

Updated: May 28, 2026

Georgia State University

Professional Doctorate (EdD) in Educational Leadership

Program Handbook

Cohort XV

May 2026



Students should also review the graduate student handbook that pertains to all CEHD graduate students.

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April 2026

Cohort XV Students,

On behalf of the faculty, staff, and students of the Department of Educational Policy Studies (EPS), I welcome you to the fifteenth cohort in the Educational Leadership EdD program. You are among a group of select applicants to be offered this opportunity to continue your studies in this exciting degree program in the College of Education and Human Development at Georgia State University. This Professional Doctorate in Education provides cohort members with knowledge, leadership skills, and methods of inquiry to help them face the complex issues in education today.

The EPS department serves students in three units: Educational Leadership, Research, Measurement, & Statistics, and Social Foundations of Education, with a sub-unit of Higher Education. I hope you will take advantage of opportunities for fellowship with faculty and students outside of your cohort program. Each semester we hold a faculty/student mixer which is a time for you to meet with others in the department. We will also invite you to workshops to help socialize you into the doctorate. Past workshops topics have included developing a CV, presenting at a professional conference, and submitting a journal article. Our graduate student organization (EPS-GSA) will also provide you opportunities to connect with others.

As chair of the department, I will communicate funding opportunities, job postings, conference calls, lectures, and other pertinent information. Please call on me if I can serve you in any way before or after you begin the EdD program.

Wishing you continued success,

Jennifer Esposito

Jennifer Esposito, Ph.D.

Chair and Professor, Department of Educational Policy Studies



Greetings, Cohort XV:

On behalf of the Educational Leadership Unit, the Department of Educational Policy Studies, and the College of Education and Human Development, we welcome you to Georgia State University. This handbook is one of the first resources that you will receive as a new doctoral student. It is our hope that you will thoroughly review the handbook and will continue to refer to it as you progress through the EdD program.

The Professional Doctorate in Educational Leadership (EdD) program has been designed to offer a coordinated set of courses that will offer numerous learning opportunities for professional and personal growth. Although this is a cohort model, your program will be individualized through work on course projects and the area of investigation for your dissertation. Coursework throughout the program will assist in the development of your dissertation. We have three concentrations within the EdD. Two concentrations focus on B/P-12 education and one focuses on higher education. Please contact me immediately if you believe you may be enrolled in the wrong program.

The advanced leadership concentration does not lead to certification, but candidates who already have Tier II certification may be eligible to upgrade to an L7 certificate upon successful completion of the program. This concentration is also appropriate for candidates who are not interested in any type of certification.

The Tier II concentration leads to eligibility for Tier II leadership certification. Candidates who have Tier I certificates can earn Tier II certification by completing the 750-hour clinical residency hours (through three one-credit hour courses) and passing the PSC exam.

We also have a Higher Education Administration concentration. This is not a certification program. Candidates in this concentration gain knowledge and skills to equip them for leadership in colleges and universities.

The faculty in the Educational Leadership Unit and the staff in the Department of Educational Policy Studies can help you with questions about coursework, registration, and other aspects of your program. Aishah Cowan (acowan@gsu.edu), Academic Administrative Specialist, will be particularly helpful as you register for courses each semester! Additionally, you will receive assistance in selecting your doctoral committee and chairperson beginning in year two of your program of study. Please do not hesitate to call on any of us if we may be of assistance.

We look forward to getting to know you and working with you. It is our sincere hope that you will enjoy and learn much from your experiences at Georgia State University, and that you will use your learning to improve the outcomes at your workplace and beyond.

With kind regards,

A handwritten signature in black ink, appearing to read "Nick Sauers".

Nicholas J. Sauers, Ph.D.

Coordinator of Tier II and EdD Programs in Educational Leadership

INTRODUCTION

The purpose of this handbook is to supplement the policies and procedures found in the Georgia State University Graduate Catalog by providing information that is more specific and detailed for students in the Professional Doctorate of Education (EdD) Program.

About Georgia State University **www.gsu.edu**

Georgia State University is the Southeast's leading urban research institution and is the largest institution in the USG, with over 53,000 students. It is on the list of the top 100 public universities for doctoral degrees awarded. Nearly 300 degree programs with 100 fields of study are offered at the associate's, bachelor's, master's, specialist, and doctoral levels. Students may enroll in day or evening classes and in part-time or full-time study.

Georgia State University Mission Statement:

Georgia State University, one of the largest, most innovative multi-campus public research universities, transforms the lives of students, advances the frontiers of knowledge and strengthens the workforce of the future. With campuses in and around metro Atlanta, Georgia State readies students for professional pursuits, educates future leaders and prepares citizens for lifelong learning. Enrolling one of the most diverse student bodies in the nation, Georgia State prioritizes student success ensuring that students from all backgrounds graduate at high rates. The university provides outstanding experiential educational opportunities and exceptional support for students seeking degrees from the associate to the doctoral level.

One of the nation's fastest-growing research institutions, Georgia State's scholarship and research focus on solving complex issues ranging from the most fundamental questions of the universe to the most challenging issues of our day, while our creative activities expand and enrich the world.

About the College of Education and Human Development **<http://education.gsu.edu>**

Georgia State University's College of Education & Human Development is committed to high-quality instruction and high-impact research. Its student population reflects the diverse composition of our state and nation.

We offer undergraduate, graduate and non-degree programs for professionals in education, human development and health-related fields. We draw on the expertise of our

faculty, expect the best of our talented students and are inspired by the opportunities of our urban setting.

For more than 50 years, we have been building a legacy as a college graduating educators and professionals equipped with the tools, knowledge and inspiration to ensure others have an even brighter future. At Georgia State's College of Education & Human Development, we are moving lives forward.

