

NC State Higher Education Opportunity, Equity and Justice
Program Area of Study



HE-OEJ PAS Student Handbook

2022-2023

Updated August 2022

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Note: This Student Handbook is provided as a guide for students in the Higher Education Program 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as of August 2022, but information may change in the course of the year, thus making some information inaccurate or outdated.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 Student 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. NC State also lists all official policies, regulations, and rules (PRRs) on the [University's PRR website](#).



INTRODUCTION

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

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.

Think and Do

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

The Department of Educational Leadership, Policy, and Human Development generates knowledge that informs policy and practice and prepares effective educational leaders to advance equity and improve learner success.

Our Program Area of Study

Mission

NC State's Ph.D. in Educational Leadership, Policy, and Human Development higher education opportunity, equity, and justice program area of study equips researchers, administrators, and policymakers to create just and equitable learning environments and opportunities that uplift, humanize, and empower all people to thrive in postsecondary educational settings. The mission and goal of the Ph.D. in Educational Leadership, Policy, and Human Development higher education opportunity, equity, and justice program area of study is to take transformative action to create equitable and just policies and practices that provide greater opportunities for success.

Overview

Given the change-making contributions of education in society, students and faculty in our program area of study explore critical questions related to organizational and individual dynamics in higher education. These questions address how colleges and universities function and interface with other educational sectors and external communities, as well as how policies and practices within and beyond higher education influence (for better or worse) access, equity, success and thriving among students, faculty and staff of different social identities. We value research and practice geared toward justice, decolonization, systemic change, and inspiring our students, alumni and faculty to serve as scholars, practitioners, change agents, and innovative leaders in colleges, universities, research and policy institutes, non-profit organizations, as well as in national and international postsecondary organizations. We aim to develop critical thinkers who have a broad perspective about how higher education can serve a justice-oriented purpose in society.

As a scholarly community, we are mindful of the personal and professional demands placed on higher education leaders in an ever-changing world. The challenges educators and leaders in higher education face are numerous, and our program area of study helps educators grapple with the imperatives to:

- Confront threats to justice, equality, and human rights; economic disparities; and national and global tragedies and crises that shape higher education institutions and the experiences of students, faculty, and staff on and beyond campus;
- Support access, equity, and success of marginalized and underserved populations while honoring the nuanced interplay of intersecting identity dimensions (e.g., race, ethnicity, gender identity, sexuality, social class, disability status, worldview, religion) that differentially bestow power and privilege and thereby shape learning and development;
- Proactively manage campus crises that arise from a host of challenges, including (but not limited to) the COVID-19 pandemic, racial injustice, economic instability, sexual violence, and hostile campus climates; and
- Responsibly engage increasingly diverse, complex, and interconnected local, regional, national, and international communities within and beyond education.

As a program area of study, we are committed to:

- Examining systemic inequities and advocating for justice, while honoring the unique theoretical, methodological, and practice-oriented approaches we each take in our scholarship, teaching, leadership, and service to create social change;
- Pursuing cross-cutting, interdisciplinary partnerships that disrupt traditional boundaries between educational sectors given the complexity of current problems and questions in education and society;
- Bridging gaps between theory, research, policy, and practice to ensure our collective work moves beyond knowledge generation to advancing educational and social change;
- Mentoring the next generation of higher education leaders to confront challenges related to access, equity, and justice in an authentic, informed, responsible, and ethical manner; and
- Cultivating a program culture that is generative, humanizing, communal, equitable, inspiring, and dynamic.

Ethical Standards and Professional Practice

All members of the Higher Education Program community at NC State are called upon to uphold the ethical standards and principles set forth by leading professional associations in our field. In our collective work as scholars, educators, and professionals, we abide by the following ethical codes of conduct:

[ACPA Statement of Ethical Principles and Standards](#)

[ASHE Statement of Ethical Principles](#)

[CAS Statement of Shared Ethical Principles](#)

[NASPA Standards of Professional Practice](#)

Accessibility

NC State is committed to providing all students with equal access to educational programs, services and activities. Explore the [Disability Services Office](#) to find information on receiving accommodations and services at NC State University. 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 Disability Service Office to arrange a confidential discussion at (919) 515-7653 or disability@ncsu.edu.

Higher Education Opportunity, Equity and Justice PAS Faculty



[Jenn Ayscue](#)

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Dr. Jenn Ayscue is an assistant professor in Educational Evaluation and Policy Analysis and in Educational Leadership in the Department of Educational Leadership, Policy, and Human Development at North Carolina State University. Her research focuses on school integration in K-12 schools and federal education policy. Her work on school integration examines trends, policies and practices that facilitate or constrain desegregation and integration efforts, and ways of remedying civil rights violations in education. Her research on federal policy examines equity and the Every Student Succeeds Act as well as the use of research in federal policymaking. Prior to joining the faculty at NCSU, Dr. Ayscue served as an American Educational Research Association Congressional Fellow in the United States Senate and as Research Director of The Initiative for School Integration at The Civil Rights Project/Proyecto Derechos Civiles at University of California, Los Angeles. She earned a Ph.D. in Education from UCLA, an MA from Stanford University, and a BA from University of North Carolina at Chapel Hill. She taught elementary school in East Palo Alto, California, and in Charlotte, North Carolina.



