

# The EdD in Leadership Studies Handbook



WEST VIRGINIA  
STATE  
UNIVERSITY

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# WEST VIRGINIA STATE UNIVERSITY

## MISSION

West Virginia State University is a diverse, 1890 land-grant institution that advances knowledge through access and opportunity, innovative teaching and learning, interdisciplinary research, and impactful service. Our learners are equipped to meet the economic and social needs of the state, region, and nation, and contribute solutions to complex global challenges.

## VISION

West Virginia State University is a doctoral land-grant university, grounded in its HBCU heritage of inclusivity while focused on building nationally-recognized programs that inspire student success and facilitate innovative research that drives West Virginia forward.

## CORE VALUES

### Student-centeredness

We put students first in everything we do.

### Inclusion

We create a climate where all can bring their whole and authentic selves.

### Excellence

We strive for a Gold Standard in all we do and say.

### Integrity

We commit to ethical behavior and full transparency with ourselves and our stakeholders.

### Accountability

We take responsibility for our actions individually and collectively.

### Creativity

We draw inspiration from collaborating with others and create space for curiosity and imagination.

### Resilience

We are agile, adapt to change, and rise above adversity.

*Approved by the West Virginia Higher Education Policy commission-September 21, 2001*

*Modified by the West Virginia State University Board of Governors-December 9, 2004*

*Modified by the West Virginia State University Board of Governors-September 10, 2009*

*Modified by the West Virginia State University Board of Governors -- April 23, 2021*

*Modified by the West Virginia State University Board of Governors -- April 20, 2023*

## EQUAL OPPORTUNITY AND NONDISCRIMINATION STATEMENT

West Virginia State University is an equal opportunity/affirmative action institution and does not discriminate against any person because of race, color, religion, sex/gender, national origin, ancestry, age, blindness, disability, pregnancy, genetic information, sexual orientation, gender identity, veteran or military status or other category that is protected under federal, State, or local anti-discrimination laws as protected characteristics. The University is committed to providing equal enrollment and educational opportunities to a diverse student population. Furthermore, the University ensures equal access to education programs and activities, including, but not limited to, admissions, residence life, financial aid, athletics, course offerings, scholarships, student employment, social/recreational programs and any other identified non-academic related criteria.

## BRIEF HISTORY OF WVSU

West Virginia State University was founded under the provisions of the Second Morrill Act of 1890 as the West Virginia Colored Institute, one of 19 land-grant institutions authorized by Congress and designated by the states to provide for the education of black citizens in agriculture and the mechanical arts. From 1891 to 1915, the original Institute offered the equivalent of a high school education, vocational training, and teacher preparation. In 1915, the West Virginia Collegiate Institute began to offer college degrees. Under the leadership of President John W. Davis, the academic program was expanded and new buildings were constructed, and in 1927, the Institution was accredited by the North Central Association; in 1929, it became West Virginia State College. Over the next decades, WVSC became recognized as one of the leading public institutions of higher education for African-Americans. In 2004, the West Virginia Legislature approved WVSC's transition to University status. With a rich history, and promising future, WVSU is positioned to become the most student-centered research and teaching, land-grant university in West Virginia, and beyond. For more WVSU history, visit the Our History Runs Deep, and Chapters from our History Exploring Our Past.

## DOCTORAL PROGRAM INFORMATION

### PROGRAM REQUIREMENTS

The WVSU Ed.D. in Leadership Studies will consist of a minimum of 16 3-hour courses. Twelve courses, 36 hours, will consist of content coursework, with the remaining 4 courses (12 hours) dedicated to the research project and presentation. Students may exceed 48 hours of coursework in the event that additional hours are needed in order to complete the research project and presentation. The WVSU EdD program emphasizes fairness, diversity, and social justice with threads related to these concepts embedded in the content coursework. In this practitioner model, students will work throughout the program to consider the needs of an organization of their choosing. As the program progresses, students will develop a research project related to their organization. The culminating experience will consist of a dissertation based on an action research project. Students will start considering research needs of their chosen organization from the beginning of the program. Work on the research project will be partially housed within the classes and beyond that, students will work with a dissertation chair and committee to finalize the product.

## COURSE DESCRIPTIONS

### **LS 800. Organizational Analysis for Effective Leadership**

Students will identify and explore a variety of organizational methods and strategies related to an organization's goals. Students will identify organizational theories, apply them to a specific organization and prescribe circumstances affecting the organization. This work will be incorporated with the learning activities of research coursework and is a three credit course.

