

FSU

DEPARTMENT OF ARTS LEADERSHIP,
EDUCATION & THERAPY

COLLEGE OF FINE ARTS



Student Handbook Online Ed.D.

Art Education or Museum Education &
Visitor-Centered Curation

2026-2027

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Welcome

Greetings! Welcome to Florida State University's Department of Arts Leadership, Education & Therapy at Florida State University (FSU). Thank you for choosing FSU to begin your next academic adventure. Our faculty members are at the top of their fields and bring creativity and excellence in research that make a spirited learning environment. We offer a philosophy and curriculum built specifically to harness a sense of community while maintaining our mission of empowering people to empower people through the arts. In pursuit of our mission, we value raising social consciousness, deepening empathy, and fostering community integration. Our alumni have become educators, therapists, planners, curators, administrators, and more. As you continue your graduate experience, we have created this handbook to help you become familiar with and understand the departmental culture and expectations.

The purpose of this handbook is to define policies and procedures related to the conduct and administration of the online Doctor of Education (Ed.D.) in Art Education or Museum Education and Visitor-Centered Curation. This handbook provides guidelines for successful completion of all stages of a doctoral degree, from admission to graduation. It also summarizes departmental guidelines, which occasionally exceed those of the Graduate School. The information in this handbook is drawn from current practices, policies, and procedures adopted by the graduate faculty of the Department of Arts Leadership, Education & Therapy and from publications of the Graduate School that contain university-wide guidelines. Doctoral students and graduate faculty should be familiar with **all current policies and procedures** of the Graduate School as well as changes that might occur between releases of this manual. Students are advised to keep detailed records of their successful completion of each milestone in the program.

Questions about this handbook should be directed to the **Chair of the Department of Arts Leadership**.

Mission, Vision, and Values

With over a 70-year history, the Department of Arts Leadership, Education & Therapy believes in the intrinsic value of art as a catalyst for social change. Not only can art promote the development of the individual but also serves to enrich and enliven the world around us. As a comprehensive education and research department, we offer graduate level degrees only. Doing so provides a rigorous and individualized learning experience as students work toward one of our 10 specialized degree options.

Mission Statement

In the Department of Arts Leadership, Education & Therapy, we empower people to empower people through the arts.

Vision Statement

Our mission is to prepare exceptional leaders who will serve as stewards of their profession.

Departmental Values

While we pursue our mission, we value:

- *Raising* social consciousness
- *Deepening* empathy
- *Embracing* complex social identities
- *Fostering* community integration
- *Championing* participatory action

Community Vision

The Department of Arts Leadership, Education & Therapy strives to create a climate of inclusivity for our faculty, staff, and students. In doing so, we acknowledge that we are imperfect and are constantly working towards building a

more just academic community. Because of this, we are always in the process of reviewing our curriculum, policies, and departmental culture to identify and address areas in need of reform. As such, we encourage departmental stakeholders to voice concerns or share ideas with the Student Success Committee, which meets monthly. As issues and ideas are presented, the faculty is committed to engaging in civic discourse focused on meaningful change as we push ourselves to broaden our perspectives and continue to open our doors wider.

Student Success

All students are invited to join the Student Success Committee in the Department of Arts Leadership. This committee is constituted by both faculty and student representatives, and is dedicated to fostering a supportive and inclusive environment for all graduate students. It guides initiatives that promote student well-being, academic success, and a strong sense of community within the department. Through events, such as orientations, town halls, professional development workshops, and monthly committee meetings, we work to ensure that students feel welcomed, heard, and connected throughout their academic journey. Students are encouraged to participate in the committee's events and consider getting involved to help shape the graduate experience for themselves and their peers.

Key Purpose and Objectives of the Doctoral Program

Our Department offers two unique online Ed.D. majors: **Art Education** and **Museum Education and Visitor-Centered Curation**. Our faculty, leaders in their fields, bring creativity and excellence to education and research, fostering a dynamic learning environment. Our courses are designed to build community while advancing our mission

of empowering individuals through the arts. The key purpose and objectives for each of our Ed.D. majors are outlined below:

Art Education Major

The Art Education major encourages students to make contributions to knowledge related to art education in formal and informal learning communities. Students are supported in their efforts to investigate and advance understanding related innovative applications of art education research topics based on their individual interests. We expect degree recipients to lead and serve the profession of art education in meaningful ways.

Museum Education and Visitor-Centered Curation Major

The Museum Education and Visitor-Centered Curation major combines museum education and exhibition functions to prepare museum leaders and scholars for the field with emphasis on social justice and organizational change. This program prepares students for the future of museum practice.

The Carnegie Project on the Education Doctorate

The Carnegie Project on the Education Doctorate (CPED) has inspired our program, which is informed by CPED's 6 core values.

CPED CORE VALUES



DIVERSITY

We value every learner and the different perspectives, skills, histories, and voices of members of diverse communities.

STUDENTS FIRST

We value the success of every student.



LEARNING

We value continuous improvement, growth, practical application of knowledge, and inquiry.

PARTNERSHIP

We value solving authentic and critical problems of practice in partnership with others.



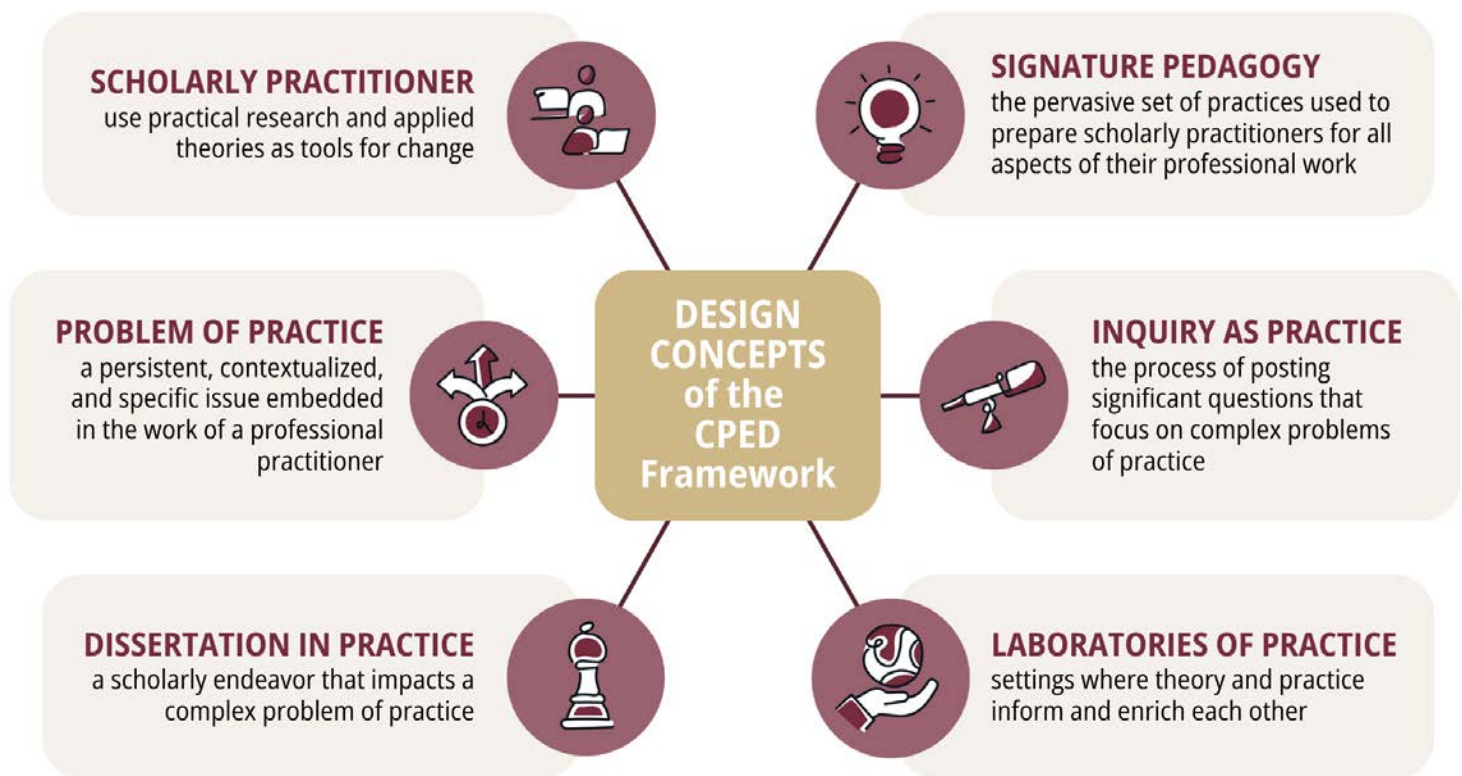
SOCIAL JUSTICE

We value ethical, just, and inclusive practices.

PEOPLE

We value the professional expertise and lived experiences of every educational professional.





For more information on The Carnegie Project and the CPED Framework, see [here](#).

Departmental Contact Information

Our department staff and faculty are happy to answer any questions you have. Be sure to use email whenever possible, as this creates a clear and transparent communication trail. Also remember to expect that emails sent before or after normal working hours/days typically will be responded to during normal business hours. Most faculty and staff strive to respond to emails within 48 hours.

The primary email address for students and employees includes @fsu.edu. Employees may use an email username alias or secondary email domain name as an email address. To ensure successful delivery of university email, the designated @fsu.edu email address for employees and students will be used for official university business communications and configured to be used in university applications and systems, such as OMNI.