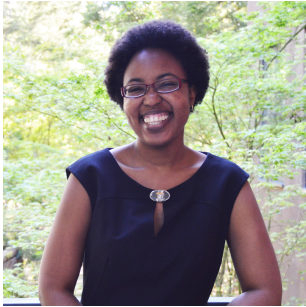
[Krispin Barr](#)

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Krispin Barr is an Assistant Teaching Professor of Higher Education at NC State University. She has 30 years of experience working in Student Affairs and Higher Education Administration at public and private institutions in the Southeast, Midwest, and Northeastern United States, including The Ohio State University, Lehigh University, and the University of North Carolina at Greensboro. Most recently, Dr. Barr served as Dean of Students at Salem College. Her areas of oversight have included Residence Life, Athletics, Student Conduct, Health Services, Counseling Services, Diversity & Leadership Education, International Student Services, Career and Professional Development, and Student Wellbeing. Dr. Barr holds a Ph.D. in Educational Research and Policy Analysis from North Carolina State University. She received the Dissertation of the Year Award in Postsecondary Education from the American Educational Research Association (AERA) for her dissertation entitled, "The Historical Legacy of a Secret Society at Duke University (1913-1971): Cultural Hegemony and the Tenacious Ideals of the 'Big Man on Campus'". She received the NC State

Kathryn M. Moore Academic Leadership Award in 2020 and the NC State Student Government Jenny Chang Award for Outstanding Student Service in 2022. Dr. Barr also holds a master's degree in Higher Education Administration from The Ohio State University and a B.A. in History from Appalachian State University where she was recognized as a Top 10 Scholar.



[Christy Byrd](#)

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Dr. Byrd's research examines how students make sense of race and culture in their school environments. She uses quantitative and qualitative methods to explore topics such as racial discrimination, multicultural education, and culturally relevant teaching. One area of research focuses on adolescents' perceptions of school climate for diversity, which includes intergroup interactions and school ethnic-racial socialization, and how perceptions are shaped by identity development and contextual factors. A second area of research considers the motivational factors that promote student engagement in diversity workshops, courses, and programs. Her work has shown that when youth experience their schools as positive, identity-affirming spaces, they are more academically engaged and successful.

Dr. Byrd is also a faculty director for the podcast and blog #PassTheMicYouth. She received her bachelor's degree in psychology from Agnes Scott College and a PhD in education and psychology from the University of Michigan. She was also a National Science Foundation Postdoctoral Fellow at Michigan State University. For fun, she plays, runs, and does research on escape rooms.



[Mary Ann Danowitz](#)

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Mary Ann Danowitz served as Dean of the College of Education until 2021 and is Professor of Higher Education. Before coming to NC State, she was a senior research fellow at the Management Department of the Vienna University of Economics and Business in Austria, studying Ph.D. students' experiences in new doctoral programs under the Bologna Process. Dr. Danowitz has held faculty and administrative positions at the University of Denver, Ohio State University, the

College of William and Mary, and Penn State University. She was a Fulbright Scholar in Austria and Indonesia, and has taught and conducted research in Australia, England, Germany, Hungary, and Malaysia. She holds an Ed.D. in Higher Education from Penn State University.

The focus of Dr. Danowitz's research is gender, diversity, and equity in the areas of leadership, governance, management, organizational change, and careers, particularly regarding the higher education sector in the United States and Europe. Dr. Danowitz's publications include more than 110 articles, book chapters, and academic papers, as well as five books and monographs. Her most recent book is *Diversity in Organizations: Concepts and Practices* (Palgrave-MacMillan, 2012).



[Joy Gaston Gayles](#)

Program Coordinator

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Joy Gaston Gayles is Professor of Higher Education Opportunity, Equity, and Justice, Program Coordinator, University Faculty Scholar, Senior Advisor for the Advancement of Diversity, Equity, and Inclusion in the College of Education, and 2022-2023 President of the Association for the Study of Higher Education (ASHE). Dr. Gayles enjoys teaching student development theory, foundations of higher education research, and college environments. Prior to joining the faculty at NC State, Dr. Gayles was an assistant professor of higher education at Florida State University. She earned her Ph.D. in Higher Education Administration from The Ohio State University and has professional experience in academic advising and coordinator of advising for student-athletes.

Dr. Gayles' research focuses on student access, success, and outcomes of undergraduate education, most notably for student-athletes and women and underrepresented people of color in STEM fields. More broadly, diversity and equity are themes that run throughout Dr. Gayles' research agenda. She is a consultant for the National Center for Faculty Development and Diversity (NCFDD), which extends her research agenda to include faculty success and development. Her work has been published in *Inside Higher Ed*, the *Journal of Higher Education*, *Research in Higher Education*, the *Journal of College Student Development*, *The Journal of Negro Education*, and *Innovative Higher Education*. She has received numerous awards including the Zenobia L. Hikes Woman of Color in the Academy Award, The Ohio State University's Distinguished Alumni Award, and most recently The NC State Chancellor's Creating Community Award for Outstanding Faculty.



[Paula Gentius](#)

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Dr. Paula Gentius is the chief of staff and secretary of the university for NC State. Prior to this role, she served as interim executive director and Title IX review panel administrator in Equity and Access Services at Virginia Commonwealth University in Richmond. In the VCU Office of the President, she served as the senior executive and provided senior-level support to the president and his cabinet, as well as the governing board. Dr. Gentius worked closely with the university's legal counsel, board professional, policy and compliance office and other units to develop and monitor board and/or institutional policies and practices. She previously served as the senior policy analyst and assistant to the president at VCU, and as the executive policy advisor to the president and board of visitors at Norfolk State University. Her prior roles in state and city governments include executive policy advisor, confidential policy analyst and chief deputy for a state agency, and executive director of a city commission. Dr. Gentius earned a Ph.D. in educational management from Hampton University in 2015, and she has a J.D. from the University of Detroit Mercy School of Law, a Master of Education in higher education from Ohio University, and a B.A. in mass media arts from Hampton University.



