, and interpret the data?
		2) Analytic approach
		  a. What are the main organizational approaches you will create or use?
		  b. What are your main arguments?
		  c. What are the analytic questions that guide your strategy?
		  d. What theories/concepts guide these analytic questions?

Institutional Review Board (IRB)

All dissertation research involving human subjects requires obtaining human subject clearance from the Institutional Review Board (IRB) of the University. IRB approval must be obtained before beginning research on the dissertation. Upon acceptance of the Dissertation Proposal by the committee, the student, in collaboration with the chair, prepares and submits an IRB application. The chair and student must each complete the CITI Training Program prior to submission of an IRB application. The IRB application should follow or coincide with the approval of the proposal. Copies of the IRB approval should be submitted to the Doctoral Program office for inclusion into the student's record.

Dissertation

Upon acceptance of the Dissertation Proposal, and the IRB application, the student proceeds to conduct the research articulated in the proposal. It is expected that the student, Dissertation Chair, and methodologist (who may also be the Chair or another member of the dissertation committee) keep in close contact whilst the research is being conducted.

Upon completion of the research, and with guidance from the Chair, the student writes chapters that report the findings and an analysis of the findings. Additionally the student updates the first three sections from the Proposal (introduction, literature review, and methodology), and presents to the committee a draft document. This document usually contains the following elements. The committee and student, depending upon the nature of the research, may consider other elements.

- Introduction
- Literature Review
- Methodology
- Findings
- Conclusions

Dissertation Requirements

The following elements are required of the dissertation narrative. The dissertation proposal and final dissertation must adhere to both APA style guidelines and the Graduate School Thesis and Dissertation Guidelines.

Chapter 1. Introduction

Introduction to Issue: provides a broad introduction to the context in which the particular issue being researched resides. The introduction should rely considerably on appropriate scholarly sources in addition to the writer's interests and concerns. The linkage with educational leadership should be clearly established.

- **Problem Statement**: flows from the Introduction to the Issue, and is a more particular statement of the issue/problem that will be addressed in this research project. The problem should be given some definition, its elements described, and the beginnings of a case for why this project should be undertaken. Supporting literature should be included.
- **Research Question(s)**: is a broad statement, usually framed as a question, which will be addressed in this research project. Sub-questions may also be included.
- **Methodology**: in this section, the writer briefly (in a paragraph or two) introduces the methodology that will be used in this research project.
- **Significance of Issue**: here the writer presents a rationale for the study and its significance. Typically the significance centers on the need for information about the issue, and addresses gap(s) that exist in our current knowledge. Writing this section assumes a sound knowledge of the literature about the issue.
- **Definition of Terms**: each term, used in the study, which may not be commonly known or understood is defined (e.g. non-traditional students, andragogy, students at risk, etc. etc.), often drawing on appropriate citations.
- **Organization of Study**: is a brief transitional piece that states what is addressed in each of the major sections (chapters) of the paper.

Chapter 2. Literature Review

- **Classic Literature**: for most research undertakings/topics/ there is a well-established body of literature (e.g. adult learning, school leadership, faculty development, etc.) -

and in this portion of the paper appropriate elements of this literature are reviewed.

- **Research Literature**: refers more particularly to research that has been conducted and informs the particular research being proposed. If previous studies are cited the writer usually provides a brief statement about how studies were conducted and conclusions reached (as opposed to just stating what the conclusions were).
A theme throughout the literature review should involve developing the case for the proposed study - i.e. showing a gap in our current knowledge that can appropriately be addressed by the proposed study.
- **Conceptual Framework**: in many projects the conceptual framework flows nicely from the literature review. The framework provides the rationale for the particular way (e.g. interview questions) that data for the research project will be obtained.

Chapter 3. Methodology

Methodological Approach: presents an overview of the methodological approach and its appropriateness for the proposed study.