Staff Information



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Administrative Specialist

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Academic Program Specialist

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Faculty Information



Dr. Jeff Broome

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Professor
Art Education Program
Director, Ph.D. in Art Education

RESEARCH INTERESTS

Narrative inquiry, culturally responsive education, multi-age art education, caring approaches to art curricula



Dr. Karina Donald

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Assistant Professor
Art Therapy Program
Program Director, Art Therapy

RESEARCH INTERESTS

Narrative inquiry, culturally responsive education, multi-age art education, caring approaches to art curricula



Dr. Rachel Fendler

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Professor
Art Education Program
Department Chair

RESEARCH INTERESTS

Affect theory, civically engaged art education, curriculum and pedagogy, poststructural theory in education, youth participatory action research



Dr. Christen García

cgarcia9@fsu.edu

Associate Professor
Art Education Program
Director, Art Education Teacher Certification

RESEARCH INTERESTS

Latina/e/o/x and Chicana/e/o/x studies, borderlands theories, culturally sustaining pedagogies, social engaged art



Dr. Nancy Gerber

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Teaching Faculty I
Art Therapy Program

RESEARCH INTERESTS

Art therapy doctoral education, mechanisms of change in the creative arts therapies, arts-based pedagogies, arts and mixed methods research, arts-based research, Global Consortium for ABR



Dr. Elizabeth Graham Anderson

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Teaching Faculty I
Art Therapy Program
Clinical Coordinator

RESEARCH INTERESTS

Art therapy supervision and training



Dr. Wen Guo

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Associate Professor
Arts Administration Program
Director, Ph.D. in Arts Administration

RESEARCH INTERESTS

Cultural policy networks, entrepreneurial actions in the arts, comparative cultural policy, creative placemaking



Dr. Dave Gussak

dgussak@fsu.edu

Professor
Art Therapy Program
Director, the Institute for Arts & Art Therapy with the Imprisoned (AATI)

RESEARCH INTERESTS

Forensic art therapy in correctional settings, working with aggressive and violent clients; the work of the art therapist; the development of the professional art therapist



Dr. Bani Malhotra

bmalhotra@fsu.edu

Assistant Professor
Art Therapy Program

RESEARCH INTERESTS

Trauma, injury, and illness adjustment; Caregiver support and wellbeing; Health equity and accessibility; Visual art research methods Improving therapeutic outcomes and understanding mechanisms of change



Dr. Trevor Meagher

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Assistant Professor
Arts Administration Program
Director, MA in Arts Administration

RESEARCH INTERESTS

arts nonprofits and community identity, historical trends in arts advocacy, cultural policy and arts funding, mixed methods, organizational health and sustainability in the arts sector, changing public perceptions of arts organizations, evaluation metrics for cultural vibrancy



Dr. Ann Rowson Love

ann.rowson@fsu.edu

Professor
Museum Education &
Visitor-Centered Curation Program
Program Director & Ringling Museum
Liaison

RESEARCH INTERESTS

Collaborative curation, museum program evaluation & visitor studies, interpretation strategies



Dr. Sara Scott Shields

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Professor
Associate Dean of Academic Affairs

RESEARCH INTERESTS

Arts-based education research, practitioner research, contemporary art/curriculum & pedagogy, visual journaling, visual thinking, teacher education, civic & art education



**Dr. Marissa McClure
Sweeny**

msweeny@fsu.edu

Teaching Faculty II
Art Education Program
Director, Online Ed.D. Program

RESEARCH INTERESTS

Early childhood education and art, language and literacy education, feminist pedagogies, curriculum inquiry and design, digital technologies, community-based education, intergenerational education



Dr. Amber Ward

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Associate Professor
Art Education Program
Director, MS in Art Education

RESEARCH INTERESTS

Arts informed research, craft, feminism, ecological & social justice

Fees and Financial Aid

Graduate students are charged tuition on the basis of Florida residency or non-residency.

Visit Student Business Services to view tuition for graduate classes:

<https://tuition.fsu.edu>.

Additional support for graduate students can be found below:

The Academic Common Market (ACM)

The ACM is a tuition-savings program for college students in 15 Southern Regional Education Board (SREB) states who want to pursue degrees that are not offered by their in-state institutions. Students can enroll in out-of-state institutions that offer their degree program and pay the institution's in-state tuition rates. More than 1,900 undergraduate and graduate programs are available. Search programs available for your home state by clicking Search for Programs on the ACM website:

<https://fda.fsu.edu/academic-resources/academic-policies/academic-common-market>

The Graduate School Funding and Awards

<https://gradschool.fsu.edu/funding-awards>

Office of Financial Aid

Information about loan programs: <https://financialaid.fsu.edu>

State Employee Waiver

Provides 6 credits a term at a discount:

<https://studentfinance.fsu.edu/waivers/state-employee-waiver>

Student Loan Forgiveness for Teachers

<https://studentaid.gov/manage-loans/forgiveness-cancellation/teacher>

Student Loan Forgiveness for Government Employees

<https://studentaid.gov/manage-loans/forgiveness-cancellation/public-service>

International Students

Few schools offer more support and services to their international population than FSU. Our **Center for Global Engagement** staff will work with you to ease your transition to our Seminole Community. We hope you will contact us with any of your questions that are left unanswered after browsing our handbook. After you have been admitted to the University, please browse **this site** for information on your next steps. The following sections outline key points for international graduate students at FSU. More information can be found on the **international admissions page**.

English Language Proficiency

Official English Language Proficiency results are required of all international applicants whose native language is not English. The following are the minimum scores required for admission to the University; although, some departments require higher scores at the graduate level:

- Internet based TOEFL (**IBTOEFL**): 80
- Paper based TOEFL (**TOEFL**): 550
- International English Language Testing System (**Academic IELTS**): 6.5
- Pearson Test of English (**PTE**): 55

These scores are considered official only when they are sent directly to the Office of Admissions from the testing agency and are invalid after two years.

Academic Records

All transcripts/academic records that are not in English must be accompanied by certified English translations. To be considered "certified," documents should be true copies that are signed and dated by an educational official familiar with academic records. Any translated record should be literal and not an interpretive translation. Documents signed by a notary or other public official with no educational affiliation will not be accepted. If the transcript/academic record does not indicate the degree earned and date the degree was awarded, separate proof of degree is required.

Finances

Florida State University is required by U.S. federal regulations to verify the financial resources of each applicant prior to issuing the Form I-20. If granted admission to the University, an email with instructions on how to complete the I-20 will be sent from the Center for Global Engagement (CGE). You will provide information verifying your financial support (bank statements, award letters, scholarships, etc.). FSU requires proof of financial support for the first year of study and demonstrated availability of funds for the length of your academic program. U.S. federal grants and loans are not awarded to international students. Graduate students may apply to their respective departments for fellowships, although funds are very limited. For further information, please contact your academic department directly.

The Center for Global Engagement

The **Center for Global Engagement** (CGE) and its staff are here to serve international students and their families. Whatever you need to help make your transition to Florida State go more smoothly, they will work hard to provide. They

will advise you about F and J visa requirements and assist you with cultural adjustment, employment matters, housing, or personal concerns. The Center itself offers meeting space to international student organizations, a kitchen, and lounges for recreational use.

Intensive English Studies

If you need to improve your English skills before beginning your academic career in the United States, Florida State's **Center for Intensive English Studies** (CIES) is the place for you. You will be given personalized instruction by highly qualified teachers in a safe, friendly environment. Please note that admission to and completion of the CIES program does not necessarily guarantee admission to the University as a degree-seeking student.

Program Procedures, Progressions, and Policies

The following section outlines the broad procedures, progressions, and policies. This section serves as an introduction to the responsibilities of you, your advisor, and your committee; the grievances and appeals process; and the expectations and requirements for all doctoral students. In this first section certain topics are covered summarily with links to more in-depth descriptions in other parts of the handbook.

Responsibilities

During your time in the graduate program, it is important to understand the responsibilities of each of the departmental stakeholders. In this section we will outline the general responsibilities for you, your advisor and major professor, and dissertation committee members. Please note that more information about the dissertation committee members and student responsibilities can be found in the **Dissertation Process** section.

Student

Your primary obligation is the timely and satisfactory completion of your program requirements including research and/or coursework. It is your responsibility to become familiar with program requirements, the **university, graduate school, college** and **departmental** calendars, and **Graduate Student Handbook**. You are responsible for maintaining contact with advisors, instructors, and committee members to keep them updated on your progress through courses and the program. You are responsible for meeting deadlines and providing quality academic products for evaluation in both your coursework and dissertation work. For a full discussion of your roles and responsibilities please see **the Student Responsibilities** section of this handbook.

As a graduate student in the Department of Arts Leadership, Education & Therapy, you have the right to regular contact with advisors and/or committee members throughout your program. And in the event of an extended leave for your primary supervisor, you have the right to an alternate advisor. To facilitate the timely completion of program requirements, you also have the right to timely feedback (within approximately one month) on all academic work presented for evaluation. If you feel that your rights and obligations as a student have been violated, please see the **grievances and appeals section** of this handbook. Finally, the university has outlined the following rights and responsibilities in the **graduate student handbook**.

A responsible student recognizes that freedom means the acknowledgment of responsibility to the following: to justice and public order; to fellow students' rights and interests; to the University, its rules, regulations, and accepted traditions; to parents, teachers, and all others whose support makes one's advanced education

possible; to city, state, and national laws; to oneself; and to the opportunity for specialized training and continuing education toward the ends of personal fulfillment and social service. Students are urged to use their freedom in the University community to develop habits of responsibility that lead to the achievement of these personal and social values. Responsible student behavior requires observance of the Student Conduct Code, which is based on respect for the dignity and worth of each person and the requirements for successful community life. (from the **FSU graduate student handbook**)

Ed.D. Director

An essential part of your experience in the doctoral program is the relationship with the advising and supervising faculty. When you enter the program, you are assigned a faculty advisor who is generally the director of the program in which you are enrolled. The faculty advisor/program director will assist you with the following throughout the program. The Ed.D. Director will:

- *Coordinate the academic team:* Working with the program coordinator, administrative specialist, technical support staff, and instructional faculty, the program director will oversee scheduling, course assignments, and instructional delivery.
- *Maintain clear communication channels* between students, faculty, and administrative staff.
- *Quality assurance and compliance:* Ensure that the program complies with accreditation standards, regulatory requirements, and institutional policies. Conduct regular reviews, assessments, and evaluations of the program's effectiveness and make necessary adjustments (IE process). Respond to student survey data to build retention and maintain student success.