### **LS 810. Principles of Leadership**

Students will identify and explore leadership approaches, methods, and strategies related to an existing organization's leaders, their styles and actions. This course will serve as an overview of leadership theories and their application in the interest of organizational improvement. Students will identify organizational strategies that have been implemented towards the achievement of an identified goal(s). Students will theorize a new process to enhance a current goal or propose a new goal and create a process of implementation. This work will be incorporated with the learning activities of research coursework and is a three credit course. (Prerequisites: LS 800 and LS 830)

### **LS 820. Legal & Ethical Issues for Effective Leadership**

Students will research State and Federal Laws and related court cases that pertain to the operation of their specifically identified organization. Students will also identify local policies and procedures prescribed by governing bodies not included by State or Federal laws. Students in this course will review and assess historical and contemporary laws, policies, and court cases and identify the impact on the organization's effectiveness, with specific attention to organizational leadership. The course will explore the relationship of law, policies, and court cases to goal achievement and development of effective practices. This work will be incorporated with the learning activities of research coursework and is a three credit course. (Prerequisites: LS 810 and LS 880)

### **LS 830. Equity and Leadership with Diverse Communities**

Students will examine research on how leadership styles, strategies and practices affect the goals of the organization. Students will identify the various communities within an organization based on a variety of factors including race, gender, age, socio-economic levels, gender identifications, etc. Students will also identify external communities within the range of the organization's influence. Students will examine how current organizational functions and actions affect the identified communities and apply this information to their proposed research in research coursework. This is a three credit course.

### **LS 840 Communications, Technology & Media for Effective Leadership**

Students will examine a variety of communications strategies for internal and external outreach activities of the organization. In incorporating specific technologies, students will identify possible communication outlets for presenting their messaging. This may include but not be restricted to traditional media, electronic media, and community programs. Students are to review positive and negative aspects of each proposal and communication type and apply specifically to proposals of research coursework. Activities may include crafting of press releases, role play of various media and building a network of messaging resources within the reach of the organization. This work will be

incorporated with the learning activities of research coursework and is a three credit course.  
(Prerequisites: LS 810 and LS 880)

#### **LS 815. Understanding and Conducting Research for Organizational Improvement (Action Research)**

This course will provide students with an understanding of qualitative and quantitative research methods. Students will be expected to identify components of both approaches as well as methods of combining the two for a mixed method approach. Students will apply research concerning the effectiveness of all approaches to the proposed research activities for the culminating research project of the program. This work will be incorporated with the learning activities of research coursework and is a three credit course. (Prerequisite: LS 805)

#### **LS 825. ~~Statistical Methods~~ Methodology of Action Research**

This course includes the planning, designing, data-collecting, analyzing, interpreting, and reporting of findings and data with regard to completing action research. Students will review a variety of action research studies, focusing on methodology. This work will be incorporated with the culminating activity based on requirements of Chapters Three, Four, and Five of an action research dissertation. This work will be incorporated with the learning activities of research coursework and is a three credit course. (Prerequisite: LS 835)

#### **LS 835. Qualitative Methods**

Students in the course will identify qualitative methods of research including, but not limited to individual interviews, participant observations, and focus groups, and will incorporate a variety of qualitative methods such as narrative research, case studies, ethnographies, grounded theory research and phenomenology. Students will apply research concerning the effectiveness of all approaches to their proposed research activity for the culminating research project of the program. This work will be incorporated with the learning activities of research coursework and is a three credit course. (Prerequisite: LS 815)

#### **LS 850. Organizational Literacy for Effective Leaders**

Students will research the role of life-long learning on leadership and how to extend this concept to those in the organization. Students will evaluate the importance of a literate workforce and community and how to promote these concepts and assess their effectiveness. Students will learn basic literacy concepts, assess their own skills, and utilize how to incorporate literacy into their own research project. Students will also identify literacy groups available to their identified organization and assess their application to the organization. This work will be incorporated with the learning activities of research coursework and is a three credit course. (Prerequisites: LS 860 and LS 825)

#### **LS 860. Sociology of Institutions for Leaders**

Students will identify formal and informal rules and regulations that maintain social interaction and regulate behaviors of individuals within and outside of the identified organization. This will include institutions formal and informal that attempt to exert discipline and formulate emotions and behaviors. Students will identify the types of influencing social institutions that exist internally and externally to the identified organization. They will assess both the organization's and leader's approaches to identifying, cooperating, influencing and working with the institutions for goal

achievement. This work will be incorporated with the learning activities of research coursework and is a three credit course. (Prerequisites: LS 820 and LS 840)

### **LS 870 Politics in Leadership**

Students will identify formal and informal leaders in the organization and the sphere of each individual's influence. Students will classify leaders at their respective levels and identify how they exert or display their influence. Students will research the roles of policy and law these individuals have imposed on the effectiveness of the organization and how that influence will affect the proposed research activity of the student. Students will propose a variety of strategies for dealing with these individuals and assessment may include presentations, role play and narrative proposals. Students will explore the role external politics plays on organizations. This work will be incorporated with the learning activities of research coursework and beyond and is a three credit course. (Prerequisites: LS 860 and LS 825)