[Alyssa N. Rockenbach](#)

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Alyssa N. Rockenbach is Alumni Distinguished Graduate Professor in the Department of Educational Leadership, Policy, and Human Development at North Carolina State University. Her research centers college students' religious, secular, and spiritual identities; gender and LGBTQIA+ equity on campus; and issues of opportunity and justice in higher education and society. She was co-Principal Investigator of a five-year national study, The Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS), which explored how educational experiences affect college students' capacity to engage and cooperate with people of different religious, secular, and spiritual identities.

Dr. Rockenbach has authored or co-authored more than 100 publications, including peer-reviewed articles, books and book chapters, reports and monographs, and other scholarly works, and she has delivered more than 100 refereed and invited presentations at national conferences and other professional gatherings. Her work has been featured in media outlets such as *The Chronicle of Higher Education*, *Huffington Post*, *Christian Science Monitor*, and *Washington Post*. Dr.

Rockenbach is co-author of the 2016 book, *How College Affects Students: 21st Century Evidence that Higher Education Works*, a synthesis of over 1,800 research studies of college impact conducted from 2002 to 2013, and she co-edited the 2012 volume, *Spirituality in College Students' Lives: Translating Research Into Practice*. She was named University Faculty Scholar at North Carolina State University and received the Applied Psychology of Religion and Spirituality Award from the American Psychological Association. Dr. Rockenbach advises master's and doctoral students and teaches quantitative and qualitative research methods; diversity and social justice issues in education and society; and college student outcomes and psychosocial development. She received her B.A. in Psychology from California State University, Long Beach and her M.A. and Ph.D. in Education from the University of California, Los Angeles



[Doneka Scott](#)

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Doneka R. Scott is the vice chancellor and dean for the Division of Academic and Student Affairs at NC State University. She leads a division dedicated to preparing students to succeed academically, professionally and personally, to embrace a commitment to lifelong learning, and to become informed, engaged, and productive citizens. Scott joined NC State in 2021 after serving as the associate vice provost and associate dean for student success, then as the vice provost for undergraduate education and student success at the University of Oregon. There she was responsible for the overall strategy and execution of undergraduate education and student success efforts on campus. She worked to eliminate institutional barriers that prohibit students from being successful and inhibit them from completing a degree program in a timely manner. With the Division of Academic and Student Affairs, Scott manages the seamless integration of all aspects of undergraduate education, serves as a key strategic advisor to the provost and works to support the success of the whole student. Working closely with the Chancellor's Cabinet, college deans, university faculty, and administrative colleagues, she leads all aspects of an innovative and coordinated delivery of student services.

Scott directs staff and resources to maximize impact on the curricular and co-curricular programs of the university, including the programs and services of University College; academic advising; academic enrichment programs; Exploratory Studies; cross-college interdisciplinary and multidisciplinary programs; advising technology; Health and Exercise Studies; Music; undergraduate courses, curricula and academic standards; Arts NC State (NC State LIVE, Crafts Center, Dance Program, Gregg Museum, University Theater, and Ticket Central); academic success programs; business administration, residential programs, and engagement; student development, health, and wellness. In addition to these areas, Scott also oversees the Office of Academic Support Programs for Student Athletes; assessment; development; student ombuds; and marketing and communications for the division.

Collaboration with Higher Education Professionals

The Higher Education Program values the knowledge and contributions of scholar practitioners in the field. The following higher education professionals also teach in our program and/or work with our students in various capacities:

Dr. Sue Wasiolek

Assistant Vice President for Student Affairs and Dean of Students; Duke University

Dr. Carrie Zelna ('02)

People to Know

Departmental Staff

Pauline Ellefson, Graduate Services Coordinator – pvellefs@ncsu.edu

Educational Leadership, Policy, and Human Development

Pauline is an exceptional resource if you have logistical questions about the Higher Education Program, course schedules, event planning, and much more. She is also the primary liaison between the our programs area of study and other offices on campus that serve graduate students.

Ayelen Valetton, Financial Specialist – avaletto@ncsu.edu

College of Education

Ayelen handles accounting services for the College of Education and can assist with invoices, reimbursements, and other financial matters.

Student Representatives

Jayla Moody, Doctoral Student - jsmoody@ncsu.edu

Graduate Assistant for the Higher Education Opportunity Equity and Justice Program

Contact Jayla with any questions related to the master's or doctoral program. You can also direct any prospective Higher Education Program students to Jayla.

Sage Goodwin - gsgoodwi@ncsu.edu

President of the Higher Education Doctoral Association (HEDA).

Contact Sage with any questions specific to the Higher Education Doctoral Association (HEDA).



DOCTORAL PROGRAM

Graduation Checklist (Doctoral)

The College of Education Doctor of Philosophy degrees are based on the scholar-leader concept. The scholar-leader Ph.D. graduate will be prepared to lead and influence policy decisions at the local, state, national, and international levels to solve the grand challenges of education. The Ph.D. program areas of study in the College draw on NC State's strengths in technological design, innovation, research-scholarship, community engagement, and social entrepreneurship. The doctoral experience emphasizes inquiry, evidence, and action.

Please note: The course curriculum below is for doctoral students entering the program in Fall 2021 and after. Contact Higher Education Graduate Assistant at higheredoej@ncsu.edu if you entered the doctoral program prior to Fall 2021 and need a previous copy of the Student Handbook for your particular course curriculum.