- **Research Question(s)**: essentially repeats the question(s) outlined in the Introduction. The wording in the question(s) should be the same throughout the paper.
- **Research Design**: calls for a detailed presentation on the particular design selected for the study and its elements. In the process the writer demonstrates understanding of the design, drawing on appropriate scholarly sources.
- **Design Rationale**: makes the case for the particular design chosen.
- **Role of the Researcher**: presents a detailed explanation of the role the researcher will take in the study.
- **Ethical Issues**: provides the opportunity for the researcher to address any values, subjectivity, experience, etc. that may have a bearing on the study - and how these will be addressed to insure the integrity of the research.
- **Data Sources**: describe what source(s) the data will be drawn from (e.g. individuals, groups, databases, etc. etc.)
- **Data Collection**: deals with how the data will be collected (e.g. interviews, observations, sections of data bases, etc.)
- **Participants**: in the cases where participants will be a source of data, this section describes who they will be (e.g. school principals, college presidents, 8th graders, etc. etc.)
- **Participant Selection**: describes how and why the particular participants are selected.
- **Interview Protocol**: if interviews are being conducted, this section describes the complete process of how, when, where, etc. they will take place; issues include confidentiality, protection of human subjects, right to withdraw, etc.; a copy of the interview questions (informed by the conceptual framework) typically is referred to and presented as an appendix.
- **IRB Procedures:** all research projects need Institutional Research Board (IRB) approval before the research begins. Note of that approval should be included in the methodology section. Researchers and major professors need to have completed the IRB ethics tutorial which can be accessed through the IRB site on the ASU Graduate School web page.
- **Data Coding**: describes what procedures will be used to code the data.
- **Data Analysis**: describes the procedures used to analyze the data.
- **Trustworthiness**: refers to the findings being accurate, believable, reliable, and valid. Descriptions of study's efforts towards credibility, transferability, confirmability, and dependability, reliability and validity may be addressed in this section.

Chapter 4. Results

- **Introduction:** calls for a brief introduction to the study, method, and elements to be presented in this portion of the paper.
- **Participants**: in qualitative studies, the participants and surroundings are introduced with rich description and detail.
- **Results**: include the appropriate presentation of the data and results from the research.

Chapter 5. Conclusions

- **Introduction**: includes a short paragraph identifying the sections that are to follow in this portion of the paper.
- **Analysis - Literature Links**: here the writer provides analysis of the major findings, and makes linkages back to the literature about the topic.
- **Addressing the Gaps**: woven into the analysis it is appropriate to identify if and how findings address the gaps identified in the rationale for the study and its significance.
- **Limitations**: every study will have some limitations, and at this point it is most appropriate to address them
- **Revisiting the Conceptual Framework**: in this section it will be useful (especially for following researchers) to identify if the framework worked for this study. If changes are suggested based on the study's findings that will be helpful for future studies they can be addressed at this point.
- **Implications**: the study and its findings will have implications. At this point these implications (and for whom - e.g. policy, politicians, the academy, school systems, etc. etc.) should be presented - along with some points about how these implications might be addressed by their intended audience(s). The implications should be clearly linked with the data and findings.
- **Recommendations for Future Research**: each study typically will present suggestions for further research. These suggestions should be clearly linked to the findings, and perhaps to the limitations identified in the process.

References

All references should be typed in APA style. Only those references cited in text should appear in the reference list.

Dissertation Defense and Outcomes

The oral defense of the Dissertation must be scheduled well in advance once a student has completed the necessary steps for graduation. The Dissertation Chair will work with the student to decide when work on the Dissertation is ready for defense.   The student may meet with their committee any number of times before a final copy of the dissertation is ready to be delivered to committee members, and the Doctoral Program Director. The Dissertation defense must be completed at least 4 weeks in advance of the final class day of the semester of graduation. Scheduling the defense well in advance of this deadline is preferred.