- *Develop a comprehensive onboarding process* for online students that covers program expectations, technical requirements, academic support services, and resources available to them. Provide orientation sessions or materials to familiarize students with the online learning platform and tools.
- *Advising:* Offer robust academic advising services to Year 1 students and pair students with dedicated major professors by Year 2.
- *Community building and engagement:* Foster a sense of community among students through virtual networking events, town halls, advising meetings, and social media groups. Encourage peer interaction, collaboration, and knowledge sharing.

Major Professor

During the third semester, you will begin the process of being matched and ultimately paired with a major professor from the Department of Arts Leadership, Education & Therapy to direct the dissertation. The major professor must be a member of the graduate faculty with graduate faculty status and have special competence in your proposed concentration. The major professor will oversee individual student progression through the development and completion of the dissertation-in-practice. For more information about how your committee is established please see the **Dissertation Process** section of the handbook. To see the current departmental faculty and their research interests, please visit the **Faculty Information** section of this handbook.

Dissertation Committee

You and the major professor will organize a supervisory/dissertation committee consisting of a minimum of 4 faculty members with **graduate faculty** status: One member must serve as the University Representative; this committee member must come from outside the Department of Arts Leadership, Education & Therapy,

be tenured, and have graduate faculty status. The names of the supervisory/dissertation committee will be reported via the **Graduate Supervisory Committee Form**. For more information about establishing your committee please see the **Dissertation Process** section of the handbook.

Expectations and Requirements

Below is a list of expectations and requirements for new doctoral students to note. These include diversity and inclusion, time requirements, academic achievements, and academic integrity.

Community Vision Statement

The Department of Arts Leadership, Education & Therapy strives to create a climate of inclusivity for our faculty, staff, and students. In doing so, we acknowledge that we are imperfect and are constantly working towards building a more just academic community. Because of this, we are always in the process of reviewing our curriculum, policies, and departmental culture to identify and address areas in need of reform. As such, we encourage departmental stakeholders to voice concerns or share ideas with the **Student Success Committee**, which meets monthly. As issues and ideas are presented, the faculty is committed to engaging in civic discourse focused on meaningful change as we push ourselves to broaden our perspectives and continue to open our doors wider.

Time Requirements

The online Ed.D. takes 2 years of coursework, followed by 1 year of research and must include a minimum of 36 hours of coursework and a minimum of 24 hours of dissertation credit. FSU requires that all requirements for the doctoral degree must be completed within 5 calendar years from the time you pass the preliminary

examination. If the 5 year window is exceeded, you must seek an extension using the **Time Extension Request** from the Graduate School's website. For more information on program progression, see the **dissertation process section** of the handbook.

Academic Achievement/Grades

FSU requires that you maintain a 3.0 cumulative average, failure to do so results in a termination of studies. In addition to this requirement, any grade of a 'C' or lower can result in you being asked to retake the course by your advisor or major professor. Success in a doctoral program is based on your ability to conceptualize and produce a doctoral dissertation. This is not a traditional graded assignment; therefore, it is recommended that you strive, in the first years of your program, to distance yourself from relying on solely graded feedback mechanisms as a validation of your work. While it is necessary to produce a letter grade for your classes, the emphasis of your courses is on developing broad empirical, theoretical, and methodological knowledge along with a very high competency in scholarly, academic writing. Working consistently at this level should produce an 'A' grade; more importantly, it should ensure your success in the future development of your research and output.

Academic Integrity

The Academic Honor Policy is an integral part of the FSU academic environment. The policy outlines the University's expectations for students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty throughout the process. Please review the full academic honor policy on the **Office of Faculty Development and Advancement** website. In addition to this policy, you will be required to complete

the academic integrity module by the end of the first full month of your semester, this is available in the **Arts Leadership Graduate Student Canvas Site**.

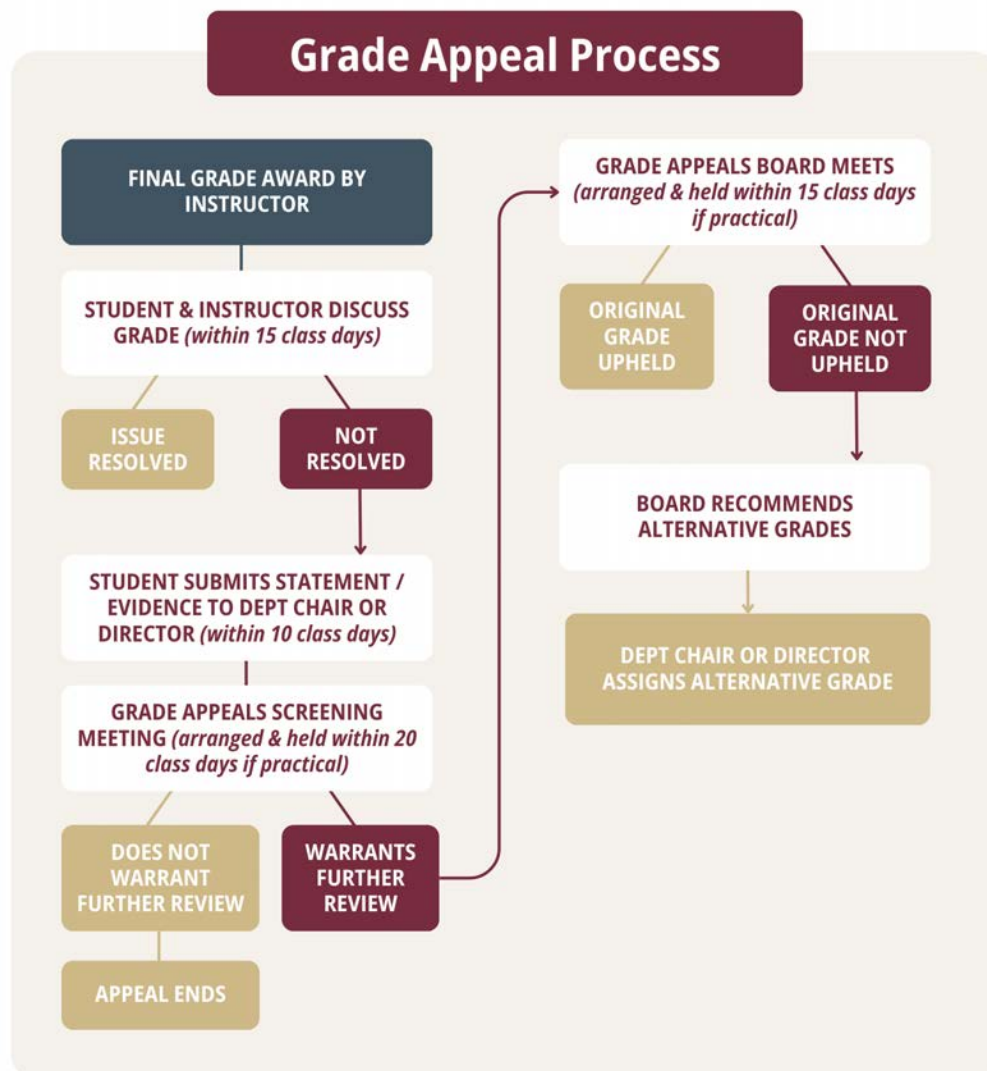
Grievances and Appeals

You are responsible for interacting with advisors and committee members in a professional manner and doing your part to maintain a positive working relationship. You are responsible for respecting requests for confidentiality and privacy and can expect this same confidentiality and privacy in return. You also have the right to expect a professional relationship with your advisors, instructors, and committee members. You have the right to assistance from your advisors, instructors, committee members, department and the Graduate School to ensure a successful student-advisor relationship. If you feel that irreconcilable differences have emerged, you have the right to request a separation from advisors. Within this process you can expect that diligent efforts will be made for the successful integration with a new advisor. You also have the right to report grievances against students, faculty, or staff. For up-to-date information on grievances and appeals processes, please see **here**.