### **LS 880. Systems for Change**

This course will provide students with theories on institutional and personal change. Activities will include creating measurable goals, assessment activities, and evaluations of change. Research of change strategies will be explored and assessed for their application to the culminating research activity. This work will be incorporated with the learning activities of research coursework and is a three credit course. (Prerequisites: LS 800 and LS 830)

### **LS 805. Needs Analysis and Program Evaluation**

Students will identify and explore a variety of information gathering sources related to an organization or specific program or circumstances affecting the organization. They will identify effective practices to address needs using measurable and quantifiable methods. Students will collate analytical and evaluative materials and strategies to apply, identify, understand, and utilize the components of action-based research. Students will collect data to examine and address the needs of the organization and/or program for improvement including incorporating diverse communities in formal and systematic methods of recognizing and evaluating strategies that can be applied to meet the needs of employees and/or clientele. This is a three credit course.

### **LS 845. Advanced Research I**

Students will continue the work of LS 805 to identify research methods and strategies through a systematic process to find answers and solutions to questions of organizational performance. During the coursework, students will complete Chapter One of a proposed thesis-based approach to identifying organizational issues, performance and solutions based on pre-existing research. Students will create a pathway to measure the issue, identify a process of reaching conclusions and creating opportunities for additional research. This is a three credit course. (Prerequisites: LS 805, 815, 825, 835, Approved Proposal)

### **LS 855. Advanced Research II**

Students will incorporate the information and process material of LS 805 and 845 to create an introduction to the research topic. The introduction will include research questions to be answered and involve detailed research related to the information in Chapter One. This research will include questions the student wants to answer, a detailed synopsis of literature that establishes the relevance of the

problem, summaries of previous studies, and the relevance of the study. Completion of the course will be achieved by finalizing an approved Chapter Two of a research thesis. This is a three credit course which may be extended depending on student progress. (Prerequisite: LS 845)

### **LS 865. Advanced Research III**

Students will propose and implement a research-based activity focusing on measuring, assessing, and improving a current or new organizational activity. This will be a culminating activity based on requirements of Chapters Three to Five of a doctoral thesis. The activity must be approved by a University based group assigned specifically to the student for this purpose. At the end of the research activity, the student will present and defend findings in a public forum. This course consists of three to twelve-hour course hours depending on student progress and committee approval. The student will be allowed no more than four semesters (LS 845, 855, and 865, repeat 865 if needed) to complete the approved project and defense unless an extension is approved. (Prerequisite: LS 855)

### PROGRAM LEARNING OUTCOMES (PLOS)

This program will positively increase organizational achievement in organizations of the region, state, and nation. The program will also address outreach in areas of social justice, fairness and equity and work with a variety of populations and communities in order to build and maintain safe, caring, and healthy organizational environments using research-based practices. In the context of the program, Educational Objectives will also be known as Program Learning Outcomes (PLOS). The program will develop students' professional knowledge, skills, and dispositions so they may demonstrate their ability to:

1. Identify and implement components of organizational analysis for improvement, principles of leadership, and equity and leadership with diverse communities. (LS 800, LS 810, and LS 830)
2. Implement action-based opportunities for measurable organizational improvement with a focus on equitable practices, incorporated into the completion of a terminal degree. (LS 805, LS 815)
3. Evaluate knowledge base of current research related to leadership. (LS 815)
4. Identify local, state, and federal laws, rights, and policies related to organizations/institutions and act in accordance within ethical bounds in leadership. (LS 820)
5. Discern appropriate research approaches (including statistical methods and qualitative methods) and programmatic measures related to their work environment. (LS 825, LS 835)
6. Show organizational leadership skills in communications that follow ethical and professional norms, including understanding of backgrounds and cultures and responsiveness to the needs of a variety of audiences. (LS 840)
7. Incorporate literacy to constituents of the organization. (LS 850)
8. Integrate historical, legal, developmental, sociological research, and systems theories to allow students to meet the students' personal and organizational goals and objectives. (LS 860, LS 870, LS 880)
9. Apply cultural responsiveness in leadership to ensure equity in organizations and for all constituents. (LS 830, LS 840, LS 860, and LS 870)
10. Design, develop, conduct, evaluate, and share findings from research projects that allow program participants to meet their organization and/or personal needs. Shared findings will include presentation and/or publication of results (LS 805, LS 845, LS 855, LS 865)



## WVSU ESSENTIAL GRADUATION COMPETENCIES – GRADUATE EDUCATION

Upon completion of their graduate education experience, students will:

1. Demonstrate Effective oral and written communication.
2. Apply technology appropriate to field of study.
3. Interpret scientific reasoning appropriate to field of study.
4. Demonstrate ability to work collaboratively and ethically in their field of study.
5. Understand and apply strategies that foster inclusion and cultural competency while advancing equity across various constituencies.

