NC STATE UNIVERSITY College of Education

Educational Leadership, Policy, and Human Development

Program Handbook

Ph.D. in Educational Leadership, Policy, and Human Development (ELPHD)

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NC STATE

INTRODUCTION

This Program Handbook is provided as a guide for Ph.D. students in the Department of Educational Leadership, Policy, and Human Development (ELPHD) at NC State and should be consulted in conjunction with official University policies. The information provided herein strives to be as accurate as possible as of June 1, 2017, but information may change in the course of the year, thus making some information inaccurate or outdated. Please refer to the College of Education website at http://ced.ncsu.edu for the most up-to-date information. It is the responsibility of ALL graduate students to know and understand their degree requirements.

This ELPHD Program Handbook is a complement to the NC State Graduate Handbook, which is a resource for all graduate students at the University. The NC State Graduate Handbook provides an overview of Graduate School functions and resources, as well as the rules, regulations, and procedures administered by the Graduate School. Links to important information in the NC State Graduate Handbook are included in this ELPHD Program Handbook. NC State also lists all official policies, regulations, and rules (PRRs) on the University's PRR website. Links to pertinent PRRs are also found in this ELPHD Program Handbook.

Our Institution

Mission
As a research-extensive land-grant university, North Carolina State University is dedicated to excellent teaching, the creation and application of knowledge, and engagement with public and private partners. By uniting our strength in science and technology with a commitment to excellence in a comprehensive range of disciplines, NC State promotes an integrated approach to problem solving that transforms lives and provides leadership for social, economic, and technological development across North Carolina and around the world.

Vision
NC State University will emerge as a preeminent technological research university recognized around the globe for its innovative education and research addressing the grand challenges of society.

Core Values
Consonant with our history, mission, and vision, NC State University affirms these core values:

- Integrity --- in the pursuit, creation, application, and dissemination of knowledge
- Freedom --- of thought and expression
- Respect --- for cultural and intellectual diversity
- Responsibility --- for individual actions and service to society
- Stewardship --- in sustaining economic and natural resources
- Excellence --- in all endeavors

Our College

Mission
The College of Education is a voice of innovation for learning across the life span. We prepare professionals who educate and lead. Our inquiry and practice reflect integrity, a commitment to social justice, and the value of diversity in a global community.

Vision
The College of Education will lead the way in North Carolina in increasing opportunities for success in education and reducing achievement gaps.

Think and Do the Extraordinary
At NC State, ideas become solutions. We unite bold thought with purposeful action and use the results to overcome society's grand challenges. It is a place where we urge faculty, staff, and students to 'Think and Do.' It is this experiential education that ensures graduates leave us ready to lead the workforce, be change agents, and confident in the knowledge that NC State consistently rates as one of the best values in higher education. Our core mission is to impact education at all levels. The College's programs emphasize real world experience through original research opportunities, comprehensive extension and engagement activities, and partnerships with governments, industry, and other universities.

Our Department

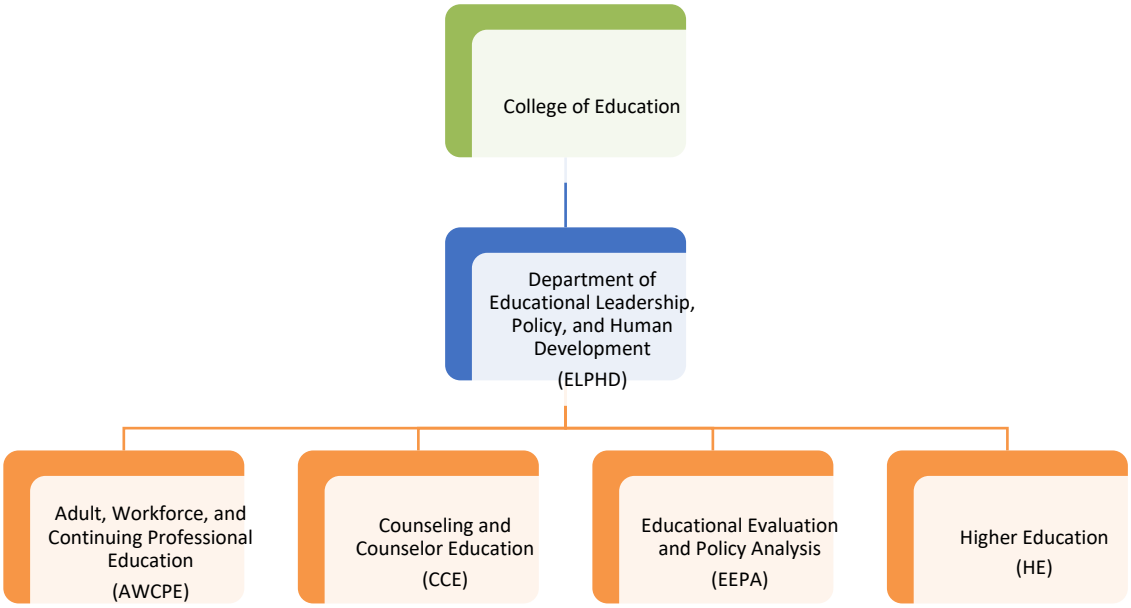
Mission
The Department of ELPHD generates knowledge that informs policy and practice and prepares effective educational leaders to advance equity and improve learner success.

About
The goal of the Ph.D. in ELPHD is to prepare scholar leaders who can positively influence improvement in K-12, higher education, counseling, and adult education. The doctoral degree encourages students to engage in multidisciplinary research while also developing in-depth expertise in their chosen Program Area of Study. ELPHD consists of 36 full-time faculty, 30 adjunct faculty and field supervisors, and more than 570 graduate students.

There are four Ph.D. Program Areas of Study (PAS) that fall within ELPHD:

- Adult, Workforce, and Continuing Professional Education (AWCPE)
- Counseling and Counselor Education (CCE)
- Educational Evaluation and Policy Analysis (EEPA)
- Higher Education (HE)

Organizational Chart



ADMISSIONS

Research is at the heart of NC State's academic mission, and graduate students are the heart of this research. As a doctoral student at NC State, you will help master complex ideas and develop the skills to put them to work solving global challenges.

ELPHD welcomes graduate students ready to broaden their understanding of how to solve current issues in education. Our students gain real-world experience in a supportive atmosphere and vibrant research culture devoted to learning. Our dedicated faculty and staff recognize the importance of diverse perspectives and learning styles. The intellectual input and unique cultural background of both our current and incoming students contribute to the richness of our intellectual environment and to the diversity of our student body.

Program Application Requirements

ELPHD accepts applications for the AWCPE, CCE, EEPA, and HE Ph.D. programs by December 1st each year. The Graduate School requires a non-refundable application processing fee of $75.00 for U.S. Citizens and Permanent Residents and $85.00 for Non-Resident Aliens (Internationals). If not paying by credit card, you will need to submit a check or money order payable to NC State (along with the payment voucher). Do not submit cash. Please be aware that your application will not be released to ELPHD until your payment has been received by the Graduate School.

The following materials must be submitted in their entirety through the online application process via Apply Yourself. No hard copies will be accepted.

Required Documents

- Personal statement
- Professional resume of Curriculum Vitae (CV)
- Unofficial transcripts
- Three recommendations
- GRE scores
- Proof of English proficiency (if applicable)

Detailed Explanation of Required Documents

Personal Statement. The requirements of the personal statement vary by Program Area of Study (PAS; see below). Your personal statement should be uploaded via Apply Yourself.

Personal statements for the PAS in AWCPE, CCE, and EEPA should be typed, single-spaced, be between two to three pages, and address the following:

1) Identify your current career goals and aspirations to improve education and society and indicate how the program to which you are applying could help you fulfill those goals and aspirations;
2) A successful dissertation is an important contribution to knowledge to help solve problems facing education and advance equity. One role of the Ph.D. program is to guide students as they work to become scholar leaders able to make such contributions. Please describe your research interest or focus that you would like to pursue as a doctoral student (be as specific as possible); and
3) Identify your experiences that could help you succeed and also benefit others in a PhD program.