Requirements	Grade	Semester Completed
COLLEGE CORE COURSES		
1. Scholar Leader Courses (6 credit hours)		
1a. ED 755: Diversity and Equity in Schools and Communities	_____	_____
1b. ED 756: Systemic Change in Education and Society	_____	_____
	_____	_____
2. Research Methods (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 from the following:	_____	_____
Research Method Course	_____	_____
Research Methods Course	_____	_____
	_____	_____
PAS CORE COURSES		
3. Scholar Leader PAS Core Courses (9 credit hours)		
3a. EAC 795: Foundations of Higher Education Opportunity, Equity and, Justice Research		
3b. EAC 795: Implementation of Higher Education Opportunity, Equity, and Justice Research	_____	_____
3c. Critical Theories in Higher Education Seminar	_____	_____
	_____	_____

4. Program Area of Study Courses (21 credit hours)

4c. Electives (15 credit hours) in consultation with advisor:

Elective 1: Opportunity, Equity, and Justice Elective

Elective 2: Higher Education Elective

Elective 3: Higher Education Elective

Elective 4: Interdisciplinary Elective

Elective 5: Interdisciplinary Elective

4d. Two advanced research courses in consultation with advisor: (6 credit hours)

DISSERTATION RESEARCH

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

Course Descriptions

Scholar Leader Courses

ED 755: Diversity and Equity in Schools and Communities

Offered: TBD

Required for all CED doctoral students

ED 756: Systemic Change in Education and Society

Offered: TBD

Required for all CED doctoral students

Research Methods Courses

ED 710: Applied Quantitative Methods in Education I

Offered: Fall and Spring

Equips students with the tools to examine design issues in research, create data sets, develop research questions, use a variety of descriptive and inferential procedures to answer formulated research questions, interpret results, and write results in keeping with the language of educational research.

ED 711: Applied Quantitative Methods in Education II

Offered: Fall and Spring

Focuses on application and enhancement of quantitative skills through analysis of existing datasets. Requires students to practice and extend multiple regression knowledge and skills, generate and test hypotheses in a multiple regression framework, and appropriately disseminate results.

ED 730: Introduction to Qualitative Research in Education

Offered: Fall and Spring

Emphasizes design of qualitative studies, conduct of fieldwork including open-ended interviews and participant observation, analysis of data, and understanding of theoretical and philosophical background of this research approach.

ED 731: Advanced Qualitative Research and Data Analysis in Education

Offered: Fall and Spring

Requires the use of field-based and general qualitative research data analysis methods in the social study of education. Helps participants acquire skills and gain experience using various methodological and analytical research techniques. Emphasizes the collection, management, analysis, and interpretation of qualitative data.

Note: These are the introductory and intermediate research courses. A variety of specialized research courses are also offered in various semesters.

Program Area of Study Courses

EAC 795: Foundations of Higher Education Opportunity, Equity and Justice Research

Offered: Every Fall

Provides an introduction to scholarship and research in higher education by exploring the central paradigms and methodological approaches in education research, developing skills for effective reviews of the literature, and exposing students to qualitative and quantitative methods.

EAC 795: Implementation of Higher Education Opportunity, Equity and Justice Research

Offered: Every Fall

This course serves as a continuation of the research journey you began in the first year of the doctoral program. As the sequel to the Foundations of Higher Education Research course and other introductory/intermediate methods courses you've taken to this point, this course gives you an opportunity to achieve individually-tailored research goals and develop your competence as an emerging educational researcher.

EAC 795: Critical Theories in Higher Education

Offered: TBD

This is a new course. Description will be submitted when available.

Higher Education Elective Courses (Examples)

EAC 749: Finance in Higher Education

Offered: Every Fall

Examines theory, research, practices, and issues in the development and management of financial resources in higher education.

EAC 787: Organizational Theories and Concepts in Higher Education

Offered: Every Spring

Introduces present and potential administrators to organizational theories useful for administration of effective higher education programs.

Note: A variety of higher education electives are also offered in various semesters. You may also pursue electives outside the program or at partner institutions throughout the Triangle.

Progress Toward Degree

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 in the sections entitled: Initial Academic Advisor, Initial Review Process, and Post Initial Review. 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 their advisor (e.g., due to lack of common research interests), faculty in the PAS will guide the student in finding an appropriate replacement.

Plan of Work

As described above, students are required to complete an online Plan of Work (POW) in consultation with their advisory 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 and must be approved by members of a student's advisory committee and the Director of the Graduate Program (DGP) for the Department of Educational Leadership, Policy, and Human Development. The POW:

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 advisory 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 coursework 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 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.

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 Pauline Ellefson, Graduate Services Coordinator, for assistance.

Diagnostic Advisement Procedure

Students enrolled in the ELPHD Ph.D. program (higher education opportunity, equity, and justice program area of study), 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 late-September as students begin their second year of doctoral work.

2022 Deadline

Diagnostic Advisement Procedure (DAP) -- Due Friday, September 30th by 11:59 p.m. EST

The DAP should be emailed as a Word document to the following:

TO: Pauline Ellefson pvellefs@ncus.edu

CC: Higher Education Program Opportunity, Equity, and Justice PAS higheredoej@ncsu.edu

CC: Your Advisor

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 opportunity, equity, and justice 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 opportunity, equity, and justice 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 proofread) 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 evidence 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 program area of study faculty. 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 area of study faculty review and assessment, each student will meet individually with the advisor to discuss feedback, progress, and student goals.