About the Department of Educational Policy Studies
<http://eps.education.gsu.edu/>

The Department of Educational Policy Studies (EPS) offer disciplinary and interdisciplinary graduate degrees and certificates that connect theory and practice to solve important educational and social problems. We consider education and policy from a variety of competing perspectives within and among research methodology, leadership, the social sciences and the humanities.

Faculty in the Department of Educational Policy Studies have expertise in the program areas of Educational Leadership, Research, Measurement and Statistics, Social Foundations, and Higher Education.

We maintain a research culture in the department evidenced by scholarly activity, publishing in leading and ranked journals, academic trade and university presses, presenting at academic conferences and invited addresses. Members of our faculty are known nationally and internationally and have served as office holders in our professional associations and invited speakers at significant annual meetings.

About the Educational Leadership Unit
<https://education.gsu.edu/educational-leadership/>

The Educational Leadership Unit offers multiple programs of study – the Tier I Master's Degree in Educational Leadership (M.Ed.), the Tier I Add-on Certification Program, the Tier II Specialist Degree in Educational Leadership (EdS), the Tier II Add-on Certification Program, the Professional Doctorate in Educational Leadership (EdD) and the leadership concentration of the EPS PhD. The unit is comprised of full-time faculty members and a strong cadre of part-time instructors, many of whom have served as school leaders at the local, state, or national level. The Georgia State University Principals Center operates as a professional development arm of the Educational Leadership Unit.

About the Georgia State University Principals Center
<http://www.principalscenter.org/>

The Principals Center is a collaborative effort between the University and local school districts and other agencies to provide cutting edge professional development for school leaders. The Center was founded at GSU in 1984 as part of the National Network of Principals' Centers, created by Roland Barth at Harvard University. The Center offers training and support to help school leaders be successful change agents able to build strong learning communities. Through workshops, forums, seminars and interaction with peers and national experts, the Principals Center provides the knowledge and sophisticated skills required by today's school executive.

The Center's activities are guided by the belief that all activities should be:

- Interactive
- Developed and led by practitioners
- Provide opportunities for school leaders to support each other

The Principals Center Mission Statement:

To provide practicing and aspiring school leaders with learning and networking opportunities designed to develop their capacity to create schools that work for all children.

The Principals Center Vision Statement:

Every school community served by leaders of learning

Georgia State University
Professional Doctorate in Educational Leadership (EdD)
Program Faculty and Staff

Dr. Jennifer Esposito, Distinguished University Professor
Chairperson, Department of Educational Policy Studies
Email: jesposito@gsu.edu

Dr. Dionne Cowan, Clinical Assistant Professor
Principals Center Executive Director
Email: dcowan@gsu.edu

Dr. Phillip Luck, Clinical Assistant Professor
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Dr. Will Rumbaugh, Clinical Associate Professor
Coordinator for the Tier I Leadership Program
Director, Center for Urban School Leadership
Email: wrumbaugh@gsu.edu

Dr. Nick Sauers, Associate Professor
Educational Leadership Ed.D. and Tier 2 Program Coordinator
Associate Director, Center for Urban School Leadership
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Dr. Honey Walrond, Assistant Professor
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Dr. Yinying Wang, Professor
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The Professional Doctorate in Education (EdD)
<https://education.gsu.edu/program/edd-educational-leadership/>

Purpose:

The purpose of the Professional Doctorate in Education (Ed. D.) with a major in Educational Leadership is to advance the development and practice of effective educational leadership by providing senior-level administrators with the following:

- the knowledge and skills necessary to deal effectively with the complex issues facing education today
- the methods of inquiry necessary to analyze current educational problems
- the leadership skills necessary to direct the development and implementation of programs to address those problems and to disseminate the results in various professional and public forums
- the knowledge and applied skills rarely provided in traditional advanced degree programs in educational leadership in an alternative format that meets the needs of senior-level administrators

Description:

The program, delivered in a three-year, closed cohort model, consists of 45 hours of course work and 9 hours of dissertation work for a total of 54 hours. Candidates who hold the Tier II Specialist (EdS) from GSU may transfer *up to* four courses into the EdD program. Candidates who hold the Tier II add-on certificate may transfer *up to* three courses into the EdD program. Any transfer credit requests for courses taken in other institutions must be received within the first semester of enrollment. These requests must include a course syllabus and catalog course description for each course requested. There is also a course comparison chart that must accompany such requests.

Face-to-face courses take place four Saturdays over the course of an academic term for most courses. HE course dates and times will vary and will include week night courses. Significant reading and written assignments as well as online discussion threads will provide continuous learning and feedback loops between residencies.

Deviations from the traditional Saturday cohort model may happen throughout the program. Any changes will be communicated as soon as possible.

Program Requirements:

Application requirements for the EdD in Educational Leadership can be found at the following link:

<https://education.gsu.edu/admissions/graduate/>

Required Courses for the Professional Doctorate (EdD) in Educational Leadership (54 hours, 57 hours for Tier II candidates):

Required Courses for each concentration (See GSU Catalog)

The program coordinator may approve substitute courses as necessary due to course or instructor availability or due to unforeseen circumstances. Candidates should not skip courses or enroll in substitute courses without written permission from the program coordinator.

Details about the program of study can be found in the [GSU Graduate Catalog](#).

SAMPLE Program of Study

	SU 2026	FA 2026	SP 2027	SU 2027	FA 2027	SP 2028	SU 2028	FA 2028	SP 2029
Class	EPEL 9020	EPEL 8930	EPRS 8500	EPRS 8530	EPRS 9900	EPEL 8000	*EPEL 8620	EPS 9990	EPS 9990
Class	EPEL 9000	*EPEL 8500	*EPEL 9970	EPEL 8020	*EPSF 8440	*EPEL 8330	*EPS 8360	*EPEL 8420	EPS 9990
HE Class		**EPHE 8100	***EPHE 9550	***EPHE 8500	**EPHE 8340				

Notes: EPHE 8100, 8340, 8450, and 8470 are the required HE courses. HE students also select 3 "elective" courses. EPHE 8470 and 8450 are not yet on this POS. EPHE 9550 (Diversity, Equity, and Inclusion in Higher Education) is not required. Students may want to take this as a substitute for 8020 OR an elective. EPHE 8500 is not a required course, but is recommended as an elective. Courses are only scheduled two semesters in advance so this schedule may change.