Personal statements for the PAS in HE should be typed, single-spaced, be no more than 750 words, and address the following:

1) Why do wish to obtain your Ph.D.?
2) Why do you want to come to NC State?
3) What are your research interests and are there particular faculty with whom you want to work?
4) How is this degree going to help you pursue your career goals now and in the future?
5) What unique contributions or special interests do you bring to the field of higher education.

Professional Resume or CV. Your resume or CV should be uploaded via Apply Yourself.

Unofficial Transcripts. Legible, unofficial transcripts from all institutions attended, except NC State, should be uploaded via Apply Yourself. Upon recommendation of admission, the University requires that official transcripts that document all prior degrees be on file in the student's permanent record at NC State. The transcript(s) must include a statement of any degree(s) awarded. Some applicants who are enrolled in a degree program at the time they apply to the Graduate School can only provide an incomplete official transcript at the time of admission recommendation. For these students, they will be required to provide the Graduate School with the official, complete transcript(s), including statements of all degrees awarded, no later than the last day of classes of the first semester they are enrolled. Failure to do so will result in cancellation of the student's registration for the next semester and termination of their graduate program at NC State.

Three Recommendations. You will submit the names and contact information for three recommenders through Apply Yourself. Your recommenders will receive an email with instructions for submitting their letters online. You should select three qualified recommenders, preferably faculty or supervisors who can attest to your scholarly aptitude and motivation.

GRE Scores. GRE test scores are sent directly to NC State. We must receive your scores by the application deadline. Scores for the verbal and quantitative sections are machine scored and typically reach NC State within two weeks of your taking the test; however, the analytical writing test may take longer, so take this into account in your planning. When taking the test, designate that your scores are sent to NC State by indicating institution code 5496. The test can be taken or retaken once in any calendar month. GRE scores remain valid for 5 years. Your scores must be valid on the application deadline. For information about the GRE test, contact Educational Testing Service, PO Box 6000, Princeton, NJ, 08541; email: gre-info@ets.org; Web: www.gre.org.

Proof of English proficiency for International Applicants. To be eligible for admission to graduate study at NC State, all non-US citizen applicants (i.e., non-resident aliens and permanent residents) must demonstrate proficiency in English at a level necessary to be successful in a graduate program at NC State. Please note that the ELPHD department requires a minimum TOEFL score of 100, which is higher than what is set by the Graduate School at NC State (85). As our courses require considerable reading, writing, and verbal interaction, we have adopted this minimum score to improve the probability of successful completion of our degrees. For applicants who have already earned a Bachelor's or Master's degree from an accredited U.S. institution of higher education, you may be exempted from submitting the TOEFL score according to the Graduate School's waiver policy. Questions about your application or any of our graduate programs should be directed to the respective program coordinator.

Contact Information by Program Area of Study

Ph.D. in ELPHD: Adult, Workforce, and Continuing Professional Education
Program Coordinator: Dr. Duane Akroyd
Email: awcpe_program@ncsu.edu

Ph.D. in ELPHD: Counseling and Counselor Education
Program Coordinator: Dr. Sylvia Nassar
Email: snassar@ncsu.edu

Ph.D. in ELPHD: Educational Evaluation and Policy Analysis
Program Co-Coordinator: Dr. Bonnie Fusarelli
Program Co-Coordinator: Dr. Peter Hessling
Email: eepa_ncstate@ncsu.edu

Ph.D. in ELPHD: Higher Education
Program Coordinator: Dr. Joy Gaston Gayles
Email: higher_ed@ncsu.edu

FUNDING

NC State offers graduate students a broad range of financial assistance options that help with tuition and living expenses while they are pursuing their advanced degrees. Graduate students may receive financial support through fellowships, graduate assistantships, scholarships, grants, and loans.

Visit the Student Services Center to see the tuition rates for graduate students.

Sources of Graduate Funding

Fellowships
Fellowships are outright awards and require no service in return. They may be based on merit and/or financial need. Some fellowships provide the cost of tuition and fees plus a stipend to cover living expenses. Other fellowships are one-year awards that provide competitive recruiting supplements in the form of a stipend for outstanding new doctoral students. Generally, prospective students cannot apply directly for these fellowships, but are nominated by their respective graduate programs. If you are interested in opportunities for fellowships, the first place to inquire is at the Program Area of Study level.

Graduate students are also encouraged to apply for external fellowships. These nationally competitive fellowships are awarded directly to individual students by federal or state agencies, and/or private foundations. With some exceptions, this type of fellowship is typically tenable at any university to which a student has been admitted or is currently enrolled. For additional information on the fellowships and awards included in the listing and databases below, please visit the Graduate School website.

Graduate Assistantships
Graduate assistantships are available in several areas within ELPHD and the College of Education. While compensation packages vary, all assistantships provide a stipend for the approximately 15-20 hours per week students are expected to work. Most assistantships are nine-month appointments. Some positions at NC State include the Graduate Student Support Plan (GSSP), which provides tuition remission and health benefits. The GSSP provides doctoral students with a maximum of eight semesters of benefits. The GSSP does not cover student fees for the academic year or summer session tuition. If you are interested in a graduate assistantship, you should ask the faculty in your Program Area of Study. Questions about the GSSP specifically can be directed to Chris Buchanan cnbuchan@ncsu.edu, Coordinator of the GSSP for the Graduate School.

Scholarships
There are a very limited number of scholarships, in amounts ranging from $500 to $5,000, reserved for students who are currently enrolled in or have been admitted to the College of Education. Notification about the availability of scholarships and the scholarship application process will be posted to students in the College of Education.

NC State encourages students to seek out private scholarships offered by agencies not affiliated with the university.

Grants
Graduate students can often apply for grants that can help offset some of the costs associated with dissertation research and travel to professional conferences. These grants may be available at NC State, including with the University Graduate Student Association, ELPHD, and the College of Education, or beyond NC State with organizations such as the American Education Research Association (AERA), Association for the Study of Higher Education (ASHE), or other professional organizations. These grants are typically awarded in the form of a travel grant, which is designed to offset the costs associated with traveling and presenting a paper or poster at a professional conference. Research grants can also be awarded to help offset the cost of dissertation research, which can include costs such as transcription, participant incentives, or travel to research sites. Students are typically notified about these grant opportunities via email throughout the academic year. Students are encouraged to work collaboratively with professors, particularly their advisors, to develop grant applications for submission.

Loans
Graduate students may apply for Federal Subsidized and Unsubsidized Stafford Loans by completing the FAFSA. To learn more about financial aid, visit the Student Services Center.

North Carolina Residency

North Carolina General Statute 116-143.1 reserves the in-state tuition rate for legal residents of the state of North Carolina. Under this law, “legal residence” means more than simply residing in the state. Specifically, individuals must prove that their presence in the state is for the purpose of establishing a domicile (permanent home of indefinite duration), and that they are not just temporarily residing in the state to attend school. To qualify for the resident tuition rate, individuals must have maintained legal residency for one year from the start of the term for which they request the resident classification.

Basic Requirements of Legal Residency

1. Have 12 months of physical presence in North Carolina.
    a. Have held legal residency for at least 12 months prior to the start of the requested term.
    b. Demonstrate that you are a legal resident of North Carolina and not just temporarily residing in the state as a student.
    c. Have not had any significantly long breaks in physical presence in North Carolina for the past 12 months.
2. Have the financial and legal ability to establish a domicile.
    a. Be (mostly) financially independent from non-North Carolina parents or guardians.

   b. Not be a tax dependent of non-North Carolina parents or guardians.
   c. Be able to show that you can financially support yourself independent of any out of state sources.
   d. Have an independent financial aid status, if using financial aid.
3. Demonstrate the intent to make North Carolina your home aside from attending school.
   a. Complete a cluster of residency acts a year prior to the start of the requested term.
   b. Not hold ties to another state that would indicate you are a resident of that state.
   c. Explain why some residency acts may not have been able to be completed, if that is the case.