A finalized copy of the dissertation with all edits made is due to the graduate school 7 days before the last class-meeting day of the semester in which the student intends to graduate. The Doctoral Program Director and members of the Dissertation Committee should receive the final version of the dissertation from the student 3 weeks before the date of the defense.

The oral defense is a formal occasion. The Doctoral Program Director introduces the student to the audience and will then present an overview of dissertation followed by an oral examination with the committee. The chair of the Dissertation Committee facilitates this examination and subsequent dialogue.

At the conclusion of the public presentation and examination the committee meets in executive session to determine the outcome of the examination. Frequently, the student is asked to make changes, and agreements are established to complete this work. If no change is required, the student is so informed. Before formal adjournment the student is congratulated and necessary paperwork is signed.

Moving Toward Graduation

An application for graduation should be filed with the Graduate School once the student is aware of the semester that they will be defending the dissertation. A fee is required to complete this application. Please see deadlines posted on the Graduate School website. If the graduation date must change for any reason, the student must re-apply for graduation and re-pay the fee.

Following the Dissertation Defense and completion of all requested changes, the student delivers one copy of the dissertation, printed on plain paper, to the Graduate School. The Dean of the Graduate School, or a reader, will read the dissertation and return it to the student with format and editing suggestions. These are the final changes that will be required. Once all revisions have been completed, the corrected dissertation, along with the returned copy, is sent to the Graduate School for one final review. After this review, the student will be given clearance to make official copies for binding.

The three required copies should be on official Appalachian thesis paper that contains the Appalachian seal as watermark, and is available at the campus bookstore. Print should appear on one side of each sheet. Each copy should be in a large brown envelope with a fastener. Every envelope must have a label stating the student's name, program and degree.

The student pays a binding fee at the Cashier's Office prior to submitting the final copies. The blue receipt is then given to the Graduate School along with the official copies.

Appendix A. Checklist to Complete Doctoral Program

Use the following list to organize your work in the doctoral program. Required forms and processes are listed below.

☐ Satisfactory completion of all core doctoral coursework.

☐ Satisfactory completion of the internship and elective courses.

☐ Satisfactory completion of the Program of Study by making sure all electives are correctly classified in Degree Works.

☐ Enrollment in the GRD 7989: Research Holding Course.

☐ Successful completion of the Qualifying Exam.

☐ Selection of a Dissertation Chair in consultation with the Doctoral Student Advisor and the Doctoral Program Director.

☐ Selection of the Dissertation Committee.

☐ Successful completion and defense of the Dissertation Proposal.

☐ Successful application for IRB approval of the proposed study.

☐ Enrollment in EDL 7999: Dissertation Research for a minimum of 2 semesters for 3 credit hours per semester (6 credit hours total) and a maximum of 3 semesters (9 credit hours total).

☐ Successful oral defense of the Dissertation.

☐ Application for graduation (required fee).

☐ Order or reserve regalia for graduation.

☐ Deliver a copy of the dissertation to the Graduate School editor.

☐ Final copies (3) of the Dissertation given to the Graduate School for binding (required fee).

Summary of Key Registration Deadlines

- A proposed syllabus for an **Independent Study** must be submitted **3 weeks** in advance of the first day of the semester of enrollment.

- An **internship proposal** must be submitted **one month** before the start of the internship

- An approved **dissertation proposal**—with an approved IRB application—must be submitted **3 weeks** before the end of the semester prior to the semester the student wishes to enroll in dissertation credits (EDL 7999).

  *For instance, if a student wishes to enroll in EDL 7999 for the spring semester, the student must submit their approved dissertation proposal and IRB application 3 weeks before the end of the fall semester (exact date varies but usually would fall towards the end of November for fall).

Appendix B. Four Phases to Complete Doctoral Program

This is a general guideline for how completion of the program should progress.

Phase 1:
Coursework

- Complete required core coursework.
- Complete electives and internship.
- Check DegreeWorks to be sure your Program of Study is accurate and your "fall through" courses have been approved as electives (see your Advisor).
- Meet with your Advisor to begin talking about your area of research interest.