* K-12 only courses

** HE Required Course

*** Potential Elective

Program Dates 2026

Summer 2026 Schedule (All concentrations)

EPEL 9000 & EPEL 9020

6/13, 6/27, 7/11, 7/25

Fall 2025 Schedule

Advanced Leadership and Tier 2 Concentration:

9/5, 10/3, 11/7, 12/5

HE Concentration:

9/5, 10/3, 11/7, 12/5 and Thursday 4:30 - 7:30 (CEHD 254)

The Doctoral Committee:

Upon admission to a cohort, the student is assigned a major program advisor. This faculty member may serve on the doctoral advisory committee provided they meet the requirements for membership.

The dissertation committee consists of a minimum of three members. All committee members must hold a terminal degree. The chair and at least one of the two additional faculty members must hold graduate faculty status; at least one of the three committee members must hold graduate research faculty status.

The chair of the Doctoral Advisory Committee is a full-time member of the College of Education and Human Development faculty, holds primary appointment in the College of Education and Human Development, has been a faculty member at Georgia State University for at least one academic year, holds an earned doctorate, and must work within the students' department and field of study. Faculty with approved Joint Academic Appointments and graduate professional faculty status may serve as the chair of an Ed.D. Doctoral Advisory Committee.

A second member of the Doctoral Advisory Committee must be a full-time faculty member of the College of Education and Human Development (or have an approved Joint Academic Appointment) and hold an earned doctorate.

A third member of the Doctoral Advisory Committee is an individual who can support the student's dissertation research and must hold an earned terminal degree.

Any part-time instructor in the College of Education and Human Development or member outside of the college must be approved by the Associate Dean of Research and Doctoral Studies.

Dissertation committee members will support the student throughout the program including preparation of the dissertation prospectus, review of residency requirements, preparation of the dissertation, and dissertation defense and/or other responsibilities outlined in the respective program handbook.

All appointments to the Doctoral Advisory Committee, including its chair, are subject to approval by the student, the department chair, and the Associate Dean of Research and Doctoral Studies of the College of Education and Human Development. After the Doctoral Advisory Committee has been established, the committee, student, department chair, and the Associate Dean of Research and Doctoral Studies of the College of Education and Human Development must approve any subsequent change of membership.

Comprehensive Examination:

The purpose of the comprehensive examination is to evaluate the students' ability to use the subject content defined in the approved program of study to prepare a dissertation using the "Review and Research Format," which is currently one of the approved formats in the College of Education and Human Development.

The comprehensive examination includes a written examination and may also include an oral portion. The students have two opportunities to pass the comprehensive examination. Students who do not pass the comprehensive examination on the second attempt are not permitted to continue in the doctoral program.

Preparation of Prospectus and Dissertation:

During the first summer of the program, students will be introduced to the process of inquiry and begin to identify possible topic areas for the dissertation. It is anticipated that the prospectus will be presented prior to the end of the spring semester of the second year of the student's program.

The purpose of the dissertation prospectus is to offer the Doctoral Advisory Committee evidence of the significance and rationale of the proposed study. The prospectus presents the statement of the problem or issue, describes the philosophical/theoretical knowledge base within which the dissertation topic is developed, the methodology or procedures to be employed, and the expected implications of findings or conclusions.

This is an important milestone since it is a means to determining the adequacy and appropriateness of the student's preparation to complete the doctoral dissertation and serves to advance a student to doctoral candidacy. The prospectus reflects each student's preparedness to conduct the investigation and write the dissertation. Before beginning work on the prospectus, students should review the "Traditional Five Chapter Format," section college's *Guide for Preparing Dissertations*. Additional information can be found here: <https://education.gsu.edu/admissions/a-guide-to-creating-your-dissertation/>

Presentation of the Dissertation Prospectus:

The students shall publicly present the dissertation prospectus to provide an opportunity for College of Education faculty to contribute to a scholarly critique of the proposed research. The announcement of the prospectus presentation includes the date and location of the presentation and an abstract of the prospectus. No fewer than two members of the Doctoral Advisory Committee must attend the prospectus presentation.

Announcement of the prospectus presentation must be made at least ten (10) business days prior to the date of the scheduled prospectus presentation. The department chairperson must review the announcement and the prospectus prior to the announcement, and therefore, the announcement and prospectus must be submitted to the department thirty (30) days prior to the presentation. Additionally, the prospectus must be presented between the first day of classes and the last day of final examinations in the spring or fall term; it cannot be presented between academic terms. Prospectus presentations may only be scheduled for summer terms with specific approval from all Doctoral Advisory Committee members. Approval and acceptance of the dissertation prospectus requires a favorable vote of a majority of the Doctoral Advisory Committee, but the majority for this vote must include no fewer than three members regardless of the size of the committee. Students who are not successful in defending a prospectus may not continue in the program.

Before the end of year two, students are expected to advance to doctoral candidacy. To do this the following is required:

1. Complete all pre-qualifying course requirements
2. In conjunction with Program Advisor, finalize the Doctoral Advisory Committee
3. Pass the Comprehensive Exam
4. Successfully present the Prospectus

There are factors that will slow progress for students. Students should work with the program coordinator and their chair to create an amended schedule for their work.

Admission to Doctoral Candidacy:

When the students have completed all coursework requirements for the degree except the dissertation, the students' Doctoral Advisory Committee may recommend to the Dean of the College of Education that the students are admitted to candidacy for the Professional Doctorate in Education degree. To be recommended for candidacy, the students must additionally have fulfilled their department's residency requirement, completed all required examinations during the comprehensive examination, and submitted and presented an approved dissertation prospectus.