### THE PRACTITIONER APPROACH

The practitioner model is the framework that guides teaching and learning in the program. This means that our program is based on a balance between lessons from research and scholarly literature, on the one hand, and best practices from the field, on the other—ideally bridging the gap between research and practice for the benefit of student learning and the organizations they eventually lead. Under this model, each side can significantly inform the other, with students using the literature to contextualize and critically reflect on their practice, and using their experience as practitioners to challenge and contribute to research findings. Professors and mentors guide students in studying important organizational problems in their own organizations. Students will understand and critique organizational scholarship, design and conduct their own field-based inquiries, and work with practitioners to implement and assess interventions in a continuous cycle of action planning for improvement. The goal of this approach is to enhance organizational practice and to effect profound change in organizations.

### COHORT MODEL

The Doctoral Program utilizes a cohort model, in which a group of students moves through the program together, taking all classes in sequence as a group. Cohorts offer mutual academic, emotional, and logistical support and provide opportunities for members to learn from and study with one another. The camaraderie that develops helps with stressful times in the program. Study groups, team projects and other experiences within the cohort nurture the skills and dispositions of collaboration that are critical to organizational leadership. Cohorts establish personal and professional ties that often last beyond the Doctoral Program itself. Such networks are valuable for career development, professional growth and support, as well as future collaborative projects and initiatives across organizations. The cohort experience facilitates and reinforces everyone's timely progress through the program. The group carries with it the expectation that all but the occasional student will complete the program successfully. Once you have been admitted to the program, you will be enrolled in the courses for Semester 1. In subsequent semesters, you will be automatically enrolled in the required courses unless you have not successfully completed the previous semester, you fail to make Satisfactory Academic Progress and/or you have holds on your university account. Courses in the program will be delivered on the following schedule:

Semester 1 (Summer): LS 800 and LS 815

Semester 2 (Fall): LS 810, LS 830, and LS 805

Semester 3 (Spring): LS 820, LS 880, and LS 835

Semester 4 (Summer): LS 825 and LS 845  
Semester 5 (Fall): LS 860, LS 850, and LS 855  
Semester 6 (Spring): LS 840, LS 870, and LS 865

## CONTINUOUS ENROLLMENT

The WVSU EdD program in Leadership Studies is delivered in a cohort fashion. All students must be continuously enrolled over the course of their graduate studies, meaning that they must register for courses as the online Ed.D. curriculum outlines. If a student does not do so, they will be considered inactive and must reapply to the program. Re-admission decisions will be delivered by the Program Director. Upon readmission, a revised plan of study will be devised with the student and the Program Director. Re-admitted students may need to wait until the next cohort group to join the program in progress. Students progress through the program with the approval of the Program Director. Clearance to proceed through the program is given only if the student has met the following requirements: successfully completed course prerequisites; an overall GPA of 3.25 or better for all graduate work completed with no incomplete grade; an approved supervisory committee (if appropriate); and an approved program of study on file in the graduate office (if appropriate).

Please note due to the accelerated nature of this doctoral program students will not be allowed to progress through the program with more than one incomplete grade at a time. Students must demonstrate mastery of the content of each course in order to move forward with their cohort. If a student falls behind, a meeting with the Program Director should be arranged to organize an appropriate plan of action to help the student remain on track. Students will be permitted to repeat a course no more than two times and within a 4 year period (or the next two offerings of the course, whichever is less). In addition, a student who has completed the required coursework, but has not made a final dissertation submission shall include in the required full-time load a minimum of three credit hours of dissertation per semester, including Summer term, until completion of the degree.

## DISSERTATION CHAIR AND COMMITTEE

During the third semester of the program, the process to select a Dissertation Chair begins. Students will be surveyed to indicate their preference for a Dissertation Chair. Final decisions on the Dissertation Chair will take the following into account: student preference, availability of faculty to serve as Chair, faculty qualifications, and expertise of faculty member. Dissertation Chairs for all students are approved by the Program Director and the Dean of the College of Professional Studies. Once the Dissertation Chair has been approved, the student works with the Dissertation Chair to select the Dissertation Committee. The Dissertation Committee is approved by the Dissertation Chair, the Program Director, and the Dean of the College of Professional Studies. Approval of Dissertation Chair and Committee are completed on the Dissertation Committee Appointment Form. Once approved, the Committee is in place and the form is kept in the student's file. The Dissertation Chair and Committee will collaborate with the instructors of LS 845: Advanced Research I, LS 855: Advanced Research II, and LS 865: Advanced Research III during the writing process to support the student. The Dissertation Chair and Committee work with the student until the completion of all requirements for the degree.

The Dissertation Chair should be a full-time member of the Leadership Studies Department and have Fully Graduate Faculty Status. The Dissertation Committee will consist of a minimum of three members

of the graduate faculty, two of whom must have Full or Associate Graduate Faculty Status, one of whom is a representative-at-large of the graduate faculty from outside the Department of Leadership Studies. Additional members may be appointed and/or selected when appropriate desirable. The representative-at-large is responsible for ensuring that University policies are followed, and that decisions made by the Dissertation Committee reflect the collective judgment of the committee. Therefore, the graduate faculty representative must be someone who is free of conflicts of interest with other members of the committee. If questions arise they should be referred to the Dean of the College of Professional Studies.