Phase 2:
Qualifying Examination

- After completing 30 hours of coursework, consult with the Doctoral Program Director and/or the Student Advisor about the QE.
- If completing the QE at the end of all coursework, automatic registration into GRD 7989: Research Holding Course will occur.
- Complete the QE within one semester of finishing all coursework in order to remain in good standing.
- Receive an assessment of "pass" for the QE.

Phase 3:
Choosing a Committee, Writing a Dissertation Proposal

- While enrolled in the GRD 7989: Research Holding Course and only after a successful pass of the QE, you should choose a Dissertation Committee Chair and then a Dissertation Committee (in that order).
- Begin preparing a Dissertation Proposal, consisting of the first 3 chapters of the Dissertation.
- Formally defend your proposal to your Dissertation Committee.
- Complete the IRB protocol and receive your approval.

Phase 4:
Collecting Data, Writing, and Defending your Dissertation

- Enroll in EDL 7999: Dissertation Research.
- Collect your data while maintaining steady communication with your chair and other committee members.
- Edit Chapters 1-3 of the proposal while also writing chapters 4 and 5.
- Schedule your Dissertation Defense well in advance during the semester in which you intend to graduate.
- Apply for graduation and pay the fee.
- Formally and orally defend your dissertation.
- Take final copies of your dissertation to the Graduate School at least 7 days before the end of the semester in which you will graduate.

Appendix C. University Policies

Appalachian State University Academic Integrity Code
Please refer to Policy 205 at the following website:
http://policy.appstate.edu/Academic_Integrity_Code

Harassment and Discrimination Policies
Appalachian State University is committed to providing working, learning, and living environments free from harassment and discrimination. Harassment based upon race, color, religion, creed, sex, national origin, age, veteran status, political affiliation, genetic information or disability is a form of discrimination in violation of federal and/or state law and Appalachian State University policy, and will not be tolerated. It is the internal policy of Appalachian State University to prohibit harassment on the basis of sexual orientation and gender identity and expression. Retaliation against any person opposing or complaining of harassment is in violation of federal and state law and Appalachian State University policy, and will not be tolerated.

Sexual harassment is a form of discrimination based on sex and falls within the scope of institutional policies and procedures regarding discrimination. As with other forms of discrimination, the University is committed to maintaining an environment free of sexual harassment. In accordance with Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, the University defines sexual harassment as unwelcome and unsolicited sexual advances, requests for sexual favors, and other conduct of a sexual nature when:
1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic decisions;
2. submission to or rejection of such conduct may be used as a basis for an individual's employment or academic decisions; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working, learning, and living environment.

Applicable grievance procedures for students, faculty, and staff are established and are outlined in the Appalachian State University Policy Manual and the Code of Student Conduct. Violations of the harassment and discrimination policies may lead to disciplinary action, including reprimands, suspension or dismissal of offenders.

Office of Equity, Diversity and Compliance
www.edc.appstate.edu
The Office of Equity, Diversity and Compliance (EDC) reports directly to the provost and executive vice chancellor for the Office of Academic Affairs. EDC programs and services, summarized below, support students, staff, faculty, administrators, and campus visitors.
Equity
Concerns about impermissible harassment or discrimination from any member of the university community are investigated by EDC staff and, if indicated, brought to resolution. State and federal laws protect all citizens from discrimination and harassment based on religion, creed, race, color, national origin, sex, age, disability, political affiliation and veteran

status. Appalachian extends this protection to include sexual orientation and gender identity and expression.

Diversity

EDC staff members facilitate workshops in recognizing and preventing impermissible harassment and discrimination, appreciating differences in others, GLBT issues in the classroom, and creating respectful working and learning environments to any on- or off-campus class, organization, or unit. EDC sponsors the Open Door program and is a founding sponsor of the annual Diversity Celebration.