To remain on schedule, students must be recommended for candidacy prior to the end of their second year in the program. Once students are admitted to doctoral candidacy, they must meet continuous enrollment requirements. This is defined by the University as six credit hours over three consecutive semesters. Candidates who remain on track with enrollment will not have an issue with this. If a candidate needs more time to complete requirements, it is essential that they follow the continuous enrollment schedule to remain eligible to complete the program and graduate.

Review of Research for the Protection of Human Subjects:

Before beginning any actual data collection, approval of research must be obtained from the Institutional Review Board (IRB). The candidate must take a general exam regarding IRB policies and regulations.

Students, faculty, or staff who are planning to conduct research involving human subjects must submit pertinent information for review by the Institutional Review Board for the Protection of Human Subjects in Research (IRB). The IRB is charged with protecting the rights and welfare of human subjects by reviewing the background, purpose, methodology, and instrumentation of all research involving human subjects conducted by faculty, staff, students, and employees of Georgia State University.

All research involving human subjects requires review by the IRB. Procedures and the necessary forms for submitting proposals to the IRB are available from each student's department.

A copy of the appropriate human subjects review form showing all necessary approval must be submitted with the recommendation to Doctoral Candidacy form to the Office of Academic Assistance and Graduate Admissions before final approval can be obtained for these documents.

Students must list their dissertation chair as the faculty PI on IRB proposals and the department chair (Jennifer Norris). Proposals will be routed through both individuals prior to submission to university IRB.

For further information regarding this review process, students should contact their respective departments. Additional information can also be found at the following link.
<https://ursa.research.gsu.edu/human-subjects/>

Dissertation and Final Dissertation Defense:

The dissertation and defense are the culminating activities in the students' doctoral program, demonstrating high levels of scholarly and intellectual activity. The dissertation is an original contribution to knowledge in the field of study through disciplined inquiry. Conducting, writing, and defending the dissertation are done in accordance with the highest professional standards.

Students should apply to graduate two semesters prior to their final semester. For example, students planning to graduate in the Spring should apply in the Summer prior to graduation.

Students who meet eligibility requirements complete the online application and pay the **non-refundable** graduation fee by logging into **PAWS**. Once the Apply to Graduate button on the student dashboard is selected, step-by-step instructions will be provided regarding the application process.

Dissertation and dissertation announcement must be submitted 30 CALENDAR days before the defense. Students should work with Damien Lawrence (<dlawrence@gsu.edu>) to create your announcement and schedule your room. He will share the dissertation and announcement with our department chair.

Students must complete a graduation application prior to degree completion.

All doctoral dissertations must comply with the format, style, and procedural instructions established by the College of Education and Human Development. The guide should be consulted soon after the students complete their comprehensive examination successfully. Degree requirements include a dissertation using the "Traditional Five-Chapter Format," which is currently one of the approved formats in the Georgia State University College of Education.

Oral Defense:

The purpose of the oral defense of the dissertation is to enable the Doctoral Advisory Committee to judge the quality of the investigation and the students' ability to defend their work.

The student, in consultation with the committee chair, is responsible for setting the date and time of the oral defense. Once the Doctoral Advisory Committee agrees upon the

date and time, the student should work with the committee chair to request the date, time, room, and equipment needs.

When the dissertation is completed, a public announcement of the oral defense of the dissertation is disseminated via the Office of Academic Assistance and Graduate Admissions to the College of Education faculty. Additionally, the dissertation must be defended between the first day of classes and the last day of final examinations; it cannot be defended between academic terms. Defenses are not scheduled during the Maymester or summer terms. Students should consult the current deadlines for doctoral candidates to plan the timely announcement of the dissertation defense. The announcement of the oral defense includes the date and location of the defense and an abstract of the dissertation.

The oral defense is scheduled during regular dates of operation (i.e., between the first day of classes and the last day of final examinations each term, excluding official holidays). The oral defense must be attended by members of the Doctoral Advisory Committee and is open to all College of Education faculty and invited guests. Approval and acceptance of the doctoral dissertation requires a favorable vote of a majority of the Doctoral Advisory Committee.

The presentation of the dissertation study shall include an overview of the study, including its rationale, design, data analysis, and results. The presentation will be followed by questions from the committee members. Following the period of questioning the Chairperson of the defense will invite the candidate and all visitors to leave the room while the committee deliberates. Upon returning, the candidate learns of the committee's decision.

The committee shall decide if the candidate passed or failed and in either case, what revisions, if any, are required. After the candidate has been asked to return to the room, it is the responsibility of the major advisor to inform the candidate of the expected revisions and determine if committee members are to be involved in reviewing the revisions.

Revisions must be completed and approved two to four weeks after the defense, as determined by the doctoral committee. It is the responsibility of the committee as a whole to judge the quality of the candidate's work and recommend approval of the dissertation. All differences of opinion shall be handled by the committee as a whole with the major advisor guiding the candidate through agreed upon required changes. In cases where consensus is not possible, dissenting members have an option of not signing the dissertation approval form. This option shall be exercised very rarely; it is anticipated that differences will be resolved within the committee. In special cases, the Program Coordinator of the EdD may be consulted for assistance in resolving committee conflicts.

SEE APPENDIX C FOR ADDITIONAL INFORMATION ON THE DEFENSE

Application for Graduation:

Candidates must apply to graduate at least two semesters in advance of the expected semester of graduation. Additional information about graduation can be found at the following link.

<https://commencement.gsu.edu/>

Degree Inscription:

The degree conferred upon program graduates is Doctor of Education (EdD) in Educational Leadership.