## RESEARCH PROGRAM

In this practitioner-based program, you will complete an action research based dissertation. The program is designed to work on the action research and the dissertation within the coursework so you should be starting your literature collection and exploring project ideas in the very first semester.

**Proposal:** A student enters doctoral candidacy in the third semester of the program and begins the dissertation phase of the program. This involves proposal writing, the proposal approval, dissertation research and writing, and the dissertation defense. The dissertation phase is embedded into coursework and supported by the Dissertation Chair and Committee throughout. The intent is to provide the student with regular and specific feedback regarding their progress on the dissertation. The proposal for the doctoral dissertation is a crucial early step in the process. The proposal is submitted at a time when the theoretical and methodological foundations for the research being proposed are clear in the student's mind, but before the action research project, analysis, or writing has been completed.

**Proposal Requirements:** Students will be directed to complete the Research Proposal Application and submit to their Dissertation Chair. The Dissertation Chair will facilitate review of the proposal application through the Dissertation Committee. If needed, a Proposal Defense will be scheduled. Once the proposal is reviewed, committee members provide the student with feedback about proceeding with the proposed research or making revisions to the proposal before proceeding. The Chair and Committee members sign-off on the Research Proposal Application and a copy is held in the student's file. The Chair acknowledges on the form, if applicable, that the student was given feedback from the Committee. A general consensus of committee members (50%+1) is required for proposal approval.

The research proposal should be written following the template provided. Below is information to most effectively present your research in consultation with your faculty advisors.

- I. General Information
  - a. Title of dissertation
  - b. Student's name
  - c. Committee Chair
  - d. Committee Members

- II. Abstract (300 word maximum)

The abstract should be a summary of the action research study including context/background, significance, and methods. The abstract should enable the reader to ascertain the general plan of investigation without further review of the proposal. It is probably best to write the abstract after the rest of the proposal has been completed.

- III. Action Research Project (500 word maximum)  
The specific actionable problem of study should be stated explicitly in this section. This involves definition of any crucial terms or concepts connected with the problem. One of the best ways to state the problem is to list one or more questions that the study is intended to answer.
- IV. Review of Literature (1,000 word maximum)  
This should be a very general review of the literature surrounding the actionable problem and the concepts connected to the problem. It may discuss the prior studies in the same area, a field situation to which the study relates, or the theoretical/conceptual framework out of which the study arises. This section should make clear why the study is of value in extending organizational theory, technology, or practice: i.e., the contribution to present knowledge which the proposed study will make. A well-organized literature review will flow from the main area of study into concepts incorporating multiple citations from different authors per paragraph and will situate the study within related professional literature.
- V. Theory of Improvement (300 word maximum)  
This section should explain how you plan to improve the actionable problem of study. How did you decide on his intervention or model as a potential way to improve the problem?
- VI. Method of Study and Measurement (500 word maximum)  
This section should explain exactly how the study is to be conducted. What will you be measuring? How will you measure it? How will you collect the data, from where, and when? Explain how the tenets of action research are met/included in your study. Inevitably, some aspects of the technique must be developed as the study proceeds, but this statement should be as definite as possible. Three points must be considered: sources of data, data collection procedures, and data analysis and presentation procedures.

Writing the Dissertation: Please refer to the WVSU EdD Dissertation Manual and Template for specific guidance. The Department of Leadership Studies requires the use of the American Psychological Association (APA) Style Guide.

Preparing the Dissertation for Submission: There are three “parts” that compose the completion of the dissertation: (a) The dissertation document or product, (b) the dissertation defense, and (c) submitting the final dissertation document through ProQuest. The dissertation is a document or product submitted to the academy demonstrating the student’s ability to conduct individual research and/or contribute to the development of knowledge. The dissertation is a representation of a student’s academic work and also a reflection on the major professors, the EdD program, the Department of Leadership Studies, the College of Professional Studies, and West Virginia State University. Please see the Dissertation Template and Manual for requirements including the required formatting check (see Formatting Check Application). Once a student has submitted the dissertation, it will be available for other scholars worldwide, thus professional, consistent presentation of such work is essential.