Grade Appeal Process

The purpose of the grade appeals system is to afford an opportunity for an undergraduate or graduate student to appeal a final course grade under certain circumstances. Faculty judgment of students' academic performance is inherent in the grading process and hence will not be overturned except when you can show that the grade awarded represents a gross violation of the instructor's own specified evaluation (grading) statement and therefore was awarded in an arbitrary, capricious, or discriminatory manner. The evaluation (grading) statement used during the grade appeals process is the one in your instructor's syllabus at the beginning of the semester. For instructions on the process, please

review the “Grade Appeals Flowchart” document. This system does not apply to preliminary exams or to thesis or dissertation defenses; these issues are reviewed by the Student Academic Relations Committee via the Office of Faculty Development and Advancement. This process begins inside of the department and should follow the flowchart below:

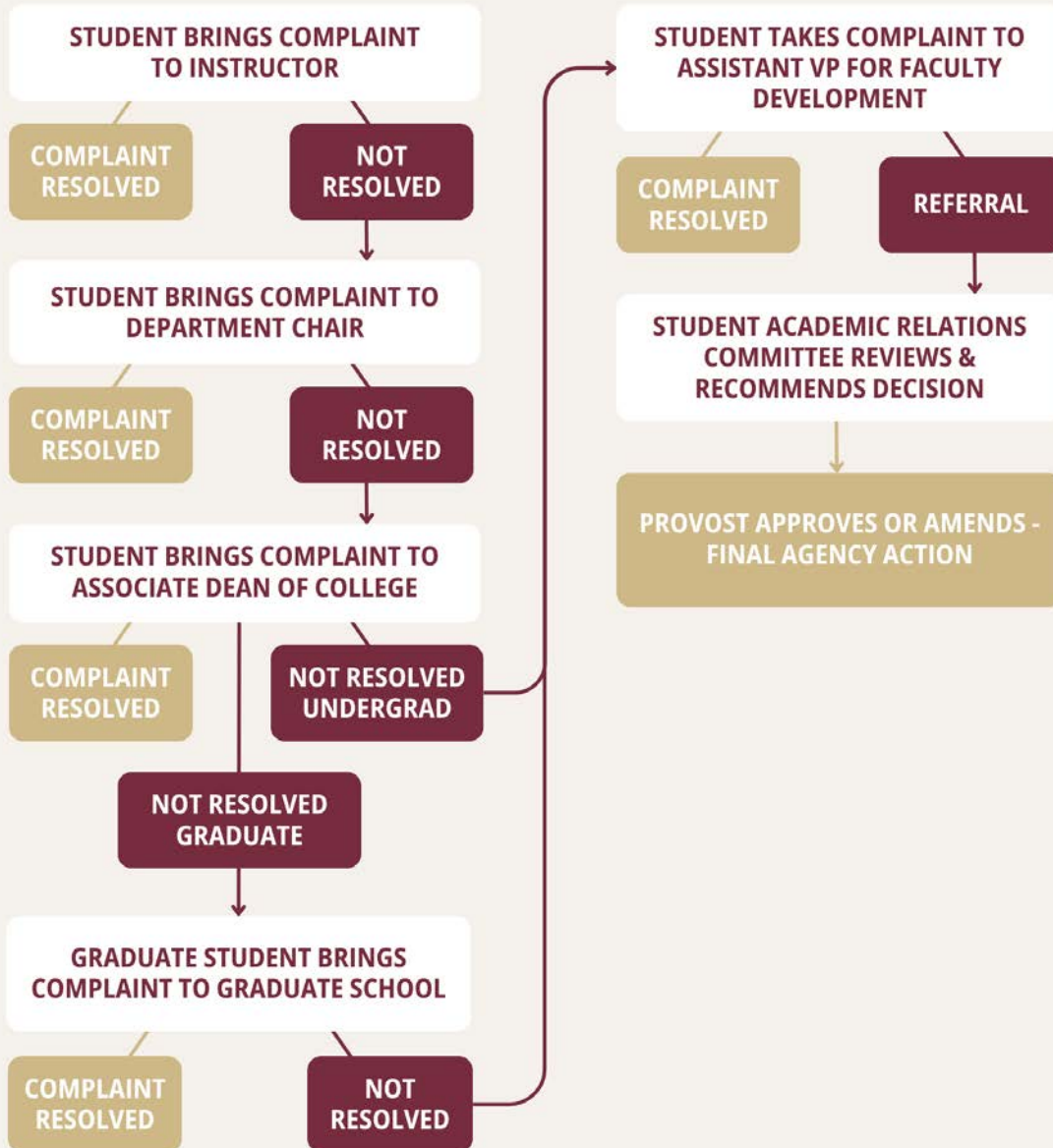


*If the major professor is the faculty member you wish to file a grievance against, another associate or full faculty member can become the point of contact for the second and third step in the process.

Academic Grievance Process

Students who allege that academic regulations and procedures have been improperly applied in specific instances may have their grievances addressed through the general academic appeals process. In this process, you bring a complaint first to the instructor, then to the department chair, and finally to the academic dean appropriate to the course involved, stopping at the level at which the complaint is resolved. If no resolution is reached, you may bring the complaint to the attention of the Vice President for Faculty Development and Advancement for either resolution or referral to the Student Academic Relations Committee of the Faculty Senate. A graduate student whose complaint is unresolved must see the Dean of the Graduate School prior to meeting with the Vice President for Faculty Development and Advancement.

Academic Grievance Process



Policy for Dismissal of a Graduate Student for Reasons Other than GPA

The University reserves the right to dismiss graduate students and terminate their enrollment in an academic program based on a number of different criteria, beyond that of GPA alone. Oversight is provided by The Graduate School, Office of Faculty Development and Advancement, and Office of the Registrar. Additional details on the steps involved in the process are available for faculty and administrators from the Office of Faculty Development and Advancement and for graduate students at the Graduate School.

Dismissed students will not be permitted to register for further graduate study, including registering as non-degree students, in the degree program or college from which they had enrollment terminated.

Graduate students who have been dismissed from one degree program may seek admission to another degree program but will not be readmitted or allowed to add the dismissed degree program back as a second major or degree. This includes seeking admission into a different degree program that shares a joint pathway with the dismissed degree program.

Program terminations (dismissal for a reason other than GPA) are generally identified by the faculty with support from the Department Chair in the department and may occur for a number of different reasons.

As specified by university policy, Graduate policy, or within the unit's Graduate Student handbook, reasons may include but are not limited to:

- Inability to conduct independent research in a fashion appropriate with the accepted norms of a discipline.

- Inability to function within a team environment to the extent that it negatively affects the learning, practice and/or research of fellow graduate students.
- Behavior that does not meet the professional standards of a discipline (typically clinical, social work or school settings, but also including Motion Picture Arts, internship work, etc.).
- Failure to meet artistic or creative performance standards.
- Failure to be approved for an Extension of Time (EOT).
- Failure to complete important degree milestone requirements within a reasonable period of time.
- Inability to pass the doctoral diagnostic exam, preliminary exam for admission to candidacy in, etc.
- Failure to complete the doctoral degree or make timely progress towards the research or writing of their treatise or dissertation.
- Failure to complete the master's degree or make timely progress towards the research or writing of their thesis, or the production of their thesis-equivalent creative project.

In addition, please note that suspension or expulsion from the university may result if a student is found responsible in a formal Academic Honor Policy (AHP) hearing for an egregious AHP violation, or as an outcome from a Student Conduct Code charge for which a student is found responsible.

Students who are dismissed for reasons other than grades may follow the [General Academic Appeals Process](#) if they have evidence that academic regulations and procedures have been improperly applied.

Steps for Dismissal of a Graduate Student for Reasons Other than GPA

Step 1: Identification

A graduate student is identified by the faculty or unit leadership in their academic program, department, or single-unit college as:

1) Category 1: Failing to make adequate progress in the academic degree program and/or failing to meet the professional standards of the discipline.

- Proceed to Step 2.

2) Category 2: Failing to meet university or program requirements for continuation in the academic degree program.

- Skip Step 2. Proceed to Step 3.

Step 2: Remediation Plan

If the reason for the dismissal of the graduate student falls into Category 1 (see above), then the graduate student must meet with their major professor/faculty advisor and Department Chair to develop a detailed remediation plan for improvement.

- The unit should provide a written remediation plan and/or written academic communication to the graduate student containing specific information about improvement(s) needed to avoid dismissal.
- The remediation plan and/or academic communication should be developed by the major professor/faculty advisor and Department Chair for the individual graduate student and be shared with the graduate student in writing. (For doctoral students, the annual evaluation is one opportunity to document unsatisfactory progress, yet a special review may be conducted at any time.) NOTE: The remediation plan should include a reasonable timeline for the graduate student to meet the goals and objectives of the remediation plan. The length of time for remediation is dependent on the situation and is up to the program to decide and justify.

- The Associate Dean for Academic Affairs **must** be notified of the situation, the deficiencies, and the remediation plan prior to communication with the graduate student.

*If the reason for the dismissal of the graduate student falls into Category 2 (see above), then the Department Chair can move directly to Step 3 (see below).

Step 3: Consultation with the Office of Faculty Development and Advancement to Discuss Potential Program Dismissal

If the graduate student fails to resolve/remediate the specified and documented deficiency within a reasonable timeframe, as noted in Step 2 (see above), or falls into Category 2, then the department may initiate a program dismissal. If the program chooses to terminate the academic progress of the graduate student, then the following steps must be completed **prior** to notifying the graduate student of the termination and sending the graduate student a dismissal letter.

1. The Department Chair must first consult with the Associate Dean for Academic Affairs of the college regarding their intent to dismiss. The discussion should include the unit's graduate handbook language, the remediation steps taken (if Category 1), the graduate student's efforts to date to resolve or address the deficiencies, and the grounds for the program termination.
2. The Associate Academic Dean for Academic Affairs should contact the Office of Faculty Development and Advancement (Dr. Amy Guerette-aguerette@fsu.edu) and setup a consultation to discuss the program's intention to move forward with the dismissal (for reasons other than GPA) of a graduate student from a degree program.

If all parties agree that program dismissal should proceed, the Department Chair should use the appropriate Dismissal Letter Template.

3. A specific dismissal letter template **must** be followed. At a minimum, the dismissal letter must specify the following information.
 - The process followed to notify the graduate student of their deficiencies and the opportunity and guidance that was provided to allow them an opportunity to rectify those deficiencies.
 - The termination reasons,
 - Benchmarks missed,
 - The fact that dismissal from the degree program constitutes dismissal from the University (unless formally admitted to another graduate degree program prior to dismissal).
 - Clear information about the method and timing of the graduate student's separation from the degree program and University.
 - An academic hold will be placed on registration to prevent future registration. Any future registration will be cancelled.
 - If applicable, outline possible alternatives offered and agreed upon by the graduate student, e.g., conferral of a lower-degree level (see Step 3D below).
 - Timeline to complete specific coursework for the given semester, if any. For example, the letter needs to clearly articulate to the graduate student that the courses in which they are currently enrolled need to be completed by the dismissal date in order to earn credit for them.
 - Notification of the right to appeal and information about how to do so, and

- A deadline for any appeal submission to the Associate Academic Dean for Academic Affairs. *See "[General Academic Appeals Process](#)" for more information.