Special Exceptions

1. Active-Duty Military Stationed in North Carolina, their spouses, and their dependents (legal residency is not required to use this benefit).
2. Full-Time UNC System Employees, their spouses, and their dependents (you must be a legal resident of any duration to use this benefit).
3. Individuals currently residing in North Carolina and married to a legal North Carolina resident are permitted to use their spouse's time in the state and residentiary acts as their own.

International Students

International students may or may not have the capacity to establish a domicile. For those who have capacity, the requirements are the same as those for U.S. Citizens. Examples of eligible immigration classifications are: Permanent Resident, A-1, A-2, E-1, E-2, E-3, G-1, G-2, G-3, G-4, H-1B, H-1C, H-4, I, K-1, K-2, K-3, K-4, L-1A, L-1B, L-2, N, O-1, O-3, P-1, P-2, P-3, P-4, R-1, R-2, T-1, T-2, T-3, T-4, T-5, TPS, U-1, U-2, U-3, U-4, U-5, V-1, V-2, and V-3.

Those who do not have capacity cannot qualify as residents for tuition purposes, regardless of any other factors. Ineligible immigration classifications include: B, C, D, F, J, M Q, S, and TN visas and DACA.

Applying for North Carolina Residency

Graduate students currently classified as non-residents who wish to apply for in-state residency for tuition purposes should apply for residency by the deadline posted by the Graduate School. Applicants to NC State typically have their initial tuition residency status determined based on responses they provide as part of their admissions application.

There are many factors the Graduate School might examine to determine if you have demonstrated the intent to be a legal resident. Residentiary acts are the most common and easily documented demonstration of intent. In reviewing your residency status, the

Residency Officer will examine where and when you have most recently done each of the following items that applies to you:

- Obtained a Driver's License
- Registered to Vote
- Voted
- Registered a Vehicle
- Owned a Home
- Held Non-student Employment
- Paid Property Tax
- Paid Income Tax
- Filed an Income Tax Return
- Been called for Jury Duty

The Residency Officer may also consider:

- Where You Maintain Property
- Where You Spend Vacations
- Where You Maintain Organizational Memberships
- Where You Have Significant Relationships
- Anything Else You Wish to Explain About Your Situation

NC State cannot tell you what you must do to support your claim to the in-state tuition rate. If you intend to be a legal resident of the state, consider what the sum-total of your behavior says about that intent. Consider your ties to North Carolina, and your remaining ties elsewhere. Does the preponderance of evidence show that your domicile is indeed in North Carolina? Does your behavior demonstrate that you have lived in the state as a legal resident for a year prior to the start of the requested term? If so, you will qualify for the resident tuition rate.

POLICIES AND PROCEDURES

By accepting admission to NC State, graduate students indicate that they are ultimately responsible for adhering to the policies and procedures that govern their education at the university. That responsibility requires that all graduate students know where to find the rules and regulations of the Graduate School and any additional requirements of their specific programs.

The Graduate Handbook defines the minimum requirements of the Graduate School and describes procedures that must be followed. This Program Handbook outlines the requirements of the Ph.D. students in ELPHD. Students are expected to follow the requirements in place during the semester they entered NC State. Archived copies of both the Graduate Handbook and the ELPHD Program Handbook are available online should any questions arise. All students must also abide by standards of conduct established by NC State.

Advising and Mentoring

The goal of the College of Education Ph.D. programs is to prepare scholar leaders to address the grand challenges of education. Toward that end, an Advising and Mentoring Document was created to describe the process for the first-year review of doctoral students and expectations for formal reviews in following years. Information from that document is included below, but please refer to the official Advising and Mentoring Document to review its full content.

Initial Academic Advisor
After the Graduate School admits a student into a College of Education Ph.D. program, ELPHD will assign the student an Initial Academic Advisor (IAA). Students will meet regularly with their IAA to discuss program and career goals. The IAA will come from the Program Area of Study (PAS) to which the student was admitted and, when possible, will have research interests similar to the student's. The IAA is responsible for guiding the overall academic career of the student but may or may not continue to be the student's advisor for the duration of their program. If, due to a change in circumstances, the IAA is no longer able to advise the student or the student wishes to change his/her advisor (i.e. due to lack of common research interests), faculty in the PAS will guide the student in finding an appropriate replacement.

Initial Review Process
At the end of the second semester (full-time students) or third semester (part-time students; 18 credit hours), PAS faculty will review the student's progress during an end-of-semester PAS meeting (see below for potential review process steps). In consultation with their IAA, the student is expected to outline via the Graduate Student Online Academic Reporting System (GSOARS) areas of academic/professional interests, plans for cultivating research skills, and potential topics for the dissertation at the same time as submitting a draft of the Plan of Work in the Student Information Systems (SIS). Some PAS may require additional material (e.g., writing sample) from each student.

The purpose of this review is for faculty to provide advice about credit-earning research, teaching, and extension experiences, in addition to courses, that will help prepare the student for dissertation research and meet the student's career goals. For students engaged in interdisciplinary research, faculty members involved in the review may come from inside or outside the student's PAS and should be prepared for the meeting with the information provided by the student from GSOARS and SIS.

Review Process Steps:

- Step 1: Students submit an outline (areas of academic/professional interests, plans for cultivating research skills, potential topics for the dissertation, and a draft Plan of Work) to their advisor through GSOARS/SIS two weeks prior to the end-of- the-semester PAS meeting.
- Step 2: During an end-of-semester program meeting, representative members of the primary PAS faculty (and other faculty from inside or outside the college if deemed appropriate) summarize as a group the progress of the student, followed by a brief meeting (15-30 minutes) between the PAS and individual students to discuss any comments in further detail. Feedback obtained during these conferences is documented by the advisor and provided to the student online via GSOARS. As well, a record of the conference will be sent to the PAS Director of Graduate Programs. It is recommended that PAS meetings be held across an afternoon so faculty are available to evaluate students as a cohort.
- Step 3 (optional): Advisor and student meet face to face for further discussion of faculty feedback. A student with interests spanning diverse fields may benefit from a meeting with an additional faculty member from a different PAS or from another department, depending upon interests. Feedback generated during this meeting will be documented and entered into GSOARS.
- The expectation is that by the end of the second semester (full-time), or third semester (part-time), students will have participated in the review. The DGP will submit a list of those students who participated in the review process to the Associate Dean for Academic Affairs. This process will support students to meet the requirement that students complete an online POW in consultation with their advisory committee by the time they complete 18 hours of coursework.

Post Initial Review

Each faculty advisor is expected to meet with their advisees each semester to assess their progress toward completion. The goals and expectations of the meeting will be similar to those of the first-year review with adjustments made corresponding to students' progress in meeting milestones and addressing their individual needs. The student and advisor are expected to document this meeting in GSOARS. In addition to this, at the end of the fourth semester (full time) and sixth (part-time; 36 credit hours), a student's doctoral committee will review the student's progress during an end-of-semester meeting. It is recommended that this meeting follow a similar structure/process as the initial review. In consultation with their IAA, the student is expected to build upon the outline prepared for the initial via GSOARS as well as submit a revised draft of the Plan of Work, if needed. Committees may require additional material (e.g., writing sample) from each student. In the years following the review,

students will meet with members of their committee once or twice a year (either individually or as a group). Meetings will not require formal documentation and will be aimed at discussing progress towards degree completion and preparing students for their future career.