Preparing to Defend the Dissertation: All doctoral students must complete and file the Application for Dissertation Defense to the EdD Program Director at least 10 working days prior to the defense. Once the form has been accepted and approved by the Program Director, the dissertation defense will be advertised in WVSU Campus News. The final defense will be attended by the student, the Dissertation Committee, and other interested faculty and students. The defense shall be publicized and open to the public. Committee members will have priority in the questioning; other faculty members may participate at the discretion of the Dissertation Chair, who will act as moderator, and will guide the direction of questioning. The exam will consist primarily of a defense of the dissertation but may include questions of a more general nature respective to the student's study. The decision as to whether the student passes or fails the defense rests with the committee. A favorable majority vote by the committee is required to pass. The Authorization Page approval signatures must be original and in ink. Defenses may NOT be held during the last 3 weeks of the semester in which the student plans to graduate.

Graduation: Please see the WVSU website for graduation application requirements and due dates. Note that the graduation application is due prior to the semester in which you anticipate finishing your degree.

#### Steps in the Action Research Project\*

Define an Actionable Problem

Engage with Literature

Develop a Theory of Improvement

Develop Methods/Measures

(Dissertation Proposal happens here)

Implementation

Findings

Conclusions

Completion (dissertation and defense)

\*Steps of the Action Research Project and Proposal are detailed in LS 825. The above example was created to illustrate Participatory Action Research using an Operational Model.

#### Parts of the Dissertation\*

Chapter 1 – Introduction

Chapter 2 – Review of the Literature

Chapter 3 – Methods

Chapter 4 – Findings

Chapter 5 – Conclusions

\*These are described in more detail in the Dissertation Template and Manual.

## GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

In general, the use of Generative Artificial Intelligence (AI) is accepted and permitted within the program with appropriate attribution. Individual course instructors may choose to allow or to deny the use of AI in their individual classes. In academic work, appropriate citations are required for the ideas and contributions of others in all cases. Use of AI without proper attribution is academic dishonesty.

## INSTITUTIONAL REVIEW BOARD (IRB)

The West Virginia State University Internal Review Board (IRB) ensures the safety of human subjects participants in research conducted by university faculty, staff, and students. The board consists of faculty members from each of the four colleges, in addition to at least one member of the community who offers additional expertise. The IRB reviews research proposals] in order to determine their compliance with regulations set by the Department of Health and Human Services, and with any other applicable government and university policies. The IRB may require additional reporting by investigators after the onset of research and has the authority to suspend research projects that do not fully comply with standards protecting human and animal participants.

All research conducted by WVSU faculty, staff, and students must go through the IRB.

The IRB will determine such exemptions and will respond to all research projects within two weeks of the proposal.

For additional information on the WVSU IRB, please visit the following website:

<https://www.wvstateu.edu/research/institutional-review-board-by-daton.aspx>

## ADMISSION REQUIREMENTS

The following materials are required for application to the Ed.D. program:

- **APPLICATION FORM:** Complete the Application for Admission.
- **APPLICATION FEE:** An application fee of \$50 (resident) or \$75 (non-resident) must accompany each application for admission. The application fee cannot be waived or deferred and is not refundable.
- **TRANSCRIPTS:** Provide an official transcript from each college or university attended and degrees earned. Graduates of West Virginia State University must provide official WVSU transcripts. Transcripts must be sent directly from the institution to the EdD Program Director.
- **MASTERS DEGREE:** An earned Master's degree, with a GPA of 3.25 or above, is a prerequisite for admission to the program. Please provide proof of program completion.

- **STATEMENT OF PURPOSE:** Complete a 3-5-page Statement of Purpose, describing your professional work history, personal qualities, pertinent life experiences, aspirations, and awards/recognitions. Please consider the foundational tenets of the EdD in Leadership Studies program including fairness, diversity, and social justice as they relate to the Statement of Purpose criteria.
- **RESUME/CURRICULUM VITAE:** Submit resume or vitae documenting successful professional and educational experiences, community service and professional development. You are to include contact information, at least three personal references, and a detailed work history.
- **LETTERS OF RECOMMENDATION:** Three letters of recommendation are to be included with the application. At least two of the letters are to be professional affiliates and no more than one letter is of a personal relationship (family, clergy, community member, etc).
- **TEST SCORES:** If applicable, TOEFL scores will be submitted.
- *Interviews are planned during the admissions process. A department member will contact you with interview parameters and possible dates and times.*

## COURSE CREDIT TRANSFER

Students in the WVSU Ed.D. program may transfer no more than six semester hours of relevant course credit to the program. The transfer credit must be used in elective classes only. To be eligible for the credit transfer, the student must have earned a grade of "B" or better, the course(s) are relevant to the content of the program, replicate an existing WVSU course offering and reflect at least the same amount of course credit. Credit transfers must be requested in writing in a completed WVSU Application for Credit Equivalency Form to the Program Director, then Dean, for approval. The form will then be forwarded to the Office of the Registrar for application of requested credit hours.

## PERFORMANCE EXPECTATIONS AND GPA

Students are expected to display academic excellence throughout the program in disposition, writing, speaking and other communications skills. Work is expected to be completed in a timely manner and be of the highest quality, commensurate with expectations of the professors and University standards. A GPA of 3.25 or higher is expected throughout the program. Failure to perform to these standards will be communicated to the student by written notice and continued performance failure may result in suspension or exclusion from the program.