During the consultation with the Office of Faculty Development and Advancement and/or writing of the dismissal letter, there can be a discussion about the possibility of providing the graduate student with alternative opportunities. *This is **not required**, and it is at the unit's discretion to offer.

Under certain extenuating circumstances during the dismissal process of a graduate student, the Department Chair, or Associate Dean for Academic Affairs may offer the graduate student with the opportunity to change their degree program type or level **within** the same degree program (i.e., MA to MS, MFA to MS, PhD to EdS, PhD to MA/MS, etc.). The student must accept a conferral of an alternate degree or degree level.

Prior to considering and offering this opportunity to the graduate student, the Department Chair, or Associate Dean for Academic Affairs **must** first evaluate the following:

1. Whether the graduate student already possesses the lower level of the degree, as the University prohibits the awarding of more than one degree from the same CIP Code. *There can be no appeal to this requirement.
2. The Department Chair must clearly explain to the graduate student in writing that if the lower level of the degree is awarded, then:
 - i. The graduate student can facilitate a Change of Major Request into a different degree program (if accepted by the other program).

- ii. All coursework leading up to that degree is considered final and credits used towards the alternate degree cannot be used towards a future graduate degree.

Step 4: Approval of Dismissal Letter

Once the dismissal letter has been written and finalized by the Department Chair and reviewed and approved by the Associate Dean for Academic Affairs, it should be sent for final approval to the Office of Faculty Development and Advancement (Dr. Amy Guerette-aguerette@fsu.edu).

Step 5: Sending the Dismissal Letter to the Graduate Student

After final approval has been granted from the Office of Faculty Development and Advancement, the written dismissal letter must be sent to the graduate student who is being dismissed, as well as several offices for record-keeping.

The dismissal letter must be sent from the Department Chair to the graduate student.

The following individuals must be copied (i.e., cc:ed) on the dismissal letter:

- Associate Dean for Academic Affairs in the College of Fine Arts
- Office of Faculty Development and Advancement (Dr. Amy Guerette-aguerette@fsu.edu)
- Office of the University Registrar (Dr. Kimberly Barber- kabarber@fsu.edu)
- The Graduate School (Mr. James Beck- jpbeck@fsu.edu)

Please refer to the **College of Fine Arts Student Handbook** for more details.

Student Expectations

The following section outlines your overall citizenship and communication responsibilities throughout the program. For a detailed discussion of your responsibilities as you move toward completing the dissertation, please refer to the **Dissertation Process** section of the handbook.

Citizenship

Being a doctoral student is a transformative educational experience unlike any other you may have encountered during your educational journey. One of the purposes of doctoral education is to not only develop your research and scholarship but also to prepare you to become a member of and leader in the field. Therefore, as a doctoral student attending to your emerging identity as an academic citizen who belongs to and participates in a university, professional, and global community of socially engaged students and scholars is integral to your professional development. As a member of a community of leaders, you can practice looking beyond the immediate and the prescribed; assume the responsibility for the ethical and socially relevant conduct of research; participate freely in educational opportunities, research projects, and other philanthropic or community activities not included in the required curriculum; and seek out collaborations with your professors, colleagues, and peers within the program, department, college, and university.

Communication Expectations

As a doctoral student you will be in a position to direct and be responsible for your education. However, in that role you are also a co-collaborator with your advisor (either assigned or chosen major professor). As co-collaborator, you are responsible for communicating with your advisors to track and monitor your

progress through the program*, ensure your completion of all required diagnostic and preliminary examinations, develop and propose your dissertation, and ensure your timely progression through the dissertation process. Communication can occur in multiple ways: via zoom, email, phone, scans, or fax. Regardless of how the meetings occur, students should follow the guidelines below and speak with their advisors regarding the establishment of regular advisory meeting times.

*Student's successful completion of milestones (Doctoral Preliminary Examination, Doctoral Admission to Candidacy, Doctoral Dissertation Credit, and Doctoral Dissertation Defense) should be communicated with their advisor and the Academic Program Specialist to be updated in Graduate Student Tracking.

Cohort Model and Progression Expectations

The EdD program operates using a cohort model designed to support collaborative learning, professional dialogue, and the sequential development of doctoral study. Courses are intentionally structured to build upon one another in a prescribed sequence, with students progressing through key milestones alongside their cohort peers.

Because of this structure, students are expected to remain aligned with the established program sequence and timeline. Falling out of sequence due to course withdrawals, unsuccessful completion of coursework, leaves of absence, or delays in program milestones may significantly affect a student's time to degree completion. In some cases, students may need to wait for courses to be offered again or may be required to join a subsequent cohort to continue progression through the program.

Students are strongly encouraged to communicate proactively with faculty advisors and program leadership regarding any circumstances that may affect progression through the cohort sequence. While the program will make reasonable efforts to support student success and continuity, the cohort structure necessarily limits the availability and timing of certain courses and program milestones.

Problem of Practice Continuity

All students enrolled in the EdD program are required to develop and sustain a single, evolving Problem of Practice (PoP) across their coursework. Program courses are intentionally designed to support the iterative refinement, investigation, and application of this PoP over time. Students are expected to explicitly connect course assignments, discussions, and assessments to their identified Problem of Practice.

Course rubrics and evaluation criteria are structured with this expectation as a foundational assumption. Accordingly, student work will be assessed in part on the extent to which it demonstrates alignment with and advancement of a coherent Problem of Practice. Failure to consistently engage a single, evolving PoP across assignments and courses may result in a reduction of points, even when other assignment criteria are met.

Synchronous Virtual Meetings

Synchronous, virtual meetings are an important way to work on multiple aspects of your doctoral education. Multiple video conferencing options seem to provide the most accessible forms of communication which transcend geographic challenges. FSU has secure Zoom platforms that are available for all students and

faculty; so, it is recommended that students use those video conferencing venues. For more information on Zoom conferencing see the [University ITS Website](#).

Email

Complementary to or instead of video conferencing meetings, email can be used for communication between you and your advisor, classmates, and the program. You will receive a Florida State University email account when you enroll in the doctoral program at FSU. Please use this email account to communicate with your faculty academic advisor, program, and Department. Do not forward FSU emails to another account. Please check your FSU email account each day and make sure you are receiving incoming emails, as this is the main way you will receive important announcements from the program as well as your advisors/instructors. When necessary, please be mindful of responding to emails in a timely manner.

Telephone

Telephone meetings can also be used as a means of communication. With current cell phone technology, either audio or video communications can occur through teleconferencing. Please confer with your advisor and/or committee members to discuss the telephone numbers they would prefer to use in their communications with you.

Scanning and Fax

Scanning and Faxing are other modes of communication if students need to submit hard copy documents or assignments which for some reason cannot be submitted through other electronic means. Please be sure to check with your Faculty Academic Advisor to determine if original documents are required.

Failure to Meet Expectations

Doctoral students have several benchmarks to pass as they progress toward a degree. Failure to meet these benchmarks may result in removal from the program. Prior to removal, a student may be provided a **remediation plan** that outlines criteria that a student needs to meet in order to continue in the program. While each student scenario can be quite different, the following is a brief outline about what may occur if a student encounters an obstacle:

- *Coursework:* each student must work directly with the instructor regarding the adequate completion of coursework. Doctoral students must receive a 'C+' or higher in their non-elective coursework, or they will be required to retake the course.
- *Diagnostic exam:* This exam is an individual assignment that is evaluated by departmental faculty members. Failure to pass the exam will result in a termination from the program (**see dismissal section**).
- *Preliminary exam:* It is not infrequent to request that students revise some portion of the prospectus after the exam defense. If a reexamination is required, students should expect clear guidelines regarding the timing, the scope of the reexamination, and the consequences for not passing the reexamination. If a student fails reexamination, this is a cause for concern. Students can expect to receive a **remediation plan** provided by their committee that sets expectations for you on how they may continue their progress toward a degree. After a second fail on the exam, however, the major professor may initiate a discussion about a student's ability to finish the degree.
- *Preliminary Exam, Dissertation Defense:* To schedule committee meetings to move forward on the dissertation, a student must receive clearance from the major professor. If a student perceives that they are stalled and not able to take their work to committee, they should address this with their major

professor or initiate a grievance (**see grievance section**). If a committee meeting does not result in an exam/defense pass, a student can expect to receive guidelines provided by the major professor outlining expectations on how to improve the document. Failure to pass an exam/defense a second time will lead to the development of a **remediation plan**. After a second fail, however, the major professor may initiate a discussion about a student's ability to finish the degree.

Curriculum

Plan of Study

You are admitted to a program representing a specific concentration in art education or museum education and visitor-centered curation. Your initial advisor will be the program director. During advising with the program director, the doctoral student will plan a program of studies designed to use strengths, make up deficiencies, and provide knowledge for the fulfillment of departmental/program objectives, completion of the coursework, and accomplishment of the required original research. A minimum of 36 semester hours of coursework beyond the master's degree is required (this excludes dissertation credit hours).

See section of Doctoral Degree Programs, in the University Bulletin for important detailed information about general regulations. This information may be found here: <https://registrar.fsu.edu/bulletin/graduate-bulletin>.

Core Required Courses

All doctoral students in the Department of Arts Leadership, Education & Therapy must include in their programs of study:

- ARE 6937 Doctoral Seminar: Philosophical Structures
- ARE 6380 Doctoral Seminar: Teaching and Learning
- ARE 6931 Doctoral Seminar: Social Foundations of Art Education

Research Method Requirements

Ed.D. students will complete a minimum of 9 hours of research methods in the department, including:

- ARE 5785 Introduction to Applied Research
- ARE 5781 Qualitative Research Traditions
- ARE 5786 Survey Research in the Arts

Doctoral Elective Coursework

Aligned with your plan of study and learning objectives, electives can be pursued within and outside the department, in related areas including curriculum, philosophy, psychology, history, administration, assessment, and others. Students should plan this portion of their programs with their faculty advisor/major professor and committee members. You are also encouraged to search for courses on your own as you collaborate with your advisor (all qualifying courses will be listed at the 5000 level or higher).