Doctoral Committee

Doctoral committees should be organized around two key elements—the PAS and thematic or disciplinary threads that ensure commitment to research and individuality. Students should select a minimum of four committee members who are particularly well qualified to provide guidance on the student's advanced coursework, scholarly professional interests, and dissertation topic. Committee members can be drawn from graduate faculty members across the University. The College recommends that at least two of the members of the doctoral committee, the chair and another member, come from the student's PAS and no more than three members may come from the PAS itself. Associate faculty members or those from outside the PAS may co-chair the committee. Through the Director of Graduate Programs and the approval of the Graduate School, a faculty member from another university (who is not an inter-institutional graduate faculty member) or a professional from industry or government with credentials comparable to those required for membership on the graduate faculty, may serve as an external member, in addition to the number of committee members normally required. The expectation is that students meet with their advisor as they near completion of coursework in order to discuss committee membership.

Doctoral committees are responsible for guiding students to successful degree completion. Specifically, they are responsible for making sure students have completed the necessary coursework, outlined and administered comprehensive exams, preliminary proposals, and dissertations. As part of this, the expectation is that the doctoral committee will monitor the student's progress toward degree completion, and provide guidance that will support the student to achieve his/her future career goals.

More information about the composition of the doctoral committee, functions and requirements of the doctoral committee, and other matters as related to the doctoral committee can be found in Section 3.2 in the Graduate Handbook.

Registration

Students enroll for classes each semester via MyPack Portal using the Enrollment Wizard. NC State's enrollment tools are available to help you build a class schedule that leads to a fulfilling course load and an on-time graduation. Visit the Student Services Center to access helpful information on navigating the Enrollment Wizard, searching for classes, and editing your class schedule. Registration is controlled by specific window access dates. Students cannot register before their window access is scheduled. Access will be denied if students attempt to register before the date indicated, but students will be able to register any time after their specific window access opens. Some classes in the College of Education can fill up quickly, so always be sure to

complete your class registration the morning the course registration window opens for graduate students.

Inter-Institutional Enrollment
Graduate students can take part in one of the inter-institutional registration programs offered at NC State. Under the Inter-Institutional Program, any enrolled degree-seeking graduate student (excluding non-degree students) may register for courses with appropriate approval at the following Universities: Duke University, North Carolina Central University, UNC-Chapel Hill, UNC-Charlotte, and UNC-Greensboro. In the fall and spring semesters, graduate students can take two courses per term, provided that the student is also registered for at least one course on the NC State campus during the same semester as the requested Inter-Institutional registration. In the summer sessions, graduate students can take one course per summer session term, provided that the student is also registered for at least one course on the NC State campus during the same session as the requested Inter-Institutional registration. Graduate students must obtain approval from their faculty advisor and complete the Inter-Intuitional Approval Form. More information about this topic can be found on the website of the Inter-Institutional Program.

Continuous Registration
After a student is admitted to the Graduate School and enrolls for the first time, they are required to maintain continuous registration (i.e., be enrolled each semester, excluding summer sessions, until they have either graduated or their graduate program at NC State has been terminated). All students who graduate during the second summer session must be registered for either the first or second summer session. The Continuous Registration requirement is listed in the Registration section of the Graduate Catalog.

Leave of Absence
A student in good academic standing who must interrupt their graduate program for good reasons may request a leave of absence from graduate study for a definite period of time not to exceed one year within a given graduate program. The request should be made at least one month prior to the term involved. Upon endorsement of the request by the student's Graduate Advisory Committee and Director of Graduate Programs, and approval by the Graduate School, the student would not be required to be registered during the leave of absence. The time that the student spends on an approved leave of absence will be included in the time allowed to complete the degree (i.e., ten years for doctoral). The Leave of Absence request form is available on the online list of Graduate School Forms. The Leave of Absence procedure is listed in the Registration section of the Graduate Catalog.

Time Limit
All doctoral students must attain candidacy for their degree within six calendar years from the date of admission and complete all degree requirements within ten calendar years. The time limit remains at ten years even if a student was on approved leave of absence during the 10-year period. The student’s degree clock for time-to-completion

starts with the first course approved for inclusion in the Plan of Work or the date of admission to the program, whichever comes first. Refer to Section 3.4 of the Graduate Handbook for exceptions to Time Limits.

Grades

Evaluation of a student's performance in a particular course or section is the prerogative of the faculty member responsible for that course or section. No grade assigned to a student in a particular course or section may be changed without the consent of the faculty member responsible for that course or section. Each faculty member who assigns grades has the responsibility to implement grading procedures that are fair and equitable, and to provide a reasonable evaluation of the student's performance in the course. At the beginning of the semester, faculty should inform their students of the means to be used to determine grades in each course. Please refer to the Grading and Academic Standing Section of the Graduate Catalog for policies and procedures related to grades.

Types of Grading Systems
Performance in lecture courses is evaluated as “A+” through “F”, with a plus/minus designation. Performance in research, seminar and independent study types of courses is evaluated as either “S” (Satisfactory) or “U” (Unsatisfactory), and these grades are not used in computing the grade point average. However, a student who receives a “U” on any course will not receive credit and may be required to repeat it.

The Master Listing of Approved Graduate Courses identifies the approved grading for each 500- through 800- level course. Courses numbered in the 500 series and the 700 series will receive letter grades (i.e., “A+” through “F,” grades, while courses in the 600 series and the 800 series will receive “S” or “U” grades. Students are not allowed to take 500- and 700-level courses for credit only.

Acceptable Grades
The University’s Graduate School defines grades of A+, A, A-, B+, B, B-, C+, C, or S as satisfactory performance, provided that one's average for letter-graded courses remains at a 3.0 GPA or better. To graduate, a student must have a minimum 3.00 GPA average on all graduate course work as well as all courses on his or her Plan of Graduate Work. This policy is strictly enforced. Students should note that courses graded Satisfactory-Unsatisfactory (S-U) do not enter into the determination of one's average.

Incompletes
The grade of Incomplete (“IN”) may be given in any course at the discretion of the instructor for work not completed because of a serious interruption in the student's work not caused by their own negligence. An “IN” must not be used, however, as a substitute for an “F” when the student's performance in the course is not passing. An “IN” is only appropriate when the student's record in the course is such that the successful completion of particular assignments, projects, or tests missed as a result of a

documented serious event would enable that student to pass the course. Only work missed may be averaged into the grades already recorded for that student.

A student who receives an “IN” must complete the unfinished work to have the “IN” converted to a final grade by the end of the next semester in which the student is enrolled, provided that this period is no longer than 12 months from the end of the semester or summer session in which the “IN” was received. Otherwise, the “IN” will be automatically converted to “F” or “U,” in accord with the grading approved for the particular course. All grades of “IN” must be cleared prior to graduation. Students must not register again for any courses in which they have “IN” grades. Such registration does not remove “IN” grades, and the completion of the course on the second occasion will automatically result in an “F” for the incomplete course.

Progress Toward Degree

This section outlines the major milestones of the Ph.D. in ELPHD, including the Plan of Work, comprehensive exams, and dissertation. It is important to note that each of the Program Areas of Study (PAS) within the ELPHD department may have different requirements for each of these milestones. Further, some PAS within ELPHD may have additional requirements of their students. It is important to be in continuous discussion with your faculty advisor regarding degree requirements. If your PAS has a Student Handbook, you should also reference that document as it will contain more detailed information in relation to your particular PAS. The links for the existing PAS Student Handbooks are below:

Counseling and Counselor Education Student Handbook

Higher Education Student Handbook

Plan of Work
Doctoral students are required to complete an online Plan of Work (POW) in consultation with their doctoral committee by the time they complete 18 hours of coursework. The final POW must be submitted to the Graduate School as early as reasonably possible, but at the latest when the student submits the Request to Schedule Oral Preliminary Examination. The final POW must be approved by members of the doctoral committee and the Director of the Graduate Program (DGP) for ELPHD. The Plan of Work:

1. Includes a schedule of the course work to be undertaken, a list of committee members, and the Graduate School Representative;
2. Is developed by the student and their doctoral committee;
3. Is approved by the committee and the DGP or Department Head prior to submission to the Graduate School for final approval; and
4. Should be submitted at or near 18 hours of course work in the doctoral program.