Research Prospectus (Comprehensive Exam)

The comprehensive examination for the higher education specialization of the ELPHD Ph.D. 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 should be no longer than 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 Dissertation Proposal cannot be submitted in the same semester as the Research Prospectus.

Prior to writing your Research Prospectus, you should share a one-page concept paper with your advisor. This one-page concept paper should present your research idea and research questions and enable you to gain preliminary feedback on your topic prior to writing your Research Prospectus.

2022-2023 Deadlines

Fall Research Prospectus -- Due Friday, October 14 by 11:59 p.m. EST

The Research Prospectus should be emailed as a Word document to the following:

TO: Pauline Ellefson pvellefs@ncsu.edu

CC: Higher Education Program Opportunity, Equity, and Justice PAS higheredoej@ncsu.edu

CC: Your Advisor

Spring Research Prospectus -- Due Friday, March 10 by 11:59 p.m. EST

The Research Prospectus should be emailed as a Word document to the following:

TO: Pauline Ellefson pvellefs@ncsu.edu

CC: Higher Education Program Opportunity, Equity, and Justice PAS higheredoej@ncsu.edu

CC: Your Advisor

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 - no rewrite" indicates that there are some problems with the substantive content and/or writing that can be feasibly addressed in the dissertation proposal. A "conditional pass - no rewrite" requires students to strengthen their work by incorporating the feedback from faculty reviewers into the dissertation proposal to move forward. Upon submitting the dissertation proposal chapters to the dissertation advisor, the student must include an accompanying table that articulates each point of feedback from reviewers and where the issue is addressed in the proposal document. If the student decides to pursue a different dissertation topic than is featured in the prospectus, they will need to revise and resubmit the prospectus (by the following semester's deadline) and address faculty feedback before proceeding to the dissertation proposal stage.

A "conditional pass - rewrite" indicates that there are problems with the substantive content and/or writing. A "conditional pass - rewrite" requires rewriting of the prospectus and a second evaluation in the subsequent semester. Please be aware that students given a "conditional pass - rewrite" 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 - rewrite," 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.

You should organize your prospectus to include the following components:

1. Introduction (10 pages). The introductory section of the prospectus should capture the readers' interest and sell them on the idea that the study is worth doing. This section usually includes a brief description of: 1) what you plan to study, 2) why it is important to study it, 3) how you plan to study it, and 4) who you plan to study. It is critical that the introduction articulates how the study is different from previous research on the topic. Explain to the reader the new contribution your study will make and why that contribution is important. While there are many models to cover these topics, the introduction typically includes the following (see Creswell, 2003):

- a. The research problem
- b. Studies that have addressed the problem
- c. Deficiencies in the studies
- d. Purpose statement
- e. Research questions and/or hypotheses (sometimes included in the literature review section)
- f. Brief introduction to the theoretical framework
- g. Significance of the proposed research
- h. Brief description of method (who? and how?)
- i. Limitations and delimitations

Creswell (2003) describes the structure of the introduction as an inverted triangle. In other words, you begin broadly by stating the problem. You narrow the problem into a manageable study by reviewing the research and describing the importance of the problem. You then narrow it even further by stating the purpose, research questions, and hypotheses, followed by a brief description of how you plan to answer your research questions or test your hypotheses.

2. Literature Review/Theoretical Framework (10 pages). Although your introduction examines select studies to make an argument for the importance of the research and to provide the reader with background information, it is in this section that you will offer detailed reviews/critiques of the research with the goal of identifying where you are intending to make a significant contribution. The literature review frames the problem you have identified in the introduction section and explores the relationship between your study and previous research. The literature review can take many forms, but is generally organized around main ideas rather than specific studies. Do not review each study in succession, but summarize, critique, and synthesize the findings from the studies you have reviewed thematically.

Many use the inverted triangle concept to structure their literature reviews. At the top of the triangle, the review begins with the broad body of literature or concepts related to your research topic. This section is followed by concepts or research more closely related to your study. At the bottom of the triangle are studies that are most similar to your own.

In addition to the review of the literature, please include your theoretical/conceptual framework. Theory often guides the structure of the literature review. One strategy would involve reviewing each component of the theory or theories followed by studies that most relate to yours. Another strategy would involve reviewing the literature as described above and integrating what you have reviewed by applying a theory subsequent to the review of studies.

3. Method (10 pages). Discuss, in detail, your methods. This section should clearly describe how you plan to answer your research questions or test your hypotheses. It should include the following:

- a. Identify research design and provide a rationale for the design
- b. Describe the population, sampling procedures, population, and participants
- c. Describe instruments and variables (if applicable)
- d. Review data collection procedures in detail
- e. Explain plans for preliminary studies or pilot studies (if necessary)
- f. Provide details about data analysis procedures
- g. Identify ethical issues and your approach to dealing with them
- h. If you are conducting a qualitative study, your method should include a researcher/subjectivity statement identifying relevant perspectives and potential biases

Keep in mind that you will need to provide enough information so that others can replicate your study.

Stylistic Issues and the Writing Process

Adhere to APA style as described in the 7th edition of the style manual and be meticulous in your citations. **Note:** Students who use historical analysis will be expected to adhere to the standard usages of historiography in writing the literature review and all citations.