Online EdD Plan of Study		
1	CORE REQUIRED STUDIES	21 CREDIT HOURS
2	RESEARCH METHOD CORE REQUIREMENTS	9 CREDIT HOURS
3	DOCTORAL ELECTIVE COURSEWORK	6 CREDIT HOURS
4	REQUIRED EXAMS	0 CREDIT HOURS
5	CULMINATING PROJECT	24 CREDIT HOURS

1	Core Required Studies		21 CREDIT HOURS
	DOCTORAL SEMINARS		9 CREDIT HOURS
	ARE 6380	Teaching and Learning	
	ARE 6931	Social Foundations in Art Education	
	ARE 6937	Philosophical Structures	
	LABORATORIES OF PRACTICE		9 CREDIT HOURS
	ARE 6784	Laboratory of Practice in Art Education I	
	ARE 6787	Laboratory of Practice in Art Education II	
	ARE 6XXX	Laboratory of Practice in Art Education III	
	ACADEMIC WRITING		3 CREDIT HOURS
	ARE 5782	Proposal Writing in the Arts	

2	Research Method Core Requirements		9 CREDIT HOURS
	ARE 5785	Introduction to Applied Research	
	ARE 5786	Survey Research in the Arts	
	ARE 5781	Qualitative Research Traditions	

3	Doctoral Elective Coursework		6 CREDIT HOURS
	ELECTIVE COURSES RELATED TO DISSERTATION TOPS		
	Additional elective expectations will vary dependent on research focus		
	Electives may include a research methodology course or a content course		

4	Required Exams		0 CREDIT HOURS
	ARE 8964r	Preliminary Doctoral Examination	
	ARE 8967	Diagnostic Exam	

5	Culminating Project		24 CREDIT HOURS
	ARE 6980	Dissertation	
	ARE 8985r	Dissertation Defense	

Examinations and Assessments

Diagnostic Examination

Students will register for the diagnostic exam (ARE8967) during their first fall semester in the doctoral program. This exam, created as an asynchronous course, introduces you to and evaluates you on your ability to analyze and synthesize information, to demonstrate critical thinking, and to write clearly and logically. In addition, the faculty use this exam to assess your depth of knowledge in your field, your awareness of the main issues in your field, and your familiarity with the current and past research/literature. This mandatory examination is primarily used to assess your current academic standing and aptitudes, while evaluating areas for improvement.

This exam is completed in addition to a student's coursework. A faculty member will be assigned to the diagnostic exam course and will be available to answer any questions students may have regarding this assignment. Your major professor/program director will notify you of the results. The results are used to guide the selection of further coursework for you. The grade scale includes pass or

fail. If you fail to meet expectations on your diagnostic examination, you will be terminated from the program. Please see the **failure to meet expectations** section of this handbook for a detailed account of the consequences for failing to meet remediation expectations.

Annual Review

Each spring the faculty will conduct an annual review of your progress in the program, the **annual review form** can be found in the appendix. Facilitated by the program director, the faculty will review professional conduct, responsibility, responsiveness to feedback, research and writing, scholarly activities, and timing of progress. Faculty will offer comments and recommendations, to be summarized by the program director. Following the faculty review, you will meet with your advisor to go over the evaluation and plan any adjustments. If you fail to meet expectations during your annual review a **remediation plan** will be drafted. Please see the **failure to meet expectations** section of this handbook for a detailed account of the consequences for failing to meet remediation expectations. A copy of the evaluation form can be found in the **appendices**.

Preliminary Exam

The preliminary examination is administered near the completion of coursework, during the second spring semester. You will need to register for the preliminary exam course, ARE8964r, when you and your major professor decide you are ready. The goal of this exam is to determine whether you:

- have mastered program content acquired through coursework and individual reading;
- can apply this knowledge in a complex, creative, and orderly manner;
- use theory and research to support statements;
- present ideas effectively in writing and speaking; and

- can move on to the dissertation portion of your doctoral program.

The examination consists of a written and an oral component. You are responsible for distributing the entire written component, or prospectus (chapters 1-3), in whatever format (digital is most common) is convenient for your committee members. These copies will need to be distributed in a timely manner to meet the time expectations of the exam. Once submitted, the prospectus is then read and evaluated by your committee members. While committee members are reviewing the prospectus, you and your advisor can work with your committee to plan a preliminary exam meeting. This meeting should allow your committee 2 weeks to review your prospectus materials. For the oral exam, you will be questioned on aspects of the prospectus that warrant further explanation. In addition, you will be evaluated on your ability to communicate pertinent information in an effective manner. This meeting, like others, is meant to provide you with constructive feedback on your writing, research, and course progression.

An extra member may be appointed to the examining committee at the discretion of the Academic Dean, Dean of Graduate Studies, or on recommendation of the major professor. The Department Chair, the Academic Dean, the Dean of Graduate Studies, or other faculty may attend the oral exam as non-voting members. After the examination, the major professor submits a report communicating the exam outcome to the Academic Dean: pass, fail, additional work to be completed, or to be reexamined. Please see the manuscript clearance portal for a complete list of this process.

Examination results are also reported to the Office of the Registrar for your permanent record and also certified to the Graduate Dean. Satisfactory completion of a preliminary examination shall be required for admission to

candidacy for the Ed.D. degree. No student may register for dissertation hours prior to the point in the semester in which the preliminary examination was passed. An admission to candidacy form must be completed and filed in the Office of the University Registrar prior to registration for dissertation hours. After completion of the admission to candidacy process, the student may retroactively add dissertation hours for that semester in which the preliminary examination was completed. Retroactive changes are only permitted if the preliminary examination is passed by the end of the seventh week of the semester. For term specific deadline dates, please refer to the “Academic Calendar” in the *Registration Guide*. Once the examination is passed, please communicate this to the department’s Staff Services Associate or any departmental representative, and the **Admission to Candidacy form** will be completed and signed by the Department Chair.

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

Students who allege that academic regulations and/or procedures were improperly applied for the re-examination of their preliminary exam may have their grievances addressed through the general academic appeals process.

Dissertation Process

Dissertation Process Responsibilities

This section reviews the expectations for you, the major professor, and the committee members. This section is meant to provide clarity about the dissertation process, so you are aware of each step in the process. We recommend that you review this entire section prior to beginning the formal dissertation process and ask any clarifying questions as you begin to work toward the culminating event of your dissertation defense. If at any point in this process you fail to meet expectations, a **remediation plan** will be drafted. Please see the **failure to meet expectations** section of this handbook for a detailed account of the consequences for failing to meet remediation expectations.

Student Roles

You are expected to engage actively in the dissertation process from the onset of the doctoral program. You are responsible for choosing a topic with guidance from your major professor, submitting proofread drafts of materials to your major professor, preparing adequately for meetings, thoroughly reviewing all dissertation policies and procedures, and communicating on a regular basis with the major professor via email, phone, or other communication modalities. You are also expected to maintain a respectful and professional attitude at all times. You are expected to maintain contact with the major professor and committee throughout the dissertation process to ensure that the research and writing adhere to the agreed-upon plan. As the project is your responsibility, you must

frequently keep the major professor informed of progress. All communication for the dissertation process is accomplished (and therefore documented) via email and through the **manuscript clearance portal**. This means that all drafts and formal communications regarding your dissertation should be submitted and feedback returned through email to ensure transparency in the process. The candidate should contact the major professor in the event of any significant changes in your personal or professional life which may interfere with program completion. Occasionally, synchronous meetings may be scheduled with your major professor or the whole committee. To document this part of the dissertation process, immediately following a synchronous meeting (within 48 hours), the candidate should post a detailed summary of the meeting and a plan for moving forward via email to the major professor.

Major Professor Roles

The major professor will be selected based on topical knowledge or methodological expertise. The major professor is responsible for guiding the candidate to produce doctoral level, original scholarship in the proposed topic area. The major professor must be a member of the department faculty and hold graduate faculty status. A co-major professor arrangement often will be appropriate for a particular subject matter. The major professor's responsibilities include:

- Being familiar with current dissertation policies and procedures
- Advising you from the preliminary exam through the final defense
- Guiding you in the selection of committee members
- Guiding you to set a realistic timeline for completion of the Dissertation
- Setting expectations and assigning you a grade for dissertation hours each semester

- Guiding you toward achieving a high level of technical and ethical quality in your dissertation research
- Assisting you in developing a quality preliminary exam and navigating the preliminary exam and approval process
- Providing guidance on the research interest paper structure, formatting, content and setting clear and reasonable expectations for timely completion
- Guiding you in the selection of methods/procedures for data collection and analysis*
- Assisting you in the dissertation proposal defense process
- Assisting you in navigating the IRB approval process
- Assisting you in data collection and analysis*
- Preparing you for the defense process

*If a separate methodologist is assigned, the Major Professor may serve in a support role.