## INCOMPLETE GRADE

Because of the accelerated structure of this program, students will not progress with more than one incomplete grade. If a student fails to complete assignments or a class, a meeting with the Program Director will be arranged for appropriate action to assist the student to regain success. It is the duty of the student to communicate with the program faculty about current or potential issues that may arise.

## DOCTORAL STUDENT DISPOSITIONS

In addition to the WVSU Professional Dispositions for Graduate Students (below), doctoral students will exhibit knowledge and skills necessary for exemplary practice in leadership. Additionally, effective leadership calls for students to exhibit certain dispositions. Dispositions are personal attributes, beliefs, values, and inclinations or orientations that are evident in a leader's actions, demeanor, and approach to problems. The WVSU EdD program emphasizes fairness, diversity, and social justice. Students in this program demonstrate that they value and are committed to the following: 1. Fairness, diversity, and social justice, collaboration. 2. Networking with colleagues and stakeholders for organizational improvement. 3. Action research and the use of research literature for organizational problem-solving and decision-making. 4. Cultural proficiency in working with diverse coworkers, staff, and stakeholders and in promoting equity-based policies and practices. 5. Systemic reform using systems thinking as a change agent, with an interest in the big picture and large-scale improvement.

## STUDENT ORIENTATION

At the beginning of the program, the students be introduced to the program through participation in a student centered orientation consisting of social interaction with cohort members, Ed.D. staff and WVSU officials. This orientation will review academic requirements, social dispositions, and touring of technical resources for the program.

## TECHNICAL REQUIREMENTS

This is an online course, which means you are expected to be familiar with the university's learning management system (LMS), WVSU Online. If you are unfamiliar or uncomfortable with the WVSU Online, please contact the Center for Online Learning at 304-766-3300 to schedule training. Additionally, it means that you are expected and/or required to meet the minimum technical requirements for the course. You can access the WVSU Online log on from the WVSU Homepage or directly at <https://myonline.wvstateu.edu>.

### Login ID

Your username and password for WVSU Online is the same as your WVSU email log in information (i.e., everything before the @ sign in your email is your username). Example: If your email is [janedoe2@wvstateu.edu](mailto:janedoe2@wvstateu.edu), your username is janedoe2.

### Password

Your password is the same as the password for your WVSU email and myState.

If you cannot log in, try resetting your password at the [WVSU Change Password page](#).

Be sure to login to your WVSU Online course during the first day of class and resolve any technical issues immediately during the first day of class. There may be reading assignments, online assignments, quizzes, or discussion forums that will begin during the first couple of days of the semester. Unresolved technical issues after the first few days of class are not valid excuses for not completing assignments. All assignments and course interactions will utilize Internet technologies.



## Computer Requirements

This course requires that you have access to a computer that can access the Internet. It is important that you have access to a reliable high-speed Internet connection to be able to perform the required online activities of this course. It is also important that you have a backup plan for securing an Internet connection if your personal connection fails. Loss of Internet services is not an excuse for late assignment submission or for missing an exam. In addition, you need to make sure your computer is up-to-date with Java, Shockwave, Adobe Reader, and a current Web browser. These are free updates and should be done prior to the first week of class.

- You will need to have access to, and be able to use, the following software packages:
  - A web browser (Internet Explorer, Mozilla Firefox, Google Chrome, Safari)
  - Adobe Acrobat Reader (free)
  - Microsoft Word
  - Microsoft PowerPoint

If you do not own a copy of Microsoft Office and plan to use Open Office or another other word processing program instead, please be sure to save and upload all assignments in Microsoft WORD format or Rich Text Format (.rtf).

You are responsible for having a reliable computer and Internet connection throughout the course.

## Technical Assistance

Location of your course: <https://myonline.wvstateu.edu>

For technical assistance with WVSU Online, please submit a help request to the [COL Help Desk](#) via email at [col-helpdesk@wvstateu.edu](mailto:col-helpdesk@wvstateu.edu).

You may also contact the WVSU Center for Online Learning Monday through Friday during business hours. If you do not have editing access to your course or otherwise need assistance, please email us at [col@wvstateu.edu](mailto:col@wvstateu.edu) with the course name and section number.

## INTERACTION

The WVSU EdD in Leadership Studies was designed to include regular and substantive interactions from students to students and from students to instructors. For additional information, please see the following: <https://www2.ed.gov/policy/highered/reg/hearulemaking/2018/distandinnovfactsheet.pdf>

## GRADUATION

Please see the WVSU website for graduation application requirements and due dates. Note that the graduation application is due prior to the semester in which you anticipate finishing your degree. Students must successfully complete all program requirements prior to graduation. These include successful completion of all coursework, minimum overall GPA of 3.25, approval of proposal, approval of dissertation, successful dissertation defense, and electronic submission of dissertation.