When the DGP electronically submits a POW to the Graduate School, the Graduate School Records Unit will evaluate it and inform the program whether or not the POW meets all Graduate School degree requirements. The Graduate School will withhold approval of any doctoral student's POW or Request to Schedule Oral Examination until all documents necessary to complete that student's permanent file are received. If any materials are missing, the POW will be denied with the reason for the denial communicated to the DGP. Typical missing items include transcripts for post-secondary work still undertaken at the time the applicant was admitted to the graduate program.

The POW can be created and modified via MyPack Portal. Any changes to the POW must be resubmitted to the committee chair and the DGP. Changes to the committee must also be approved by all members of the committee. To access and modify the POW once it has been submitted, contact one the Graduate Services Coordinators for ELPHD, for assistance.

Consult Section 3.4 of the Graduate Handbook for additional information about the POW.

Comprehensive Exams
The requirements for comprehensive exams vary by PAS. Refer to your specific PAS section in this Program Handbook for your comprehensive exam requirements.

Dissertation Research Process

Dissertation Proposal
The proposal is comprised of the first three chapters of the dissertation, the Introduction, Literature Review, and Methodology. Upon approval from the committee chair, a student can submit copies of their dissertation proposal to all members of the committee in preparation for the proposal defense. A Request to Schedule Oral Examination must also be submitted to the Graduate School at least two weeks prior to the exam. During the oral defense of a proposal, a student will make a presentation to their committee and highlight the proposal's major components. The format and length of the oral presentation may vary somewhat, but should be determined in advance in consultation with the chair. After a student gives the oral presentation, there will be a series of questions posed by the committee. At the conclusion of the defense, the candidate will be asked to leave the room while the committee discusses whether the proposal has sufficient merit to warrant the student conducting the study. The committee may (a) pass the student unconditionally (with very minor revisions), (b) grant a conditional pass and request revisions that need to be made before the student proceeds with the study, or (c) determine that another full oral defense is required.

Candidacy
Upon successful completion of the proposal defense, a student proceeds to candidacy and begins conducting the dissertation study. It is important for the student to maintain continuous enrollment throughout this phase of the doctoral process. The Director of Graduate Programs (DGP) and the Graduate School may approve an official leave of

absence, not to exceed one year. Otherwise, the student must enroll in dissertation credits for at least 3 credit hours during each semester of the academic year. Failure to maintain continuous enrollment will result in termination of the student's program of study in the department. Students whose enrollment has been terminated must reapply for admission into the program in order to resume their studies at NC State. Students reapplying for admission will not be given special preference in admission.

Dissertation Defense
The dissertation defense is scheduled after the dissertation and all required coursework are complete but not earlier than one semester after admission to candidacy. A completed dissertation includes revised chapters 1-3, as well as Findings and Conclusions. After approval from the chair and at least two weeks prior to the final defense, the student submits the dissertation to committee members for review. In addition, the student submits to the Graduate School a Request to Schedule Oral Examination. Upon approval of the request, the student and the examining committee are notified of the time and place of the examination. During the oral defense, the student defends the findings and conclusions reached in their study. The defense is conducted by the dissertation committee and is open to the public. A unanimous vote of the committee is required to pass the final oral exam.

Electronic Submission of Dissertation
The Graduate School requires that completed dissertations be submitted electronically through the Electronic Theses and Dissertations (ETD) system. The appropriate format for submitting to ETD is outlined online. The ETD website also includes information about submission deadlines and registration for training workshops.

Graduation

There are three official graduations per year for graduate students: at the end of the fall and spring semesters and at the end of the second summer session. Formal commencement exercises are held at the end of the fall and spring semesters, but any student who graduated the preceding second summer session is eligible to participate in the fall commencement exercises. All students scheduled to graduate in the fall or spring semesters are strongly encouraged to attend the respective commencement. Any doctoral candidate wishing to have the degree conferred in absentia must notify the Graduate School in writing.

Each semester the Dean of the Graduate School receives requests from students or their families that students be allowed to participate in commencement ceremonies without having completed degree requirements or having met the appropriate deadlines for completion of requirements. The Administrative Board of the Graduate School reaffirms the Graduate School's regulation that the dissertation defense deadline must be observed and all degree requirements met for a student to participate in the University commencement ceremony.

PROGRAM AREAS OF STUDY

The Ph.D. in ELPHD prepares scholar leaders who can positively influence improvement in K-12, higher education, counseling, and adult education. The doctoral degree encourages students to engage in multidisciplinary research while also developing in-depth expertise in their chosen program area of study.

This section provides information pertaining to the curriculum and faculty of each of the four Ph.D. Program Areas of Study (PAS) that fall within ELPHD. The ELPHD PAS are as follows:

- Adult, Workforce, and Continuing Professional Education (AWCPE)
- Counseling and Counselor Education (CCE)
- Educational Evaluation and Policy Analysis (EEPA)
- Higher Education (HE)

Adult, Workforce, and Continuing Professional Education

The Adult, Workforce, and Continuing Professional Education (AWCPE) program area is unique in its emphasis on serving the spectrum of both formal and informal adult learning organizations, and its inclusion of administrative, instructional, and technology-related leadership within a practitioner preparation program. Based on a land-grant, Research Extensive University, the department reflects the tripartite commitment to quality instruction, research scholarship, and service outreach.

The AWCPE program is one-of-a-kind as its primary commitment is to part-time students who are full-time working professionals. Full-time students are eligible for consideration to receive full funding through scholarships, fellowships and research and teaching assistantships, which allow our students to work with top faculty on cutting-edge projects. To meet the needs of full- and part-time students, most courses are offered once a week during late afternoon or evening hours. Some courses are regularly available during summer sessions and weekends and through distance education technologies.

AWCPE Curriculum

College Core Courses (21 credit hours)

1. Cross-college Scholar Leader Core Courses (6 credit hours)
    1a. ED 795: Diversity and Equity in Schools and Communities
    1b. ED 795: Systemic Change in Education and Society

2. Research Methods Courses (15 credit hours)
    2a. ED 710: Applied Quantitative Methods in Education I
    2b. ED 730: Introduction to Qualitative Research in Education
    2c. At least ONE of the following research methods courses:

ED 711: Applied Quantitative Methods in Education II
ED 731: Advanced Qualitative Research and Data Analysis in Education
2d. Two additional advanced research methods courses

ELPHD Ph.D. Core Courses (30 credit hours)

3. ELPHD Scholar Leader Core Courses (6 credit hours)
   3a. EAC 711: Reflective Practice and Research Inquiry
   3b. EAC 803: Research Seminar

4. Program Area of Study Courses: AWCPE (24 credit hours)
   4a. EAC 730: Foundations of Adult, Higher & Human Resources Education
   4b. EAC 759: Adult Learning Theory
   4c. EAC 703: Program Planning
   4d. ELP 780: Evaluation, Theory, and Practice
   4e. Electives (12 credit hours)

Dissertation Research (9 credit hours)

5. EAC 895 Doctoral Dissertation Research* (9 credit hours)

*Writing the dissertation requires a major commitment of time and effort on both the part of the doctoral student and the faculty advisor. There should be consultation between the student and the dissertation chair about what is expected to be accomplished, and how much time is to be invested before the student registers. The College of Education strongly recommends that students who are registering for dissertation research (895) or preparation (899) register for at least 3 semester hours per semester, when appropriate.

Comprehensive Exams
Toward the end of doctoral coursework, each Ph.D. student in the AWCPE program must be advanced to candidacy by completing their comprehensive exam. This exam will evaluate a student's ability to design a research study and to defend it to their committee drawing on knowledge from course work, research, and theory in the discipline. The exam will constitute both written and oral components. Students need to discuss the process for the exam with their dissertation chair before scheduling.