1. Try to avoid the use of passive voice. The subject of your sentence should act, not be acted upon.

2. When reviewing research, create your own voice. It helps if you organize your review around concepts or ideas rather than specific studies (as described above). The way you cite your sources will help in this regard. There are two forms of bibliographic citation used in APA style within the body of the text:

- a. "Jones (1983) found that teachers spend 74% of the time they are in the classroom on their feet."
- b. "Teachers spend 74% of the time they are in the classroom on their feet (Jones, 1983)."

The second is preferable, because its grammatical subject (teachers) is central to the meaning of the sentence. In the first form, the grammatical subject (Jones) is tangential to the meaning of the sentence. Remember that your prospectus should normally talk about what people do, not what researchers write about what people do.

3. Do not be afraid to use the first person. Until recently, formal writing did not use the first person ("I" or "we"). Instead, writers wrote things like: "It is this author's opinion that...". Today's scientific writing often does allow authors to use the first person. In fact, the APA Style Manual, which governs the style of many journals in education, psychology, and other disciplines, insists on the use of the first person. Use the first person where it is appropriate.
4. Be consistent with verb tense. As Creswell (2003, p. 61) noted, "A common practice is to use the past tense to review the literature and report the results of a study. The future tense would be appropriate at all other times in research proposals and plans. For completed studies, use the present tense to add vigor to the study, especially the introduction."
5. Be careful in your use of gendered pronouns. Although English writers have traditionally used the masculine form of pronouns (he, him, his, etc.) as a neuter form, many do not approve of such usage. The time has passed when an author can use "If a child is not praised appropriately, he will..." and not confuse the reader. One solution, perhaps not preferable, is the singular "they" construction. Two simple options, which often work well, are to use singular form (since "they" is intrinsically neuter) or repeat the noun instead of using a pronoun.
6. Write multiple drafts and revise your work. Years of schooling have taught us to work right up until a due date and write only one draft. Multiple drafts and revisions of written work are always necessary. Even the most widely published scholars write multiple drafts of their work. Be sure to proofread your work and correct misspellings, grammatical errors, etc.
7. The prospectus exam is intended to be an independent writing assignment. We recommend you provide your advisor with a one-page overview of your research topic and have a conversation about your ideas. Although you may consult with your advisor/dissertation chair on your topic, you should not expect your advisor/dissertation chair to evaluate or provide feedback on the written prospectus before you submit it.

Dissertation Research Process

Chair and Committee Selection

Doctoral students are asked to select four committee members for their advisory committee. It is recommended that students seek committee members with relevant content and methodological expertise suitable to the topic and research questions of the dissertation study. Among the committee members, one must serve as chair. The chair may be

the original advisor assigned to a student upon acceptance into the program. However, a student may choose to ask a different faculty member to serve as chair. The chair must be from the same program area of study as the student.

There must also be a Graduate School Representative (GSR) on the committee. The GSR protects the interests of the student, the advisory committee, and the Graduate School and acts as an "unbiased person" to whom the Dean may turn for judgment and counsel. At least one committee member must be from outside the program area of study. All faculty members at NC State and within the UNC System that hold graduate faculty status are eligible to serve on a dissertation committee. Other individuals who hold a terminal degree may serve but must be approved through a graduate school process. These individuals should be chosen in consultation with your committee chair.

Students should have committees listed in the Plan of Work at or near 18 hours of earned credit. Faculty may be asked to serve as temporary "place holders" on the committee if final selections have not been made. Any changes to a committee should be promptly communicated to all committee members and revised on the Plan of Work. 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](#).

Choosing a Topic

It is never too early to begin thinking about a dissertation topic! The Foundations of Higher Education Opportunity, Equity, and Justice Research class allows students to explore topics of interest and think critically about the development of research questions. Journaling, conversing with faculty and peers, and delving into current higher education literature are all ways in which students can identify and flesh out possible research topics. Last, but not least, students are encouraged to use course assignments as opportunities to further investigate research areas of interest.

Dissertation Proposal

The proposal consists of the first three chapters of the dissertation, namely 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.

Institutional Review Board

The Institutional Review Board for the Protection of Human Subjects in Research (IRB) exists to protect the rights and welfare of human research subjects, ensure compliance with institutional policy and federal regulations regarding human subjects, and provide education to institutional personnel on the ethical use of human subjects. All research involving human subjects must be approved by IRB prior to the start of the study. NC State provides [basic information and helpful hints](#) about the IRB process for researchers to review.

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 DGP and the Graduate School may approve an official leave of absence, not to exceed one year. Otherwise, the student must enroll in EAC 895 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. Please note water, coffee, and tea are the only permitted refreshments during Oral Defenses.

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.

Graduate Certificates at NC State

A Graduate Certificate Program (GCP) is a prescribed set of graduate-level academic courses, designed by an academic department or program at NC State. According to NC State policy, the GCP will be designated on the student's transcript and the student shall receive a certificate from Registration and Records. In previous years, the programs listed below have been of interest to current M.Ed. students and the courses (whether taken individually or as a part of the GCP) will count toward fulfilling the 15 hours of elective semester hours necessary for the graduate degree. Some programs will require more than 15 hours for successful completion of the GCP. It is the student's responsibility to communicate with each individual GCP coordinator to determine the official requirements for admission, enrollment, and completion of the specific GCPs of interest. Information provided below merely serves as an initial resource. These certificates are not coordinated through the Higher Education Opportunity, Equity, and Justice PAS; therefore, it is your responsibility to ascertain the most up-to-date information and requirements for each certificate listed below within their respective departments. Please note you will need permission to enroll in these courses.