University Policies and Procedures

The graduate catalog and university policy supersede any policies or procedures highlighted in this handbook. This part of the *Handbook* describes policies regarding academic orientation, maintaining graduate status, student responsibilities, and support services. Note that there is a **five-year limit** to this journey beginning with your first semester of course registration.

Graduate Catalog:

The requirements for your degree are determined by the catalog under which you began your program at Georgia State University. However, other policy changes will affect you, so be sure to read through the current catalog at least once per year. Web and downloadable versions of the catalog can be found at the following link.

<http://enrollment.gsu.edu/catalogs/>

Student Code of Conduct and Administrative Policies and Procedures:

The University has established the policies and procedures that comprise the Student Code of Conduct to both promote the University mission and protect the rights of students, faculty and staff. The official University rules and regulations are contained in the Georgia State University General Catalog and the student handbook, On Campus. In the event of a conflict between the Student Code of Conduct and other University policies, the most current version of the Code governs. The most current version of the Student Code of Conduct may be found online at the following link each semester.

<https://codeofconduct.gsu.edu/>

Non-Discrimination Statement:

Georgia State University's Equal Opportunity, Non-Discrimination, and Anti-Harassment Policy ("EONDAH Policy") is an integral component of the University's commitment to equal opportunity and the creation and maintenance of a community in which students, faculty, and staff can learn, work, and live in an atmosphere free of discrimination, discriminatory harassment, and retaliation.

Specifically, the EONDAH Policy:

1. Restates the University's commitment to equal opportunity in employment and admissions;
2. Defines discrimination, discriminatory harassment, and retaliation;
3. Prohibits discrimination, including discriminatory harassment and sexual misconduct, on the grounds of race, color, religion, sex (including sexual orientation, gender identity or expression, or pregnancy), national origin/ethnicity, age, disability, genetic information, or protected veteran status in the University's educational programs and activities, employment, and admissions;
4. Prohibits retaliation for engaging in protected activity and the submission of false statements or information;
5. Designates Equity & Civil Rights Compliance (ECRC) as the University unit responsible for reviewing and resolving claims of discrimination, discriminatory harassment, and retaliation; and
6. Provides reporting and resource links and additional information.

The EONDAH Policy is available in the University's Policy Library and on the ECRC website.

Maintaining Active Student Status:

The Professional Doctorate (EdD) in Educational Leadership program is designed so that students take two courses during each semester in the program. The program, delivered in a three-year, cohort model, consists of 45 hours of course work and 9 hours of dissertation work for a total of 54 hours. Students who are earning Tier II certification take an additional three credit hours for a total of 57 hours.

Reentry Applications:

A doctoral student in the College of Education who does not register at Georgia State University for regular courses during three consecutive academic terms is considered inactive for the purposes of registration. If an inactive student wishes to register, he or she must file an application for reentry with the Office of the Registrar (227 Sparks Hall)

by the deadline dates published in the on-line *Registration Guide* found at the following link.

www.gsu.edu/registrar

This deadline is approximately four weeks prior to the beginning of the registration phase in which the student wishes to register.

Students must reenter the same college, department, and major for the degree program in which they were last enrolled. Filing a reentry application will necessitate a review of the student's academic standing in the doctoral program to determine eligibility. Approval of reentry into the program and major is not guaranteed or automatic.

Doctoral students should file their reentry applications as early as possible to allow adequate time for the admissions decision to be made. Favorable decisions that are not decided until after the beginning of the academic term in which the student desires to reenter will require the submission of a new reentry application for a subsequent academic term.

Doctoral students who have not registered for six consecutive academic terms will be withdrawn from the doctoral program. A notation to that effect will be added to the student's permanent record. Upon notification of withdrawal, the student will have a maximum of 30 days to petition for readmission. If the petition is approved, the student must satisfy the degree requirements of the graduate bulletin in effect at the time of readmission.

ENROLLMENT AND LEAVE POLICIES

Enrollment Policy:

The expectation is that Ed.D. students will be enrolled as part-time students for six credit hours per semester. After approval of the dissertation proposal and until a successful defense of the dissertation, students must be enrolled every semester.

Leaves of Absence:

A student who finds it necessary to be excused from registration in a graduate degree program for three or more consecutive semesters must formally request a leave of absence. Leave time must be approved by the Educational Leadership Unit. Leaves are granted only under exceptional circumstances.

When returning from a leave of absence, decisions concerning the student's previous or current program of study will be mutually agreed upon by the student's advisor and the student. All courses missed will have to be made up at the time they are scheduled by

the university. This must be done within the five-year limit. Students must also follow the university's continuous enrollment policy (see graduate catalog).

GRADING POLICY

Satisfactory/Unsatisfactory Grading:

Educational Leadership (EPEL) graduate courses will be graded with a letter grade of A, B, C, D, or F. However, faculty members have the final decision on the grading scale for their courses. The grades of A or B shall be awarded for satisfactory work. Grades of C, D, or F will not satisfy any course requirement for this program.

Repeating Courses:

A CEHD graduate student *may* request to have a grade excluded from GPA computation. Graduate students may repeat a course one time in which they earn a grade of C, D, or F, using the College Repeat to Replace policy.

Degree credit for a repeated course will be granted only once and the most recently earned grade will be used to determine whether a degree requirement has been met.

Incomplete Grades:

The grade of "I" (Incomplete) may be given to a student who, for nonacademic reasons beyond his or her control, is unable to meet the full requirements of a course. In order to qualify for an "I," a student must:

- a) have completed most of the major assignments of the course (generally all but one) and
- b) be passing the course (aside from the assignments not completed) in the judgment of the instructor.

When a student has a nonacademic reason for not completing one or more of the assignments for a course (including examinations) and wishes to receive an "I" for the course, it is the student's responsibility to inform the instructor in person or in writing of the reason. The grade of "I" is awarded at the discretion of the instructor and is not the

prerogative of the student. Conditions to be met for removing an “I” are established by the instructor.