Passing the comprehensive examination. A unanimous vote of approval of the advisory committee is required for passing the oral preliminary examination. Approval may be conditioned, however, on the student's meeting specific requirements prescribed by the student's advisory committee. These conditions must be written in a clear and distinct way such that the student clearly understands what is expected.

Failure to pass the comprehensive examination. Failure of a student to pass the preliminary oral examination terminates his or her work at this institution

unless the advisory committee recommends a re-examination. No re-examination may be held until one full semester has elapsed and only one re-examination is permitted.

A doctoral student is admitted to candidacy by the Graduate School upon successfully passing the comprehensive examination. This does not include students receiving a 'conditional pass'.

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Counseling and Counselor Education

The Counseling and Counselor Education (CCE) program area is designed to prepare dedicated, knowledgeable, skillful, ethically responsible, and socially and culturally aware professionals for the 21st century. Founded in 1946, the CCE program at NC State has had a long and rich history of contributing to the needs of North Carolina and the nation. The doctorate – with its combined focus on research, theory, and practice – is designed to prepare leaders for the field of counseling and counselor education. All of our on-campus programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

We seek talented and engaged students, with diverse counseling and counseling-related professional experiences, who are committed to teaching, research, scholarship, technology, leadership, collaboration, advocacy, multiculturalism, and social justice in counseling and counselor education. Our graduates will become scholars, administrators and leaders who will design, implement, and evaluate innovative counseling and educational projects or services focused on the empowerment of marginalized populations and the promotion of equity and fairness worldwide.

CCE Curriculum

College Core Courses (21 credit hours)

1. Cross-college Scholar Leader Core Courses (6 credit hours)
    1a. ED 795: Diversity and Equity in Schools and Communities
    1b. ED 795: Systemic Change in Education and Society

2. Research Methods Courses* (15 credit hours)
    2a. ED 710: Applied Quantitative Methods in Education I
    2b. ED 730: Introduction to Qualitative Research in Education
    2c. At least ONE of the following research methods courses:
        ED 711: Applied Quantitative Methods in Education II
        ED 731: Advanced Qualitative Research and Data Analysis in Education
        ED 750: Mixed Methods Research in Education
    2d. ED 736: Advanced Assessment in Counseling
    2e. ED 738: Research in Counselor Education

ELPHD Ph.D. Core Courses (30 credit hours)

3. ELPHD Scholar Leader Core Courses (6 credit hours)
    3a. ECD 732: Advanced Multicultural Counseling
    3b. ECD 860: Professional Issues in Counselor Education

4. Program Area of Study Courses: CCE (24 credit hours)
    4a. ECD 731: Advanced Career Development Theory and Research
    4b. ECD 735: Counseling Supervision: Theory & Research

4c. ECD 843: Advanced Counseling Practicum
4d. ECD 847: Internship in Supervision
4e. ECD 850: Internship in Counselor Education (6 credit hours)
4f. ECD 886: Internship in Teaching in Counselor Education

Thesis Equivalence (3 credit hours)

5. ECD 892: Doctoral Supervised Research – Thesis**

Dissertation Research (9 credit hours)

6. ECD 895 Doctoral Dissertation Research*** (9 credit hours)

*ED 700 Introduction to Research Design in Education, or its equivalent is a pre-requisite course for any research course. A graduate student may take it as part of their Program Area of Study, with approval from their advisor.
**A thesis equivalent is a program requirement for those not having completed a thesis during their master's program.
***Writing the dissertation requires a major commitment of time and effort on both the part of the doctoral student and the faculty advisor. There should be consultation between the student and the dissertation chair about what is expected to be accomplished, and how much time is to be invested before the student registers. The College of Education strongly recommends that students who are registering for dissertation research (895) or preparation (899) register for at least 3 semester hours per semester, when appropriate.

Comprehensive Exams

The written preliminary exam is an opportunity for Ph.D. students in the CCE program to demonstrate their command of the literature of the field and to show an ability to synthesize material. This activity allows for greater consideration of detail and depth of one's review than usually will occur in the oral examination. The four-member doctoral committee is composed of the student's chair (or co-chairs), and two (or three) members from the departmental faculty (and possibly a faculty representative of the cognate courses. The departmental representatives can include visiting and/or adjunct appointments if they are members of the University's Graduate Faculty. Students have the option of requesting a Graduate School Representative on their advisory committee. The Graduate School will assign a representative if all members of the committee are from the Counselor Education faculty.

The oral preliminary exam will ordinarily occur no more than four weeks after the written examinations have been passed. The Graduate School's representative, if there is one, will participate in the oral preliminary exam. The exam is an opportunity for the student to answer committee members' questions about the written exam.

Negotiated Exam

The student meets with the advisory committee and presents/discusses an outline for a special paper of at least 30 and no more than 50 pages. The topical area selected can

be any area that is highly relevant to counselor education. The purpose of the paper will be to demonstrate a high level of in depth critical analysis, synthesis and originality. The committee may choose to accept the topic and make suggestions to clarify the question or the committee may request a second meeting to consider a revised submission by the candidate. Once the candidate begins the process (normally six weeks), faculty contact is limited to brief consultation on the process, but not on the substance of the task. The paper is to be typed with four copies submitted.

In all cases, the committee will evaluate the product on a Pass-Fail basis (with a unanimous vote necessary). Generally, the evaluation should be completed in one month. In some cases, a conditional pass may be registered and additional clarifications may be requested. The advisory committee, in the event of a failure, may recommend termination or a second written exam. In the latter case, the committee is also to recommend additional background work and/or course work to ensure success as well as the format to be followed. If a candidate fails the exam twice the candidacy is ended.

Please refer to the Counseling and Counselor Education Student Handbook for more specific guidelines on the Negotiated Exam.

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Educational Evaluation and Policy Analysis

The Educational Evaluation and Policy Analysis (EEPA) program area is multidisciplinary, deliberately drawing on a wide range of theoretical traditions and methodologies to address critical issues in education, such as school choice, high poverty schools, and teacher quality. Graduates who complete our program often take leadership and research positions in a wide range of private and public educational agencies or become college and university faculty.

Students and faculty in the EEPA program area are engaged in theoretically-driven, empirical high impact research that informs policy and assesses educational programs in formal and informal settings where individuals across sectors, levels, and ages learn. Courses are designed to equip students to have an in-depth knowledge of theory and research methods and to think rigorously. Faculty and students focus on issues of effectiveness, efficiency, and equity. For example, faculty and students are currently studying: school leadership pipeline for high poverty schools, evaluation of the local, state, and federal policy, policy implementation, school choice, and cost-effectiveness of educational programs.

EEPA Curriculum

College Core Courses (21 credit hours)

1. Cross-college Scholar Leader Core Courses (6 credit hours)
    1a. ED 795: Diversity and Equity in Schools and Communities
    1b. ED 795: Systemic Change in Education and Society

2. Research Methods Courses (15 credit hours)
    2a. ED 710: Applied Quantitative Methods in Education I
    2b. ED 711: Applied Quantitative Methods in Education II
    2c. ED 730: Introduction to Qualitative Research in Education
    2d. ED 731: Advanced Qualitative Research and Data Analysis in Education
    2e. One additional advanced research methods course

ELPHD Ph.D. Core Courses (30 credit hours)

3. ELPHD Scholar Leader Core Courses (6 credit hours)
   Two courses are selected in consultation with advisor.

4. Program Area of Study Courses: EEPA (24 credit hours)
   ELP courses will fulfill this requirement. Courses are selected in consultation with advisor. Sample courses include:
   4a. ELP 728: School Law
   4b. ELP 729: Education Finance
   4c. ELP 735: Policy Research in Education
   4d. ELP 753: Data Based Decision Making
   4e. ELP 756: Organizational Leadership and Management
   4f. ELP 780: Evaluation Theory and Practice in Education
   4g. ELP 795: Economics of Education
   4h. ELP 795: Implementation Evaluation
   4i. ELP 795: Economic Evaluation: Cost Benefit Analysis

Dissertation Research (9 credit hours)

5. ELP 895 Doctoral Dissertation Research* (9 credit hours)

*Writing the dissertation requires a major commitment of time and effort on both the part of the doctoral student and the faculty advisor. There should be consultation between the student and the dissertation chair about what is expected to be accomplished, and how much time is to be invested before the student registers. The College of Education strongly recommends that students who are registering for dissertation research (895) or preparation (899) register for at least 3 semester hours per semester, when appropriate.