Compliance

EDC is responsible for directing and monitoring EPA search and hiring procedures, affirmative action and equal opportunity compliance, the EPA exit interview process, and Title IX compliance. The director of EDC is the Title IX coordinator for the university.

The Office of Disability Services

www.ods.appstate.edu

The Office of Disability Services (ODS) assists eligible students and employees with documented disabilities by determining and coordinating reasonable academic or workplace accommodations. Reasonable accommodations are determined individually and are intended to minimize the effects of the impact of specific limitations caused by a disability in order for a qualified individual to have equal access to programs, services and activities.

Consistent with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, it is the policy of Appalachian State University that no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under any program or activity that receives federal financial assistance. ODS works diligently to ensure that individuals with disabilities are provided equal access at Appalachian State University.

Individuals seeking reasonable accommodations due to a disability must submit current, comprehensive documentation meeting documentation guidelines and a Disability Disclosure Form. After ODS has received the Disability Disclosure Form and appropriate documentation, ODS will review for eligibility in a timely manner on a case-by-case basis. To complete registration, eligible individuals will be asked to schedule a meeting to prepare an their Accommodation Plan.

For an entire list of Graduate School policies, please refer to the following website:
http://www.graduate.appstate.edu/gradstudies/bulletin13/policies/index.html#policies

Doctoral Program in Educational Leadership
Internship Proposal Form

Student: **Date:**
Site: **Site Mentor:**
Faculty Advisor: **Academic term:**

Goals & rationale. *Why are you interested in this internship and what are your broad goals? In what specific ways will this internship advance your professional knowledge, skills, and leadership capacities? How will this internship build upon your previous coursework or connect with your emerging research interests?*

Setting. *What is the setting of the internship? How will this setting support your goals for the internship?*

Objectives & outcomes. *What are the specific, micro-level objectives of the internship? What will the anticipated outcomes of the internship? Include both learning outcomes and material/conceptual "products" of the internship.*

Activities. *What will you actually do to achieve the internship objectives and produce the desired outcomes? What will be the major "milestone" activities or events in the internship? What conceptual/practical literature will inform the internship?*

Working expectations. *What are the concrete expectations for your involvement in the internship site? (Specify expected daily/week work hours on site, as well as related activities). How often, and when, will you and your on-site mentor meet to review internship progress?*

Student Signature:_____Date:_____

Site Mentor Signature:_____Date:_____

Faculty Advisor Signature:_____Date:_____

Appalachian
STATE UNIVERSITY.

Internship Contract

(Doctoral Program in Educational Leadership)

Student must complete one form per semester, for both semesters of internship.
Copies of this completed form will be given to the participating agency, the student, and the faculty. supervisor.

COURSE DETAILS:

Term: ___   Department: Doctoral Program   Course Dates: From___   To: _____

Subject/Course: EDL 7900 Course Title: Internship   Hours p/wk: ___   Credit hours: ___   Paid: ___ or Unpaid: ___

DOMESTIC (WITHIN U.S.) INTERNSHIP: _____ CITY/STATE of internship: ___

INTERNATIONAL INTERNSHIP*: _____   COUNTRY of internship: ___

For International Internships, please note #10 under "Requirements"

Student's name: _____ Banner ID: ___   Cumulative GPA: _____

Student's address: _____

Student's ASU E-mail: _____ Phone: _____

Student's Emergency Contact: _____ Relation to Student: _____ Phone: ___

Faculty Contact	*Agency Contact*
Name: _____	Agency Name: _____
Banner ID: ___	_____ Address: _____
Address: _____	_____ Phone:
	Fax: ___
_____	Site Supervisor Name and Title: _____
Phone- Office: ___ Cell: ___ Fax: _____	**Site Supervisor Contact Info,** *if different from above*:
ASU E-mail: _____	Address: _____
	Phone: _____ Fax: ___
	E-mail: _____

REQUIREMENTS:

1. Internships will be 3 semester hours per semester. The ASU "faculty supervisor", referred to above as "faculty contact", will enter the S/U grade upon completion of all internship requirements.
2. Academic credit will be based on a minimum of 40 field placement hours per semester hour credit.
3. Internship credit will not be granted retroactively; students must have internships approved in advance.
4. A signed and completed internship proposal form must accompany this contract.
5. Doctoral student is required to complete two semesters of approved internship for a total of 6 credit hours.
6. All interns must have a faculty supervisor and a separate field/agency site supervisor.
7. Each intern will have contact with the faculty supervisor on a bi-weekly basis (minimum) during the internship.
8. The faculty supervisor will visit each field placement to meet with the intern and the field/agency site supervisor at least once each semester unless prohibited by budget or distance.
9. The provisions of this contract will be used for all internships; each department shall determine individual written requirements and expectations; students must pay tuition and fees to Appalachian State.

For International Internships Only:

10. International internships must be certified by the Office of International Education & Development (OIED) at Appalachian State University. Students must complete required paperwork, purchase international health and accident insurance as required by the University of North Carolina system, and pay an administrative fee.

OIED Signature: ___   Date: ___

RESPONSIBILITIES OF THE STUDENT:
1. Complete all of the ASU departmental prerequisites of the internship program.
2. If requested, provide the agency with a resume and any other necessary documents.
3. Meet with the faculty supervisor and the agency to develop appropriate learning objectives.
4. Abide by all applicable rules and policies of the agency; maintain regular and prompt attendance; contact the appropriate supervisor when questions arise.
5. Perform all of the duties and responsibilities of the position in a professional manner.
6. Maintain confidentiality with regard to sensitive information gained in the work environment.
7. Participate openly and honestly in the evaluation process.
8. Complete all of the written assignments and submit them to the faculty supervisor within the time-specified guidelines.
9. Maintain contact on a bi-weekly basis with the faculty supervisor and assist in arranging site visits.
10. Obtain adequate health/medical insurance as well as adequate automobile insurance for the duration of the internship if the student will be driving a motor vehicle to or from the internship site or during the course of the internship.

RESPONSIBILITIES OF THE PARTICIPATING INTERNSHIP AGENCY:
1. Assign an on-site supervisor to work directly with the student to achieve the educational goals of the internship by assigning appropriate work duties.
2. Provide the student with an orientation to the work-site duties, hours, and agency expectations.
3. Schedule regular meetings with the student, provide an appropriate evaluation of the student's performance, and return the evaluation to the faculty supervisor.
4. Provide a safe, secure, and non-discriminatory workplace at which the student can meet his/her educational objectives.

RESPONSIBILITIES OF THE UNIVERSITY:
1. Provide the student with a pre-internship orientation.
2. Participate in developing the learning objectives and the methods of evaluation for the internship.
3. Provide a supervised internship experience through site visits and/or email, telephone contact and written communication with a faculty supervisor on a bi-weekly basis.
4. Provide the participating agency with appropriate instruments for evaluating the student.
5. Assist the student in developing topics for appropriate research projects, readings, and written papers relating to the agency and the internship experience.

This agreement is subject to the specified educational objectives, duties, learning outcomes, and evaluation methods on the accompanying page(s). The agreement may be terminated by either the University or the Agency with two weeks' notice. The University or the Agency has the right to terminate a student's experience immediately if either party determines the student is not performing satisfactorily.

SIGNATURES:

Student: _____   Date: _____

Agency Representative: _____   Date: _____

Academic Department Representative: _____   Date: _____
(Under signature authority granted by the Provost)

Note: The student, faculty and agency supervisors must also be provided with the following information:
1. Educational objectives of the internship
2. How the objectives will be accomplished (duties, papers, reports, journals)
3. Methods of evaluation and names of evaluators

All students participating in an internship are required to purchase liability insurance arranged by the University. Cost is approximately $15-$20 per semester, and will be added to the student's account.