Committee Members Roles

All members of your committee share responsibility for providing feedback to help you in producing a quality dissertation. Committee members are responsible for reading manuscripts within the agreed-upon minimum 2 or 4 week time frame (see [timeline](#) discussion below), suggesting substantive editorial changes, and providing rationale for their support and critiques. Committee members who perceive major flaws that are likely to result in a candidate's unsuccessful defense should discuss these concerns with the candidate and major professor immediately. Committee member's responsibilities include:

- In cooperation with the major professor, advising the candidate from the preliminary exam through the final defense of the Dissertation

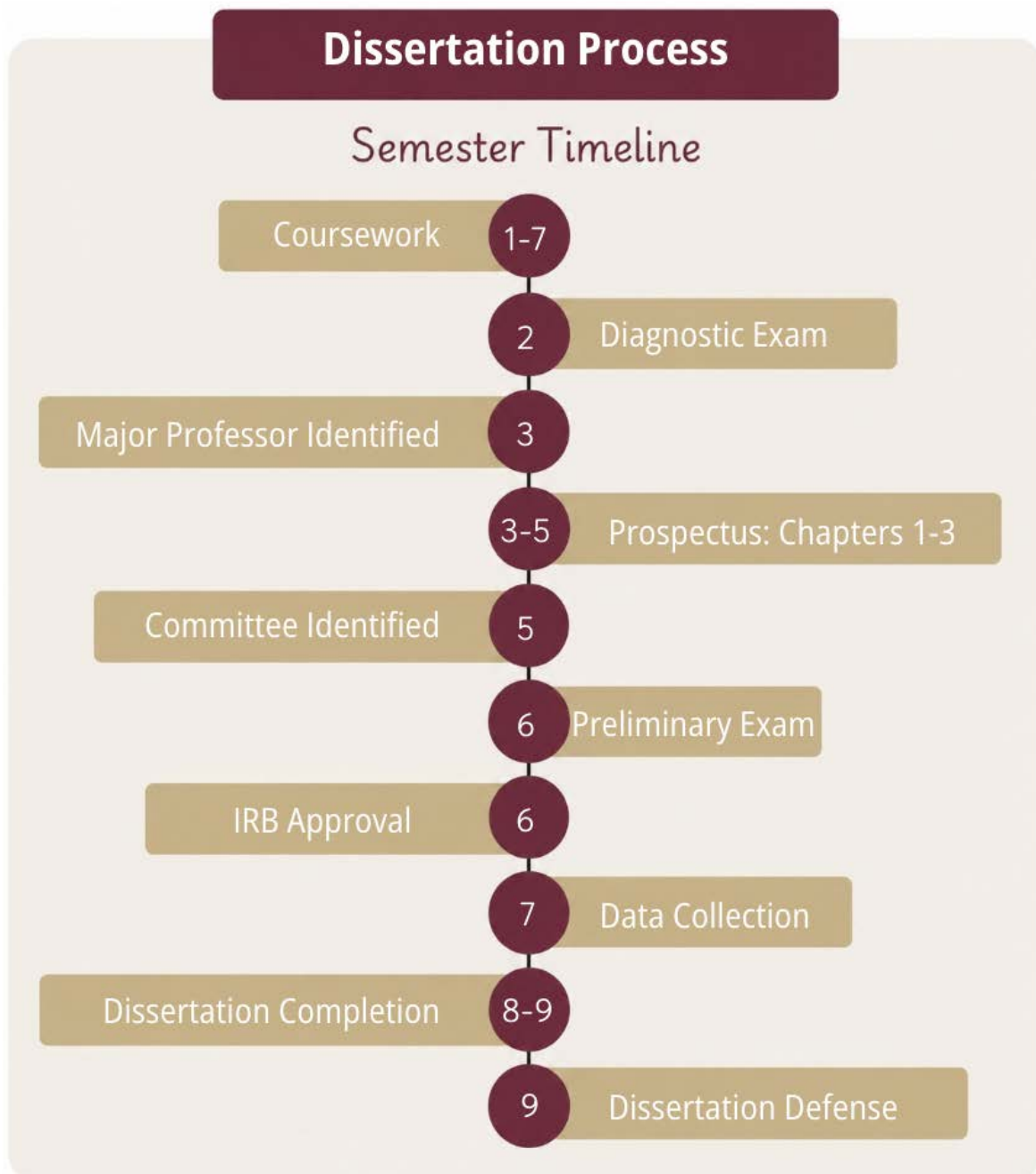
- Provide subject matter expertise as requested by major professor or candidate
- Reading drafts and providing meaningful feedback at each defense stage of the dissertation process (more frequent review of dissertation materials may occur within some committees)
- Guiding the candidate in the selection of methods/procedures for data collection and analysis**
- Assisting the candidate in data collection and analysis**
- Corresponding with the major professor and candidate as needed for clarification/resolution of methodological issues during the Dissertation process**

** A Methodologist (if the major professor is not performing both roles) should be selected who has expertise in the type of study the candidate is pursuing (quantitative, qualitative, mixed, historical).

Resources

- **Dissertation writing resources and how to find dissertation examples**
- **Manuscript clearance workshops**
- **Professional development workshops from the graduate school**
- **GradWorld FSU**
- **Library research guides**

Dissertation Timeline



Dissertation Format

The online Ed.D. program follows a traditional dissertation format of 5 chapters. Students can consult the **dissertation outline** for more detail.

Coursework

During your first 6 semesters, you will be expected to complete all the requisite coursework in the Ed.D. program. It is important that you understand that this process is meant to prepare you to begin drafting your research interest paper and selecting your committee. As you begin your coursework, we advise you to make the most of the assignments by using them to work towards your first draft of your research interest paper. For more information about coursework, see the **curriculum** section of this handbook.

Committee Selection

After your second or third semester in the program, you will begin to have an idea of the direction your research is taking. This is the time during which the faculty in the department discuss your work and match you with who can serve as your major professor. When we are making these decisions, we consider 1) who best suits your needs as an evolving researcher and 2) the faculty member's research interests and current publications. This will us to identify who can best facilitate your dissertation experience. The steps for selecting your committee are:

- You should request a formal meeting with your potential major professor. During this meeting you can review your research interest and express interest in their mentorship. Give the faculty member the opportunity to ask questions and offer them some time to think about this commitment.
- Once the faculty member has determined whether they will serve as your major professor, you will need to begin working on your dissertation proposal (see next bullet).

- While working on this proposal, you and your major professor can explore options for your full committee. While working with your major professor to create your committee, it is important to consider your committee makeup. Some things to consider are committee members' content knowledge, methodological expertise, and theoretical familiarity.
- Your full committee will need to include three faculty inside of the department (including your major professor) and one faculty member outside of the department. All these committee members will need to have graduate faculty status, and your external committee member must also be an associate or full professor.
- You should complete the **Graduate Supervisory Committee Formation Form** when you have confirmed with all committee members.

Prospectus

The dissertation prospectus builds on the proposal by helping you organize, delineate, and make decisions regarding your dissertation and research approach. The prospectus serves as a committee agreed-upon plan for developing the proposal and finalizes the structure of the dissertation research project. The prospectus is made up of the first three chapters of your dissertation. It establishes the rationale for conducting the study (chapter 1), includes a review and analysis of the relevant literature (chapter 2), describes the design and methodology (chapter 3) that will be used for the study, and gives an updated timeline (as you complete your timeline you should consult to the **graduate school's calendar** for submitting dissertations).

You will work with your major professor to develop the prospectus, consulting the **university-approved dissertation checklist** for specific guidance on the structure and organization of the dissertation. It is strongly recommended that you use the

templates provided by the university to help you early in the writing process. When ready, the prospectus will be reviewed and approved by the major professor, then can be sent out to the full committee for review and a preliminary exam meeting can be arranged. The committee will need 2 weeks to review the prospectus before being asked to meet for the preliminary exam meeting. Once your prospectus has been approved and the **rubric of preliminary defense** is completed, you will be cleared to seek IRB approval and once approval has been received, you can begin conducting your research. Follow these links for information about **student expectations, failure to meet expectations, grievances,** and/or **dismissal procedures.**

Preliminary Exam

Your major professor and committee members will review and evaluate the prospectus for academic merit, methodological rigor, and feasibility of the timeline. The preliminary exam meeting is meant to be a productive session where students are given constructive feedback about their first three chapters. It is normal and expected that you have to make moderate to significant changes to the content of your prospectus. Remember, it is important that you go into this meeting with the expectation of receiving feedback on your project. Keeping an open mind and being receptive to feedback are critical at this stage in the process. Once your prospectus has been approved, you will be cleared to seek IRB approval, and once approval has been received, you can begin conducting your research. Follow these links for information about **student responsibilities, failure to meet expectations, grievances,** and/or **dismissal procedures.**

Admission to Candidacy

Satisfactory completion of a preliminary examination shall be required for admission to candidacy for the Ed.D. degree. No student may register for

dissertation hours prior to the point in the semester in which the preliminary examination was passed. An **admission to candidacy form** must be completed and filed in the Office of the University Registrar prior to registration for dissertation hours. After completion of the admission to candidacy process, the student may retroactively add dissertation hours for that semester in which the preliminary examination was completed. Retroactive changes are only permitted if the preliminary examination is passed by the end of the seventh week of the semester. For term specific deadline dates, please refer to the "Academic Calendar" in the Registration Guide.

IRB Approval

After the prospectus has received final approval following the preliminary exam meeting, students may submit their formal application directly to the IRB. Please note, no data may be collected until IRB approval is granted. Special consideration for seeking early IRB approval must be approved by your major professor, committee members, and department chair. FSU's **Institutional Review Board** (IRB) reviews each study conducted by FSU students to determine if the anticipated benefits of the study outweigh the risks associated with participation in it. While developing your proposal, you should review the **IRB website** and consider attending the graduate schools **workshops** on conducting research and seeking IRB approval. The IRB has very specific and unwavering **deadlines** for when the IRB committee meets, this means that you will need to submit your IRB application several weeks prior to the actual IRB committee meeting. It is important that you are aware of these **deadlines** and accommodate them in your planning.