Comprehensive Exams
After an EEPA student completes their coursework and Plan of Work, they will move on to their dissertation proposal defense. This proposal defense will serve as the comprehensive examination.

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Higher Education

The Higher Education (HE) program area provides exceptional opportunities for students interested in higher education administration to explore a core body of knowledge, gain real-world professional experience, and pursue advanced study. Program content is informed by relevant theory, scholarly research, and best practice in the fields of higher education and student affairs. The HE program prepares leaders to serve in a variety of roles (e.g., faculty, researchers, policy-makers, administrators) within post-secondary education settings. The curriculum promotes an in-depth understanding of organizational administration, educational policy, and rigorous methodological approaches to research and inquiry, and our scholarly community includes faculty who are among the most renowned in the field.

Students in the HE program will develop the expertise required for advancement in colleges and universities, governmental agencies, or public service organizations. In addition, students will benefit from several distinct program characteristics, including diverse students and faculty representing a variety of backgrounds, experiences, and research interests; commitment to social justice advocacy in education and society; and access to multiple institutional types in the Triangle area that provide diverse contexts for learning and professional development.

HE Curriculum

College Core Courses (21 credit hours)

6. Cross-college Scholar Leader Core Courses (6 credit hours)
    1a. ED 795: Diversity and Equity in Schools and Communities
    1b. ED 795: Systemic Change in Education and Society

7. Research Methods Courses (15 credit hours)
    2a. ED 710: Applied Quantitative Methods in Education I
    2b. ED 730: Introduction to Qualitative Research in Education

2c. At least ONE of the following research methods courses:
ED 711: Applied Quantitative Methods in Education II
ED 731: Advanced Qualitative Research and Data Analysis in Education
2d. Two additional advanced research methods courses

ELPHD Ph.D. Core Courses (30 credit hours)

8. ELPHD Scholar Leader Core Courses (6 credit hours)
   3a. EAC 795: Foundations of Higher Education Research and Scholarship
   3b. EAC 803: Research Seminar

9. Program Area of Study Courses: HE (24 credit hours)
   4a. EAC 749: Finance in Higher Education
   4b. EAC 787: Organizational Theories and Concepts in Higher Education
   4c. Electives (18 credit hours)

Dissertation Research (9 credit hours)

10. EAC 895 Doctoral Dissertation Research* (9 credit hours)

*Writing the dissertation requires a major commitment of time and effort on both the part of the doctoral student and the faculty advisor. There should be consultation between the student and the dissertation chair about what is expected to be accomplished, and how much time is to be invested before the student registers. The College of Education strongly recommends that students who are registering for dissertation research (895) or preparation (899) register for at least 3 semester hours per semester, when appropriate.

Diagnostic Advisement Procedure
Students enrolled in the HE program, including full-time and part-time students, are required to undergo the Diagnostic Advisement Procedure (DAP) upon completion of their first year in the doctoral program (e.g., upon completion of 6-18 credit hours following their matriculation into the doctoral program). The DAP will be scheduled annually in mid-September as students begin their second year of doctoral work.

Students will be asked to submit a 10-15 page sample of their written work (e.g., revised class paper, research proposal, conference paper, manuscript for publication), which will be reviewed by at least two higher education faculty members, including the student's advisor. In preparing the writing sample, students may use feedback received in a class, but otherwise they are expected to work independently on their writing. The faculty advisor will also review the student's first-year transcript to evaluate class performance and progress in the program. The faculty reviewers will describe the student's performance in a meeting of all higher education faculty, and a decision will be made regarding whether the student has passed, conditionally passed, or failed the DAP.

A “pass” will be given for written work that evidences quality doctoral-level writing (i.e., is well-organized and clear, makes coherent and compelling arguments, incorporates literature effectively, and is carefully proof-read) and excellent grades in the first year of the program.

A “conditional pass” will be given for written work that is somewhat disorganized and/or unclear, has incomplete or unconvincing arguments, does not use literature appropriately, and/or evidences errors in several areas. A conditional pass may also be given if performance in courses is inadequate. Students who receive a conditional pass must meet the conditions set forth by the faculty in the time specified in order to pass the DAP. If the conditions entail rewriting the DAP, the same process described above will be followed to evaluate the written work in a subsequent semester. The student’s advisor will determine whether any additional conditions have been satisfied and notify the faculty and Dean of Graduate Programs. If conditions are not sufficiently met in the time specified, the student will fail the DAP.

A “fail” will be given in the event that written work is poorly organized and unclear, has incoherent arguments, demonstrates misunderstanding of important concepts in the literature, and contains copious errors. A “fail” may also be given for poor performance in courses. Failure of the DAP means that the written document has serious problems in content and writing that: 1) cannot be addressed by rewriting the DAP, or 2) were not addressed in a rewrite of the DAP (if a rewrite was one of the conditions given in a conditional pass). Failure also suggests that poor performance in classes is unlikely to be overcome in the future. Students who fail the DAP may not continue in the doctoral program.

Following the program faculty review and assessment, each student will meet individually with the advisor to discuss feedback, progress, and student goals.

Comprehensive Exams

The comprehensive examination for students in the HE program entails developing a research prospectus that includes the following components: an explanation of the research problem, a series of research questions and/or hypotheses, a review of the literature and related theory, and a description of the method. The prospectus will be approximately 30 double-spaced pages (12 pt. font, formatted using APA, 6th edition), not including references and any appendices. The fall semester due date is October 15 and the spring semester due date is March 15. Students should plan, in consultation with their advisor, to take the exam toward the end of their coursework (e.g., during the last or next-to-last semester of coursework).

The review committee will evaluate exams according to two criteria:

- Substantive content – how well does the exam address the components listed below?

- Writing style – is the exam well-written (well-organized and clear, makes coherent and compelling arguments, incorporates literature effectively, carefully proof-read)?

The exam will be assessed by at least two faculty members, including the student's advisor. The faculty reviewers will describe the student's performance in a meeting of all higher education faculty, and a decision will be made regarding whether the student has passed, conditionally passed, or failed the prospectus.

A "pass" grade indicates that the student met or exceeded the two criteria listed above and can proceed to proposal development under the guidance of the dissertation chair.

A "conditional pass" indicates that there are problems with the substantive content and/or writing. Conditional passes require rewriting of the prospectus and a second evaluation in the subsequent semester. Please be aware that students given a conditional pass will receive either pass or fail on the revised prospectus: there will not be another opportunity to rewrite the exam. Exams with frequent misspelling, grammatical errors, and missing citations will receive an automatic conditional pass, with no evaluation of substantive content.

Failure of the exam means that the document has serious problems in content and writing that: 1) cannot be addressed by rewriting the prospectus, or 2) were not addressed in the rewrite of the prospectus. A student who fails the exam may not continue in the doctoral program.

Please refer to the Higher Education Student Handbook for more specific guidelines on the Research Prospectus.

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UNIVERSITY INFORMATION

Professional Development Opportunities

Certificate of Accomplishment in Teaching
The Certificate of Accomplishment in Teaching (CoAT) program offers graduate students a chance to demonstrate their commitment to teaching excellence through training, evaluation, and recognition. Through critical reflection and application, participants learn the fundamental components of pedagogy, enriching their personal growth and professional development in teaching and learning. The program is designed to provide support and recognition for all graduate students who teach courses at NC State. Participants may choose to complete the program in one year (2 semesters), a year and a half (3 semesters), or two years (4 semesters). Certificates are awarded at the end of each semester. An awards ceremony is usually held every April.