Appalachian State University
Reich College of Education
Doctoral Program in Educational Leadership

Faculty Internship Supervisor
Portfolio Assessment

Intern:_____ Date:_____

Site:_____Site Mentor:_____

Faculty Advisor:_____

The documentation of your internship has been evaluated in each of the following areas. Comments are included to indicate specific strengths or weaknesses.

Overall format of Portfolio **Acceptable** ☐ **Revision required** ☐
Professional presentation
Well organized

Internship Proposal **Included** ☐
All required elements evident
Clear and rigorous activities

Reflective Journal **Acceptable** ☐ **Revision required** ☐
Excellent details supporting reflection

Activities Log (includes attendance) **Acceptable** ☐ **Revision required** ☐
Clear description of participation and contributions

Materials/products created during internship **Acceptable** ☐ **Revision required** ☐
Copies attached

Reflective semester summary: **Acceptable** ☐ **Revision required** ☐
Clearly written with substantive comments
Evidence of collaboration with on-site mentor

Completed mentor evaluation form **Included** ☐
mentor

Additional Faculty comments/suggestions :

Appalachian State University
Doctoral Program in Educational Leadership
Doctoral Intern Evaluation

Intern: _____

For each item, place an "X" in the appropriate box.

The intern:	Agree	Disagree
1. Practices good leadership principles		
2. Applies research skills effectively	✔	
3. Effectively analyzes data		
4. Communicates well verbally and in writing		
5. Is sensitive to the organization's culture		
6. Is willing to learn		
7. Works effectively with others		
8. Understands his/her strengths as a leader		

Specify strengths demonstrated in Intern role:

Specify areas for improvement:

_____   _____
        Mentor signature   **Date**

Please share your evaluation with the Intern and return the completed form via mail or email to:

    Audrey Dentith, Director
    Doctoral Program in Educational Leadership
    Appalachian State University
    414B College of Education Building
    Boone, North Carolina 28608
    dentitham@appstate.edu

Doctoral Program in Educational Leadership

Grading Rubric for Comprehensive Examination

Criteria	Excellent = 3	Acceptable = 2	Unacceptable =1
1. Responsiveness to the QE question(s) posed			
Clear understanding of the theoretical and conceptual issues	Conceptual understanding is clearly expressed throughout the work.	Conceptual understanding is inferred but is not clearly expressed in some parts of the work.	Treats the issues superficially; lacks focus and depth.
Comprehensive coverage of all components of the QE question(s)	All aspects of the QE framework are addressed and components are integrated.	Minor aspects of the issues/question(s) are missed, but the exclusion does not detract from the quality of the response.	Fails to express or develop relevant aspects of the issues/question(s); lack of integration among QE components.
2. Thoughtfulness of response			
Fresh and original thinking about the issues/questions	Demonstrates original thinking about the issues/question(s) and applies knowledge in a novel manner.	Demonstrates some ability to think in new ways about the issues/question(s).	Offers normative thinking about the issues/question(s).
Effective synthesis of research and literature	Synthesizes theoretical knowledge and empirical research. Demonstrates the ability to apply knowledge in context.	Some important and relevant literature and/or research are missing, or are poorly integrated into the overall discussion.	Offers personal experience rather than theoretical or empirical evidence; misrepresents principles of research or theoretical knowledge; list or reports evidence in a shallow manner; uses outdated sources.
3. **Effectiveness of argument**			
Evidence adequately supports the argument and is balanced	Conclusions are clearly substantiated by theoretical frameworks as well as empirical evidence; contradictory evidence or perspectives are presented in a balanced fashion.	Conclusions are substantiated but the focus may be on the literature or empirical evidence that supports the student's argument without presenting contradictory evidence or perspectives.	Conclusions are weakly substantiated, grounded in opinion rather than scholarship, and are biased. Failure to critically analyze and engage with alternative evidence or perspectives.
Argument is defensible	Demonstrates the ability to integrate theory and empirical research in a logical and sequential manner; clearly developed logic leads to credible conclusions.	Logic is somewhat flawed; an attempt is made to sequentially and logically develop ideas but gaps exist or conclusion(s) may not be entire credible or convincing.	Logic is seriously flawed or is not present; lacks focus on important aspects of the issues/question(s); the work is incoherent.
4. **Clarity of communication**			
Organization is clear and effective	Content is thoughtfully organized around key arguments/ideas; consistent signposting and smooth transitions between topics.	Content is adequately organized, with attention to signposting and some transitions to guide reader; only occasional gaps.	Disorganized content; lack of overarching structure; lack of explicit connection among topics and sections; failure to guide the reader.
Grammar, spelling, syntax is appropriate	Technical aspects of the writing are strong and consistent.	Minor errors are present but are easily corrected; errors do not distract the reader.	Writing is non---standard and/or contains technical errors that distract the reader.
Correct attribution in APA style	Present and consistent with careful attention to APA guidelines.	Some minor errors are present but are easily corrected.	APA guidelines incorrectly used or ignored.