[Teaching, Training and Educational Technology Certificate](#)

Delivered 100% online, the NC State Graduate Certificate in Teaching, Training, & Educational Technology consists of five 3-credit courses focused on teaching, training, and the use of technology in a variety of educational environments. Students can tailor the program to meet their needs and gain the knowledge and skills necessary to design and deliver course-related content through face-to-face, technology-enhanced, and e-learning environments.

Specializations

- Talent Development
- Instructional Design
- E-Learning/Educational Technology
- Community College Teaching
- Community College Leadership
- Teaching Career and Technical Education

[Public Policy Certificate](#)

The Graduate Certificate in Public Policy helps students make the most of professional skills by providing the tools needed to be effective advocates for realistic, effective, and responsible public policy. If you are interested in this certificate, contact Dr. Jeffrey Diebold, jcdiebol@ncsu.edu.

[Counselor Education Certificate](#)

Graduates from this program can provide paraprofessional counseling to assist licensed professional counselors. The certificate program alone does not prepare students to work as professional counselors. This certificate program has very limited availability, so may be unavailable to Higher Education students from year to year. If you are interested in this program, you may contact Nicole Childs, nmchilds@ncsu.edu to inquire about availability.



POLICIES AND PROCEDURES

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-Institutional 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 in 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 not 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.



GENERAL PROGRAM INFORMATION

General Program Information

Academic Advising

Each student is assigned a faculty advisor upon entry into the Higher Education Program. The advisor-advisee relationship is important and reflects individual preferences and personal styles. Appointments may be scheduled as needed to discuss academic, career, and personal goals and concerns. Moreover, the advisor should be consulted regularly to ensure course requirements are fulfilled, to facilitate appropriate selection of electives, and to discuss progress toward the degree.

Graduate Assistantships

Graduate assistantships are available in a variety of functional areas at NC State and at institutions throughout the Triangle. 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 master's students up to 4 semesters of benefits and doctoral students with a maximum of 8 semesters of benefits. The GSSP does not cover student fees for the academic year or summer session tuition. For semester GSSP-related insurance and tuition journal information, please contact the GSSP Office (gradschool-gssp@ncsu.edu).

To retain an assistantship, students must be enrolled full time, make satisfactory progress toward their degree, and [seek North Carolina state residency](#) for tuition purposes (in the case of the GSSP). Assistantships are advertised during the Preview the Pack event in February of each year and via departmental emails throughout the year. If a student is seeking an assistantship, they should inform the faculty advisor.

Generally, students are extended a two-year commitment by the assistantship site, providing that satisfactory progress is made toward fulfilling the responsibilities and duties of the position and funding continues to be available.

On the other hand, each student is free to seek a different assistantship position if desired. Some may do so for reasons of dissatisfaction with their current assistantship experience, or, as in most cases, out of a desire for a greater variety of experiences, either in terms of the tasks they perform or the type of campus on which they serve.

If the student elects to pursue a different assistantship position, we ask that the student first notify both the current assistantship supervisor, advisor, and the Higher Education Opportunity, Equity, and Justice Program Coordinator of their desire to pursue a different assistantship experience. Students should discuss this prior to the end of the fall semester so that any anticipated assistantship vacancy can then become part of the position announcements offered to the pool of graduate applicants recruited and considered for admission to the program for the next academic year. Students who choose to leave their position assume the risk of interviewing for another position with the pool of invited prospective students during Preview the Pack.

Higher Education Google Website

All students enrolled in the Higher Education Opportunity, Equity, and Justice program area of study are granted access to an internal Google website. You can use this site to find details regarding important resources and forms for NC State, the College of Education, and the program area of study, such as the Student Handbook. You will also find a current Student Directory and Alumni Directory. You can access the website here:

<https://sites.google.com/a/ncsu.edu/higher-education-program/>.



STUDENT ENGAGEMENT

Higher Education Doctoral Association

The Higher Education Doctoral Association (HEA) is the student organization for the Higher Education Opportunity, Equity, and Justice doctoral PAS at NC State.

HEDA Vision

Vision

To prepare higher education doctoral students to be scholarly leaders and have a significant and sustainable impact on the field of higher education.

HEDA Mission

Mission

HEDA will promote the sharing of research, guidance through the Ph.D. process, professional development, and a sense of community among doctoral students in the Higher Education program at North Carolina State University.

Sage Goodwin, President

Jayla Moody, Treasurer

HEDA is an active organization that encourages students to build community during their graduate school careers through participation in engagement activities such as monthly dinners, football tailgates, service projects, Recruitment Weekend, and a holiday "Friendsgiving" celebration. Above, all leaders of HEDA are dedicated to connecting with colleagues and helping them feel at home at NC State.

Professional Development

Teaching and Communication Certificate

The [Teaching and Communication Certificate](#) has been designed to increase accessibility, flexibility, and transferability of teaching and communication training for all graduate students and postdocs at NC State. Based on feedback from hiring managers both inside and outside of academia, we have redesigned our offerings to emphasize the diverse audiences that advanced degree holders will face in the workplace, from undergraduate students, to industry partners, to government agencies, to the general public. Teaching, in this context, means communicating complex ideas clearly and persuasively, tailoring your message to meet the needs of your audience.

Inclusive Excellence Certificate Program

The Office for Institutional Equity and Diversity provides the [Inclusive Excellence Certificate \(IEC\)](#) program for faculty, staff and graduate students. In this thoughtful and empowering program, participants examine several aspects of diversity and inclusion that will increase their effectiveness in creating workplaces and classrooms that exhibit inclusive excellence. The IE Certificate focuses on providing the foundational components of diversity, equity and inclusion through four two-hour workshops. To earn the IE Certificate, participants must complete the program over one academic year.