Per University policy, if the course work is not completed within one calendar year, the "Incomplete" grade will automatically revert to a "Fail" (F).

Minimum GPA and Grade Requirement

The formal coursework requirement is satisfied through successful completion of each course in the program of study with a grade of “C” or higher (including S), with an overall cumulative grade point average of 3.00 or better. Coursework in which a grade below “C” is earned may not be applied to the doctoral program. Students must hold a GPA of 3.0 or higher in order to take comprehensive exams, present the prospectus, and defend the dissertation.

Dispositions for Educational Leaders

The **Georgia Leadership Performance Standards** and **The Georgia State University Leadership Standard on Equity and Cultural Responsiveness (See Appendix A)** set the tone for our work in leader preparation. Within each standard, there are specific behaviors and traits that effective leaders possess. We agree with the following position statement from The Wallace Foundation’s 2010 report, *Learning from Leadership*:

Leadership is all about organizational improvement; more specifically, it is about establishing agreed-upon and worthwhile directions for the organization in question, and doing whatever it takes to prod and support people to move in those directions. Our general definition of leadership highlights these points: It is about direction and influence. Stability is the goal of what is often called management. Improvement is the goal of leadership.

We believe that effective leaders:

1. Build a shared vision of student success and well-being.
2. Champion and support instruction and assessment that maximizes student learning and achievement.
3. Manage and develop their own professional skills and practices, and those of their faculties and staff, in order to drive student learning and achievement.
4. Cultivate a caring and inclusive school community dedicated to student learning, academic success and the personal well-being of every student.
5. Coordinate resources, time, structures and roles effectively to build their own instructional capacity, as well as the capacity of teachers and other staff.
6. Demonstrate self-discipline, self-efficacy, and problem-solving skills.
7. Engage families and the outside community to promote and support student success.
8. Administer and manage operations efficiently and effectively.
9. Communicate professionally and promptly.

Academic Honesty:

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The Policy on Academic Honesty assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. The ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

The Policy on Academic Honesty is published in the Student Code of Conduct and the Student Handbook and is available to all members of the university community. The policy represents a core value of the university, and all members of the university community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. Members of the academic community, students, faculty and staff, are expected to report violations of these standards of academic conduct in accordance with the procedures articulated in this Policy on Academic Honesty. You may access all of GSU's policies at catalogs.gsu.edu.

Plagiarism:

Plagiarism is unacceptable and the student may be subject to dismissal from the program and the University. The act of submitting work for evaluation or to meet a requirement is regarded as assurance that the work is the result of the student's own thought and study, produced without assistance, and stated in the student's own words, except as quotation marks, references, or footnotes acknowledge the use of other sources. Submissions of work used previously must first be approved by the instructor.

IT SHALL BE THE RESPONSIBILITY OF EVERY STUDENT ENROLLED AT GEORGIA STATE UNIVERSITY TO SUPPORT THE PRINCIPLES OF ACADEMIC INTEGRITY AND TO REFRAIN FROM ALL FORMS OF ACADEMIC DISHONESTY, INCLUDING BUT NOT LIMITED TO, THE FOLLOWING:

- Plagiarism in the form of deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.
- Falsification, fabrication, or misrepresentation of data, other information, or citations in connection with an academic assignment, whether graded or otherwise.
- Unauthorized assistance or unauthorized collaboration in connection with academic work, whether graded or otherwise.
- Cheating on examinations or other academic assignments, whether graded or otherwise, including but not limited to the following:
- Using unauthorized materials and methods (notes, books, electronic information, telephonic or other forms of electronic communication, or other sources or methods):

- Violating or subverting requirements governing administration of examinations or other academic assignments;
- Compromising the security of examinations or academic assignments;
- Representing another's work as one's own;
- Engaging in other actions that compromise the integrity of the grading or evaluation process.
- Deliberately furnishing false information to members of the University community in connection with their efforts to prevent, investigate, or enforce University requirements regarding academic dishonesty.
- Forging, falsifying, or misusing University documents, records, identification cards, computers, or other resources so as to violate requirements regarding academic dishonesty.

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Interventions:

In addition to academic achievement, we expect our candidates to model the dispositions noted in each syllabus and to adhere to our state standards in all areas of the program. Candidates who demonstrate difficulties in these areas will meet with program faculty to clarify expectations. After such meetings, candidates will be given specific Letters of Expectation. Failure to abide by the requirements in Letters of Expectation may result in candidates being removed from the program.

Candidates are expected to read and be familiar with the information on academic honesty. Lack of awareness does not mean lack of accountability.

Campus Resources:

Parking Information:

Parking information can be found online at <https://parking.gsu.edu/>.

Students are required to register their vehicle in the Georgia State parking system in order to park on any campus. You should make sure to register your vehicles via the [Parking & Transportation website](#) as this should allow weekend access with Panther Cash or a parking permit.

Parking cannot arrange or guarantee opening the gates on predetermined days. G Deck weekend parking, previously often accessible to students, has faced stricter enforcement due to the shift to a new license plate recognition (LPR) system requiring registered vehicles and digital credentials. While G Deck is primarily for faculty/staff, free student parking is now formally directed to the Convocation Center Deck and Blue Lot.

Library Information:

Information about the Georgia State University library can be found at the following link.

<http://library.gsu.edu/>

Campus Email System:

All Georgia State University students are provided with an email account through Microsoft Outlook. We will only communicate with you via your GSU email account. Students should not expect responses to messages sent from other accounts. Information about the student email system can be found at the following link.

<http://technology.gsu.edu/technology-services/services-for-you/it-services-for-students/>

Learning Management System:

The Professional Doctorate (EdD) in Educational Leadership utilizes iCollege for course delivery and management.

IS&T Help Desk & Information:

The IS&T Help Center provides Georgia State University faculty and staff with support for software, hardware, telecommunications and network issues. Information about IS&T support can be found at the following link.