Qualifying Exam Numerical Rating Form

Student:

Banner ID:

Date:

	Excellent	Acceptable	Unacceptable	Total Score
Possible Points Earned	**24-27**	**18-23**	**17 or below**	
QE paper 1				

	Excellent	Acceptable	Unacceptable	Total Score
Possible Points Earned	**24-27**	**18-23**	**17 or below**	
QE paper 2				

Overall Scores	**Excellent**	**Acceptable**	**Unacceptable**	**Total Score**
Possible Points Earned	**48-54**	**36-46**	**35 or below**	

Pass_____   **Fail_____**

Follow up action (if necessary):

Reviewed by:

_____   _____

Signature   Date

_____

Name

_____   _____

Signature   Date

_____

Name

Appalachian State University Graduate School
Thesis/Dissertation Committee Membership Form

The Committee consists of a Chair and at least two additional committee members, all members of the graduate faculty; at most one of three members may be from outside the major unit/program.

We, the undersigned, agree to serve as members of the Committee of. . .

NAME: _____ BANNER ID: _____

MAJOR: _____

who is **RECOMMENDED FOR ADMISSION TO CANDIDACY** and has developed the **attached acceptable prospectus or outline** entitled:

RESEARCH COMPLIANCE—Check all that apply:

_____ The research involves human subjects*.   IRB number and submission date: _____
*any data collected from or interaction with people as subjects, including surveys, interviews, etc.

_____ The research involves experimental animals*.   IACUC number and submission date: _____
*any work with vertebrate animals in research or teaching

_____ The research involves international collaborations or travel. (Export controls briefing may be required.)

_____ The research involves chemicals, biological samples or agents, ionizing or non-ionizing radiation, or
nano-materials. (Compliance reporting may be required.)

COMMITTEE CHAIR: *I agree to serve as chair of the committee and to provide mentorship on the thesis/dissertation process.*

_____
Printed Name & Signature of Committee Chairperson (cannot be affiliate graduate faculty)   Date of Graduate Faculty Expiration

COMMITTEE MEMBERS (minimum 2):

_____
Printed Name & Signature of Committee Member   Date of Graduate Faculty Expiration

_____
Printed Name & Signature of Committee Member   Date of Graduate Faculty Expiration

_____
Printed Name & Signature of Committee Member   Date of Graduate Faculty Expiration

DEPARTMENT APPROVAL: *I recommend the appointment of the above Thesis/Dissertation Committee.*

_____
Printed Name & Signature - Department Chairperson or Designee (NOTE: Chairperson MUST sign signature pages for final manuscript submission)

_____   _____
Department   Date

GRADUATE SCHOOL APPROVAL:

_____   _____
Dean of Research and Graduate Studies   Date