Equal Opportunity Institute
The Equal Opportunity Institute (EOI) is an award-winning NC State program designed to provide university students and employees a means for developing a comprehensive understanding of equal opportunity issues. Institute participants broaden their knowledge base and also learn how this information can be applied in their day-to-day activities and interactions. Through their individual and collective efforts, EOI participants help NC State and our community build a better place to work, learn, and live. This unique certificate program is designed for both employees and students of NC State. Participants learn about equal opportunity, diversity, affirmative action, discrimination and harassment, and university policies and procedures through their completion of an individually designed education plan. Registration for EOI begins in August and you are encouraged to register early, as spaces fill up quickly.

Preparing Future Leaders
NC State's Preparing Future Leaders (PFL) professional development initiative for graduate students and postdoctoral scholars is designed to help individuals develop the knowledge and skills to lead effectively with integrity, insight, and compassion. PFL offers more than 100 professional development seminars, workshops, and events each year to help students succeed both at NC State and as leaders in their fields. Offerings are free and non-credit; they complement students' disciplinary specializations by developing transferable skills. PFL events are centered around three themes: Career Skills, Teaching and Mentoring, and the Responsible Conduct of Research. Students may focus on events in one particular theme, or decide to participate in a variety of events to become more well-rounded professionals. Events are offered in-person, online, in blended formats, and on-demand. Registration for all in-person and time-limited online events is available online. (No registration is necessary for on-demand events.)

Preparing the Professoriate

Preparing the Professoriate (PTP) gives doctoral students and faculty at NC State the opportunity to develop mentoring relationships centered on teaching over the course of an academic year. Begun in 1993, the PTP program is a central component of the Graduate School's Preparing Future Leaders initiative. PTP provides participants with a hands-on teaching opportunity under a distinguished faculty mentor recognized for their teaching skills. Participants also benefit from regular professional development seminars and assistance creating a teaching portfolio. Those who complete the program earn a transcript notation recognizing their accomplishment. PTP applications are due annually on March 1 for participation in the following academic year.

Student/Faculty Research

Research is an important component of the graduate school experience, and each of the Program Areas of Study in ELPHD offer students many opportunities to undertake research projects. Faculty members regularly engage graduate students in their research efforts. Students also have the option to work on research projects with fellow students and through independent study. Research commitments can range in terms of time, pay, and experience. If you are interested in pursuing research efforts, reach out to your advisor.

Campus Resources

Code of Student Conduct

The NC State Code of Student Conduct establishes expectations for student conduct in the university community. All students at NC State are responsible for conducting themselves in a manner that helps enhance an environment of learning in which the rights, dignity, worth, and freedom of each member of the academic community are respected. Violations of campus or University policies, rules or regulations, or federal, state, or local law may result in a violation of the Code of Student Conduct and imposition of sanctions.

College of Education – Graduate Student Support Services

Dr. Demetrius Richmond (ddrichmo@ncsu.edu) is the Director of the Office of Graduate Student Support Services (GSSS) in the College of Education. His office provides resources that enhance the social and academic development of graduate students in the college by providing programs and resources that support graduate students. Some of these initiatives include: orientation, support groups, college-wide socials, writing support, and individual mentoring/support sessions. He is dedicated to providing support for graduate students with respect to recruitment, retention, and degree completion. His office is located in Poe Hall 505.

Disability Services

The Disability Services Office (DSO), a part of the Division of Academic and Student Affairs, collaborates with students to determine reasonable accommodations to ensure equal opportunity. The DSO works with departments throughout the University to assure that programs and facilities are accessible to every student at NC State in a way that is

fair to everyone while still maintaining academic standards. Students who have, or think they may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical or systemic) are invited to contact the DSO to arrange a confidential discussion at 919-515-7653 or disability@ncsu.edu.

The Graduate School
The Graduate School offers Thesis and Dissertation Support Services (TDSS) at NC State, which are designed to enhance the success of students writing theses and dissertations. TDSS offers a variety of workshops, seminars, and other programming to help students through the process of writing their theses and dissertations. It also serves as a central resource for students to help them find related graduate student success programming on campus.

Office for Institutional Equity and Diversity
The Office for Institutional Equity and Diversity (OIED) is committed to fostering an inclusive, accessible, and diverse intellectual and cultural campus experience related to the mission of NC State. OIED brings the offices of Equal Opportunity and Equity and Diversity and Inclusion together with the African American Cultural Center, the Gay, Lesbian, Bisexual, and Transgender (GLBT) Center, Multicultural Student Affairs and the Women's Center. OIED also offers diversity and equity training through its Education and Training unit and a campus-wide diversity newsletter, the Diversity Digest.

Registration and Records
The Office of Registration and Records provides information about registration deadlines, academic calendars, course offerings, and inter-institutional enrollment (should a student choose to take a course at a partner institution).

Safety Escort Services
In conjunction with University Housing, the University Police Department provides a safety escort service to protect students, faculty, and staff on campus between the hours of 10 p.m. and 4 a.m., as long as weather is safe for operation. In the hours prior to 10 p.m., the police department encourages anyone travelling on campus to walk in well lighted areas with groups of people or to use the Wolfline Bus Service.

All Wolfline buses are accessible and equipped with the Transit Visualization System (TVS) which allows viewing of real-time bus locations online. Ten daytime routes extend into evening service until approximately 10 p.m., and late-night routes connecting resident halls and libraries on both campuses run until approximately 3 a.m. Late night service frequencies vary depending on the route - from every 21 minutes to every 35 minutes. Additionally, every Sunday night, and the evening prior to classes resuming after a holiday break, the Holiday/Sunday Evening Shuttle runs continuously between the Centennial Campus Storage (RS) Lots and campus residence halls from 8 pm until Midnight.

Contracted security guards will provide a safety escort anywhere on campus to include outer areas such as, but not limited to; the Vet School, the Avent Ferry Complex and Centennial Campus during the 10 p.m. to 4 a.m. time period. Once a request for an escort has been made, the response time is dependent on the number of requests already received. Requests received from locations without Wolfline bus service will be given priority over locations accessible by bus. Due to vehicle capacity restrictions, safety escorts are limited to groups of no more than 3 people at a time. To request an escort, call 919-515-3000 or use a Blue Light Emergency Phone found at many locations across campus.

Student Health Center
NC State's Student Health Center is home to Student Health Services, the Counseling Center, and Health Promotion. A student health fee, charged to all students at NC State, covers routine visits to campus physicians, physician assistants, and nurse practitioners, as well as Health Promotion and most Counseling Center visits. Services with a charge are offered at prices competitive with the community. Students who have a credible health insurance plan and elect to not participate in the Student Health Insurance Plan (SHIP) must submit their active health insurance information by completing an online waiver. Students on the GSSP will receive full health benefits through the University.

University Libraries
NC State boasts two state-of-the-art University libraries, D.H. Hill Library on North Campus and the newly-opened James B. Hunt Jr. Library on Centennial Campus (which contains a lounge exclusively for graduate students). Higher Education students may also find the Media Center, a satellite library on the 4th Floor of Poe Hall, to be a convenient resource. Books available at libraries across campus may be requested for delivery to the Media Center via TripSaver. NC State libraries offer a wide variety of research workshops in which students may participate online or in person. Kim Duckett (kim_duckett@ncsu.edu) is the Associate Head of Digital Technologies and Learning Research & Information Services and is an excellent resource for finding information about research training.

Online Tools

Moodle
Moodle is a course management system commonly used by faculty to share important information and documents, collect assignments, and post grades. It can be accessed by logging in to NC State's Wolfware system with your Unity ID and password.

MyPack Portal
MyPack Portal is a student self-service system through which students may update personal information, manage student accounts, register for classes, access grades, complete the Plan of Work, and much more. Log in to MyPack Portal using your Unity ID and password.