<http://technology.gsu.edu/help-center/>

Panther ID Cards:

The PantherCard is the student passport to campus. As the official Georgia State University identification card, it is a library card, access card to campus facilities, a meal plan, and a debit card through a PantherCash account. The PantherCard is issued to all currently registered students and to faculty, staff, and affiliates of Georgia State University. Information about how to obtain a PantherCard can be found at the following link.

<http://panthercard.gsu.edu/panthercard/>

Graduate Student Fees And Expenses:

Information about tuition and fees can be found at the following link.

<http://sfs.gsu.edu/tuition-fees/what-it-costs/tuition-and-fees/>

Academic Calendar:

The Georgia State Academic Calendar can be found at the following link.

<http://registrar.gsu.edu/registration/semester-calendars-exam-schedules/>

Financial Aid Information:

The Office of Financial Aid can be accessed through the following link.

<http://sfs.gsu.edu/the-financial-aid-process/>

APPENDIX A

State and National Standards

Many standards guide the preparation of educational leaders in Georgia. This appendix provides descriptions and links to standards that all candidates should know.

Georgia school districts utilize the Leader Keys Effectiveness System for assessing leadership performance. The Leader Assessment on Performance Standards (LAPS) guides this system. Here is a link to information on this system:

Leader Keys Effectiveness System and GELS

The Council of Chief State School Officers (CCSSO) and The National Policy Board for Educational Administration (NPBEA) guided a two-year development process for the Professional Standards for Educational Leaders (PSEL). These standards highlight behaviors and dispositions effective school leaders should demonstrate.

Georgia has adopted these standards for all leadership preparation programs in our state. The Georgia Educational Leadership Standards (GELS) can be found at this link:
<https://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.77.pdf>

2015 PSEL Standards

In keeping with Georgia State University's infusion of inclusive leadership principles throughout our programs in educational leadership, candidates should also know and use the performance indicators found at this link:

PSEL Standards with Indicators for Inclusive Leadership

Effective instructional leaders understand what their teachers are expected to know and do. The InTasc standards provide guidance for our leadership candidates:

InTASC Model Core Teaching Standards

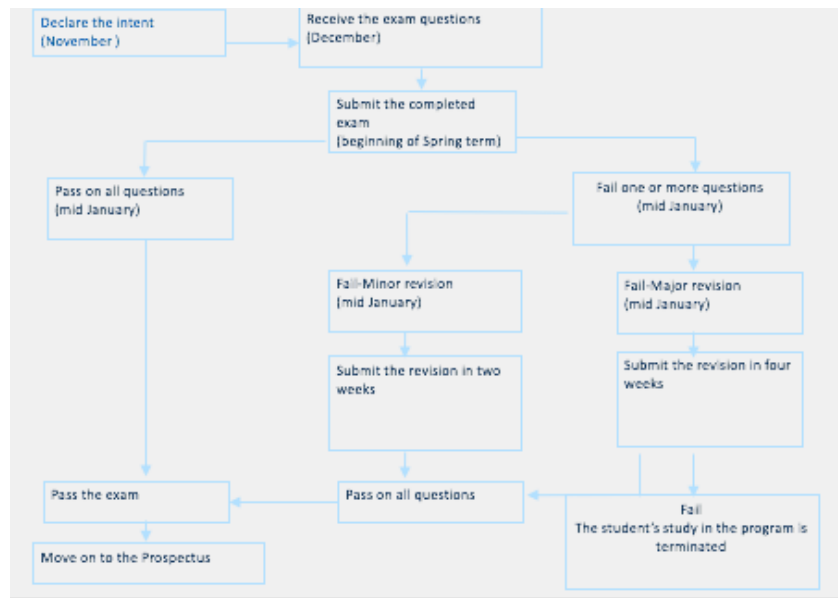
APPENDIX B

COMPREHENSIVE EXAM PROTOCOL

Evaluation of Exams:

The written comprehensive exam is graded by two program faculty readers and returned within approximately three weeks from the date it was written/submitted. The two readers independently evaluate each question.

A student must receive a pass from both readers to pass each question of the comprehensive examinations. If the ratings of the two readers are different, a third program faculty member will be asked to evaluate the exam, serving as a tiebreaker (this may result in a delay in returning the results to the student). A faculty member who assigns a “revise” or “fail” must provide feedback and specify the key shortcomings of the paper. Since the purpose of the exam is to determine whether the student is ready to proceed in the program, the feedback on the exam is provided to only those who fail or must revise the exam. The possible results of the exam are illustrated below.



Note. This table is *an example*. Specific dates will be provided to students.

Full comprehensive exam guidelines will be sent to students prior to the exam.

APPENDIX C

HOW TO PREPARE FOR YOUR DISSERTATION DEFENSE

What to Wear

Business attire, something you would wear to a formal business or public board meeting. Coats and ties, suits, and dresses are examples of appropriate attire.

What You are Expected to Do

1. Make arrangements for any AV equipment you will require;
2. Arrange for the room and make sure it is secure (no conflicts);
3. Check with the program coordinator regarding all the necessary paper work that should be completed at the defense. Be sure that you supply those forms for your chair.
4. Bring one copy of your dissertation title page in the proper university format for committee signatures. Be sure it is in compliance with all university requirements.
5. Show up at least 45 minutes prior to your defense to check out the room and set up your equipment. Be sure the paperwork is completed and be ready to go at the designated time. It really helps to have hard copies of your slides for each member of the committee.
6. It is not expected *or appropriate* to bring food or drinks for committee members.

Optional Items

1. While your dissertation defense is an open meeting to which the public, faculty, and graduate students are invited, generally there are very few such persons in attendance. Remember, it is not a public meeting. It is a dissertation defense to which the public are invited. The purpose is not to entertain guests.
2. You may wish to invite members of your family to attend your defense. This is completely optional. Important decisions will be made and family members should be prepared for all possible outcomes. Your committee will not avoid making uncomfortable decisions just because family and friends are in attendance.