Dissertation Completion

From this point forward all meetings, approvals, and postings should be made through FSU's **manuscript clearance portal**, please be sure you have familiarized yourself with this website. Following IRB approval, you can collect and analyze your data and report your findings. This will complete the remaining chapters of your dissertation. You will also need to prepare the abstract and any other introductory page options in the **templates** offered through the graduate school. You will need to closely read the **manuscript clearance guidelines** put forth by the graduate school. When ready, the dissertation will be reviewed and approved by the major professor, and then can be sent out to the full committee for review and a dissertation defense meeting can be arranged. The committee will need 4 weeks to review the dissertation before being asked to meet for the dissertation defense. Students must also publicly post an announcement for their dissertation defense, information about that process can be found on the **graduate school website**.

Dissertation Defense

When the major professor is satisfied that the full dissertation draft, including the abstract, meets all the requirements specified by the graduate school and addresses the feedback from the preliminary exam meeting, the major professor will help you call a dissertation defense meeting. The full committee then reviews the dissertation and abstract, again using the graduate school as the minimum standard. This review will look at the relevant content, analyses, reporting and interpreting of results, form and style, and ethical issues related to reporting results. The committee either approves the dissertation and abstract, which enables you to continue through the manuscript review process or returns the documents with a set of suggested revisions. The committee enters their review through the online manuscript clearance portal, as well as using the **dissertation defense rubric** (see appendix) you will then work with your major professor to

make any requested revisions. If the committee requests to review these revisions, another meeting may be convened. Upon final dissertation approval, you will need to follow through with the remaining steps of the **manuscript approval process**. Follow these links for information about **student expectations, failure to meet expectations, grievances**, and/or **dismissal procedures**.

University Resources

New Students

- **Student Handbook** Policies and standards governing student conduct and rights at the university
- **New Student and Family Programs** Orientation, One Book/One Campus, and Family Connection
- **New Noles** New to FSU? Find out all you need to know pre- and post-orientation
- **Center for Academic Retention and Enhancement (CARE)** The center provides both pre-collegiate and collegiate programs of recruitment, preparation, enrichment, orientation, academic support, counseling and advocacy which are targeted primarily to those who are first-generation college students.
- **FSU Graduate School** The Graduate School supports graduate students in every program at Florida State University. They provide assistance in academic matters, advice on University-wide degree requirements, information on the availability of financial assistance including assistantships, fellowships and scholarships, as well as approval for theses and dissertations.
- **Admissions** Online status checks, information about residency requirements, majors, and more

- **Financial Aid** Links to FAFSA, scholarship info, and costs for attending FSU
- **Division of Student Affairs** The Florida State University Division of Student Affairs empowers and supports all students to achieve their full potential.
- **My.fsu.edu student portal / Secure Apps**
- **Canvas (canvas.fsu.edu)**

Academics

- **Registrar** Information about courses, academic calendar, tuition, and graduation
- **Reading-Writing Center** Consultants in the Reading-Writing Center, many of whom are themselves graduate students and all of whom are trained in holistic, process-centered peer consulting, help fellow writers both strategically, and with practical support for the project in hand: from brainstorming, to getting words on the page through extended drafting and revising, tutors act as both test audience and experienced commentators, talking with students about their goals and expectations, and offering practical help, feedback and advice. In addition, RWC consultants can help hone analytical reading skills that are an essential prerequisite for effective academic writing
- **Office of Accessibility Services** As a primary advocate for students with disabilities, the OAS works with faculty and staff to provide accommodations for the unique needs of students both in and out of the classroom.
- **Career Center** As a centralized comprehensive career services office, the Career Center is involved in a wide variety of programs including career planning services, experiential education, course instruction and research.
- **Center for Academic Retention and Enhancement (CARE)** The center provides both, pre-collegiate and collegiate programs of recruitment,

preparation, enrichment, orientation, academic support, counseling and advocacy which are targeted primarily to those who are first-generation college students.

- **Garnet & Gold Scholar Society** The Garnet & Gold Scholar Society facilitates involvement and recognizes the engaged, well-rounded student who excels within and beyond the classroom in the areas of Leadership, Internship, Service, International, and Research.
- **Student Organizations and Involvement** serves as a guide for Florida State students in molding and creating their FSU experience.
- **Student Government Association** The Student Government Association is your voice at Florida State University with three branches of the government—executive, legislative, and judicial. SGA budgets more than ten million dollars of activity and service fees each year to Student Organizations, the Oglesby Union, and Campus Recreation.
- **Congress of Graduate Students (COGS)**. As the body representing graduate students, COGS represents graduate student interests to the university and community and is empowered to issue resolutions expressing the views of graduate students and calling attention to important issues. The Congress provides graduate students with grants for conference travel, and funds programs and activities across campus that are targeted at graduate students. Additionally, the Congress is a funding source for graduate student organizations.
- **Graduate Student Resource Center (GSRC)**. The Graduate Student Resource Center houses valuable resources and information to support graduate student success. The Center is part of FSU's Quality Enhancement Plan dedicated to enhancing doctoral education.

Culture, Identity, and Spirituality

- **Center for Global Engagement** Provides comprehensive immigration services and advising to international students, scholars, faculty and staff. The Center for Global Engagement is certified by the federal government's Student and Exchange Visitor Program.
- **Center for Leadership and Service** The Center is a student, faculty, and staff source for leadership learning and service opportunities on Florida State's campus. Their mission is to transform lives through leadership education, identity development and community engagement.
- **Student Government Association Agencies**
- **Asian American Student Union**
- **Black Student Union**
- **Hispanic/Latinx Student Union**
- **Pride Student Union**
- **Women's Student Union**
- **Interfaith Council** The Interfaith Council at Florida State University is an organization of campus ministry professionals who have come together from a wide variety of religious traditions to share a common interest in the free expression of religious faith in the life of the university.

Appendices: Forms

- [Dissertation Format](#)
- [Graduate Supervisory Committee Formation](#)
- [Doctoral Preliminary Examination Form](#)
- [Admission to Candidacy Form](#)
- [Time Extension Request](#)

General Forms:

- [Annual Review Form](#)
- [Remediation Plan Form](#)

APPENDIX 2: Preliminary Exam Rubric

Please distribute this form to all committee members. Upon completion, each committee member should email their response directly to the department's academic specialist.

Jennie Christensen, jmchristensen@fsu.edu.

<i>Criteria</i>	<i>High Pass (HP)</i>	<i>Pass (P)</i>	<i>Low Pass (LP)</i>	<i>Fail (F)</i>	<i>Assessment (HP, P, LP, or F)</i>
<i>Student demonstrates ability to describe clearly a well-conceptualized problem</i>	Demonstrates excellent ability to describe and conceptualize research problems	Demonstrates good ability to describe and conceptualize research problems	Demonstrates fair ability to describe and conceptualize research problems	Demonstrates little to no ability to describe and conceptualize research problems	
<i>Student demonstrates, integrates, and critiques relevant literature</i>	Demonstrates excellent ability to integrate and critique literature	Demonstrates good ability to integrate and critique literature	Demonstrates fair ability to integrate and critique literature	Demonstrates little to no ability to integrate and critique literature	
<i>Student proposes the use of appropriate research approaches and methods</i>	Excellent use of research approaches and methods	Good use of research approaches and methods	Fair use of research approaches and methods	Little to no use of research approaches and methods	
<i>Student demonstrates ability to orally present and defend problem, objectives, and methodological approach</i>	Demonstrates excellent ability to present and defend the prospectus	Demonstrates good ability to present and defend prospectus	Demonstrates fair ability to present and defend the prospectus	Demonstrates little to no ability to present and defend the prospectus	
<i>Student's writing is clear, organized and of professional quality</i>	Demonstrates excellent ability to write clearly and convincingly at a professional level	Demonstrates good ability to write clearly and convincingly at a professional level	Demonstrates fair ability to write clearly and convincingly at a professional level	Demonstrates little to no ability to write clearly and convincingly at a professional level	
<i>Overall Assessment</i>					

APPENDIX 3: Dissertation Defense Rubric

Please distribute this form to all committee members. Upon completion, each committee member should email their response directly to the department's academic specialist.

Jennie Christensen, jmchristensen@fsu.edu.

<i>Criteria</i>	<i>High Pass (HP)</i>	<i>Pass (P)</i>	<i>Low Pass (LP)</i>	<i>Fail (F)</i>	<i>Assessment (HP, P, LP, or F)</i>
Student demonstrates ability to describe clearly a well-conceptualized problem	Demonstrates excellent ability to describe and conceptualize research problems	Demonstrates good ability to describe and conceptualize research problems	Demonstrates fair ability to describe and conceptualize research problems	Demonstrates little to no ability to describe and conceptualize research problems	
Student demonstrates, integrates, and critiques relevant literature	Demonstrates excellent ability to integrate and critique literature	Demonstrates good ability to integrate and critique literature	Demonstrates fair ability to integrate and critique literature	Demonstrates little to no ability to integrate and critique literature	
Student uses appropriate research approaches and methods	Excellent use of research approaches and methods	Good use of research approaches and methods	Fair use of research approaches and methods	Little to no use of research approaches and methods	
Student presents justified and defensible conclusions	Excellent justification and defense of conclusions	Good justification and defense of conclusions	Fair justification and defense of conclusions	Little to no justification and defense of conclusions	
Student demonstrates ability to orally present and defend problem, objectives, approach, and conclusions of dissertation	Demonstrates excellent ability to present and defend the dissertation research	Demonstrates good ability to present and defend the dissertation research	Demonstrates fair ability to present and defend the dissertation research	Demonstrates little to no ability to present and defend the dissertation research	
Student's writing is clear, organized and of professional quality	Demonstrates excellent ability to write clearly and convincingly at a professional level	Demonstrates good ability to write clearly and convincingly at a professional level	Demonstrates fair ability to write clearly and convincingly at a professional level	Demonstrates little to no ability to write clearly and convincingly at a professional level	
Overall Assessment					