Higher Education Opportunities and Initiatives

The opportunities to become further engaged in the Higher Education Opportunity, Equity, and Justice program area of study are varied and numerous. Students can volunteer for the planning and implementation of signature programs, such as New Student Orientation, the PREP Program, Preview the Pack, Prepare the Pack, and the Scholar-Practitioner Symposium. There are also many occasions for students to meet with prospective students, participate in student panels, and serve as mentors to incoming students. If you are interested in learning more about how you can get further involved in the initiatives of the HE-OEJ Program contact the Graduate Assistant for HE-OEJ, at higheredoej@ncsu.edu.

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 HE-OEJ offers 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.

Professional Associations

While there are numerous associations specific to functional areas, regions, and professional interests, the list below represents some of the most prominent national organizations in which current students and faculty participate.

ACPA: College Student Educators International supports and fosters college student learning through the generation and dissemination of knowledge, which informs policies, practices, and programs for student affairs professionals and the higher education community.

The American Educational Research Association (AERA), a national research society, strives to advance knowledge about education, to encourage scholarly inquiry related to education, and to promote the use of research to improve education and serve the public good.

The American Association of Blacks in Higher Education (AABHE) pursues the educational and professional needs of Blacks in higher education with a focus on leadership, access and vital issues impacting students, faculty, staff, and administrators. AABHE also facilitates and provides opportunities for collaborating and networking among individuals, institutions, groups and agencies in higher education in the United States and internationally.

The Association for Institutional Research (AIR) is the premier source of IR education and professional development, and is a respected voice for its leadership in institutional research and data policy issues. AIR supports its members in the process of facilitating quality, data-informed decisions for the enhancement of higher education.

The Association for the Study of Higher Education (ASHE) is a scholarly society dedicated to higher education as a field of study. ASHE promotes collaboration among its members and others engaged in the study of higher education through research, conferences, and publications.

Association of College and University Housing Officers – International (ACUHO-I) members believe in developing exceptional residential experiences at colleges, universities, and other post-secondary institutions around the world.

NASPA: Student Affairs Administrators in Higher Education is committed to the advancement, health, and sustainability of the student affairs profession. Through high-quality professional development, strong policy advocacy, and substantive research to inform practice, NASPA meets the diverse needs and invests in realizing the potential of all its members under the guiding principles of integrity, innovation, inclusion, and inquiry.

National Orientation Directors Association (NODA) is a national organization whose mission is to provide education, leadership and professional development in the fields of college student orientation, transition and retention.

North Carolina College Personnel Association (NCCPA), a state division of ACPA: College Student Educators International, is committed to the education and development of post-secondary students in North Carolina and exists for the benefit of all student personnel professionals in the state.

The Southern Association for College Student Affairs (SACSA) is an independent, regional, and generalist association designed for the professional development of practitioners, educators, and students engaged in the student affairs profession.



UNIVERSITY INFORMATION

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

The Office of Graduate Student Support Services (GSSS) in the College of Education 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. The office is dedicated to providing support for graduate students with respect to recruitment, retention, and degree completion and is located in Poe Hall 505B. Dr. Alex Knappus (askappus@ncsu.edu) is the Senior Director for Student Support.

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.

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).

Scholarships and Financial Aid

The Graduate School offers students a [broad range of financial assistance options](#) that help with tuition and living expenses while they are pursuing an advanced degree. David Shafer (dmschafer@ncsu.edu) is the

Assistant Dean of the Graduate School and oversees funding opportunities available specifically for graduate students. Courtney Hughes (chughes5@ncsu.edu) is the Graduate Fellowship Specialist. General questions about federal student aid or the FAFSA should be directed to the [Office of Scholarships and Financial Aid](#).

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). HE-OEJ students may also find the [Media and Educational Technology Resource Center \(METRC\)](#), 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. 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.

Dates to Remember

2022 Fall Semester

August 18: New Student Orientation

August 22: First day of classes

August 26: Last day to add a course without permission

September 2: Census Date/Official Enrollment Date

September 5: Labor Day (University closed; No classes)

October 10 – 11: Fall Break (No classes)

October: Schedule for 2023 Spring and Summer terms published; Shopping Cart opens

October 19: Drop/Revision Deadline

October: Enrollment begins for Spring 2023 term

November 7-10: NODA Conference Baltimore, Maryland

November 16 - 19: ASHE Conference Las Vegas, Nevada

November 5-7: SACSA Annual Conference Birmingham, AL

November 23 – 25: Thanksgiving Holiday (No classes; University closed Thursday & Friday)

Nov. – Dec. 29 – 5: Last week of semester

December 5: Last day of classes

December 6 – 7: Reading Days

December 8 – 14: Final Examinations

December 16: Fall grades due by 5:00 p.m.

December 17: Fall Commencement Exercises

2023 Spring Semester

January 9: First day of classes

January 13: Friday, Last day to add a course without permission

January 16: Martin Luther King Jr. Day (University closed; No classes)

January 23: Census Date/Official Enrollment Date

March 6: Drop/Revision Deadline

March 8: Schedule for 2023 Fall term published; Shopping Cart opens

March 13 – 17: Spring Break (No classes)

March: Enrollment begins for Fall 2023 term

April 18 – 24: Last week of semester

April 24: Last day of classes

April 25 – 26: Reading Days

April – May 27 – 3: Final Examinations

May 5: Spring grades due by 5:00 p.m.

May 6: Spring Commencement Exercises