About the Presentation of Your Study

1. You should plan for approximately 25-30 minutes to present your study.
2. Remember, your committee has already approved your prospectus and read your dissertation. Take about five minutes to give an overview of the study, what you did, your methods and key assumptions and limitations. Spend most of your time presenting the results and implications of your study.
3. DO NOT COME to your dissertation defense without rehearsing your presentation. Do not “wing it” no matter how confident you may think you are. Practicing means actually going through your slides and timing yourself. Do it several times until you feel confident and your presentation is fairly smooth. Do

not read your study. You are presenting it! Use the slides as “prompts” or “cues”. They are simply “talking points.”

4. ANTICIPATE the kinds of questions you are most likely to receive from the committee. Rehearse answering them concisely and completely. Concentrate on where your study may be considered “less strong.” Remember, all studies have both strengths and weaknesses. You should be able to explain every term, interpret every table/exhibit, and describe how you used every data collection tool in your study. You should also be able to thoroughly discuss your findings and their implications for the field.

How to Handle Questions and Interactions in the Defense

1. It is important that you appear relaxed even though you must be on your toes and concentrating on the proceedings. Your confidence will be related to the extent you are well prepared and rehearsed.
2. As questions come, DO NOT INTERRUPT the questioner. Be sure that you let the questioner completely finish before attempting a response. Be sure you actually understand the question. If you do not, there is no harm in asking the person to repeat the question so you can hear it again. This is much preferable to answering a question that was not asked.
3. Give a complete answer. Again, wait for the entire question to be asked before you respond.
4. Your chair will keep a running list of possible revisions which appear to be in order as the defense continues. Do not ask the committee or a member how he or she “wants” the revision to take place. That will be up to your chair to determine after the defense.
5. Expect close questioning! That means that some members may press you fairly hard on a specific point. If you have prepared well, this should not be a problem. Remember, it is your study. No one on the committee should know it better than you know it because you are the one who has crunched all the data and you know all the ins and outs of your study. On close questioning, it is helpful to repeat the question, parsing it out into sections if it is complicated, and responding to each one. There is no reason for you to feel defensive in this process. All you are trying to do is to come to grips with the question which may have more than one part and more than one answer.
6. The normal procedure is for the chair to ask the members if they have questions and to proceed around the committee, allowing each member to ask their questions. Sometimes if a member has a lot of questions, the chair will move around the group so that a member does not consume all the time available.

Protocols

1. When there are no more questions from members of your committee, you will be asked to step out of the room. This is to allow the committee members to freely discuss your work among themselves. You may be asked to step back into the

room to answer additional questions. Normally, this does not occur, but you should be prepared.

2. When you are out of the room do not wander off, but stay fairly close to the defense room. The usual amount of time that transpires at this point is 10-20 minutes. Then you will be asked to return to the defense room and receive word of your progress.
3. If you successfully “pass” your defense, your chair will sit with you and review the required revisions after the other members leave. It is unusual to have a defense where changes are not required, so expect revisions. They can range from correction of typos to additions and deletions of larger passages of text, or in some cases re-analysis of data. In most cases, your committee will empower your chair to work out the revisions with you. In some cases, however, they may want to see the corrected or changed passages. Therefore, plan on some passage of time for this to occur. If you are backed up closely to the time when your dissertation is due to the graduate school, this may cause a problem. Please plan ahead.
4. Once again, if you successfully pass, all committee members will sign the forms and the dissertation title page.
5. You are expected to pack up any AV equipment you used for your defense, to return it if borrowed, and to tidy the room before leaving. Leave at least an hour after your defense for the meeting with your chair, the paperwork, and returning the AV equipment.
6. As a point of etiquette, please note that it is inappropriate to use the title “Dr.” until you have been hooded. While people who are close to you may refer to you in this way as a form of congratulations, you should not use the title nor should you expect it to be used before your official graduation.

APPENDIX D

Cohort XV Directory

Last	First	Student Email	Mobile
Ayala	Orlando	oayala02@student.gsu.edu	917-282-6399
Bland	Jacob	jbland1@student.gsu.edu	+1 404-802-7275
Bowden	Dana	dbowden9@student.gsu.edu	470-650-1566
Campbell	Richard	rcampbell32@student.gsu.edu	770-871-9058
Carter	Marcel	mcarter131@student.gsu.edu	770-468-9802
Fairweather	Kedra	kfairweather2@student.gsu.edu	+1 404-626-4425
Funicello	Aminta	afunicello1@student.gsu.edu	+1 470-989-5280
Hale	Lindsey	lhale9@student.gsu.edu	901-871-4105
Hall	Johnathan	jhall97@student.gsu.edu	+1 252-559-0693
Ingram	Rena	ringram12@student.gsu.edu	+1 706-284-5194
Jefferies	Diamond	djefferies1@student.gsu.edu	+1 678-913-5337
Johnson	Theodora	tjohnson196@student.gsu.edu	+1 678-571-3247
Lincoln	Susan	slincoln1@student.gsu.edu	678-858-4486
Lindley	Atia	alindley@student.gsu.edu	407-230-2880
Massey	Monique	mmassey14@student.gsu.edu	301-275-2439
Nichols	Brandi	bnichols12@student.gsu.edu	678-612-5249
Norvell	Travis	tnorvell2@student.gsu.edu	843-412-2895
Quiroga	Jacqueline	jquiroga1@student.gsu.edu	4048497714
Sithole	Melanie	mcheatham2@student.gsu.edu	678-907-2147

Storey	Danyelle	dstorey3@student.gsu.edu	+1 678-764-4564
Walker	Brian	bwalker97@student.gsu.edu	+1 912-844-2220