# GRADUATE STUDENT HANDBOOK

WVSU offers an enriching and varied curriculum of Graduate Study programs. The Graduate Studies Council approved The Graduate Student Handbook which includes information such as the following: Student Resources, Graduate Student Rights and Responsibilities, BOG Policies, and the Graduate Student Complaint Process. The Graduate Student Handbook is available online:

<https://www.wvstateu.edu/academics/graduate-programs.aspx>

For more information, the Associate Provost, Dr. Micheal Fultz, West Virginia State University, 131 Ferrell Hall, Institute, WV, 25112 [mfultz@wvstateu.edu](mailto:mfultz@wvstateu.edu) or 304-766-3194.

## **Other useful handbooks that are available to you include:**

[WVSU Catalog](#): The catalog has a separate section for Graduate Studies with Graduate Program policies and also includes information on Academic Procedures, Grading Policies, Degree Requirements, and Areas of Study. The catalog includes information on Satisfactory Academic Progress with financial aid, attendance and registration policies, retractive adjustment to class registrations, academic probation and suspension, and grading policies including rules for getting an “I” incomplete grade.

[Emergency Procedures Guide/Safety Manual](#) : Detailing emergency procedures and emergency management materials.

## APPENDIX A – APPLICATION



# WEST VIRGINIA STATE UNIVERSITY

## WEST VIRGINIA STATE UNIVERSITY DOCTOR OF EDUCATION IN LEADERSHIP STUDIES

- **APPLICATION FORM:** Complete the Application for Admission online. Make sure the PDF copy of the document is saved before submission.
- **APPLICATION FEE:** An application fee of \$50 (resident) or \$75 (non-resident) must accompany each application for admission. The application fee cannot be waived or deferred and is not refundable.
- **TRANSCRIPTS:** Provide an official transcript from each college or university attended and degrees earned. Graduates of West Virginia State University must provide official WVSU transcripts. Transcripts must be sent directly from the institution to the EdD Program Director.
- **MASTERS DEGREE:** An earned Masters degree, with a GPA of 3.25 or above, is a prerequisite for admission to the program. Please provide proof of program completion.
- **STATEMENT OF PURPOSE:** Complete a 3-5-page Statement of Purpose, describing your professional work history, personal qualities, pertinent life experiences, aspirations, and awards/recognitions. Please consider the foundational tenets of the EdD in Leadership Studies program including fairness, diversity, and social justice as they relate to the Statement of Purpose criteria.
- **RESUME/CURRICULUM VITAE:** Submit resume or vitae documenting successful professional and educational experiences, community service and professional development. You are to include contact information, at least three personal references, and a detailed work history.
- **LETTERS OF RECOMMENDATION:** Three letters of recommendation are to be included with the application. At least two of the letters are to be professional affiliates and no more than one letter is of a personal relationship (family, clergy, community member, etc).
- **TEST SCORES:** If applicable, TOEFL scores will be submitted.
- *Interviews are planned during the admissions process. A department member will contact you with interview parameters and possible dates and times.*

**APPLICATION FOR ADMISSION**  
**Doctor of Education in Leadership Studies**  
**West Virginia State University**

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**PERSONAL DATA**

Date of application: \_\_\_\_\_ A# (if applicable): \_\_\_\_\_

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ MI: \_\_\_\_\_

Preferred First Name: \_\_\_\_\_

Current Address: Street or P.O. Box: \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_ County \_\_\_\_\_

Home Phone Number: \_\_\_\_\_ Cell Phone Number: \_\_\_\_\_

Email: \_\_\_\_\_

Permanent Address (if different): \_\_\_\_\_

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**Additional Personal Data** (Disclosure of additional personal data is **optional** and will in no way affect a decision concerning your application.)

Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_ Birthplace (State): \_\_\_\_\_

Preferred Pronouns: \_\_\_\_\_

Have you ever served in the U.S. Armed Forces? Yes \_\_\_\_\_ No \_\_\_\_\_

Are you eligible for veteran's benefits? Yes \_\_\_\_\_ No \_\_\_\_\_

**Emergency Contact Information (Optional).**

(Last, First, Middle): \_\_\_\_\_ Relationship: \_\_\_\_\_

Street or P.O. Box: \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_ County \_\_\_\_\_ Country \_\_\_\_\_

Home Phone Number: \_\_\_\_\_ Business/Other Phone Number: \_\_\_\_\_

Email: \_\_\_\_\_

**Ethnicity (Optional):**

Please check one of the following that best describes your ethnicity:

\_\_\_\_\_ Hispanic or Latino

\_\_\_\_\_ Asian

\_\_\_\_\_ Native American Indian or Alaska

\_\_\_\_\_ White

\_\_\_\_\_ Native Hawaiian or Other Pacific Islander

\_\_\_\_\_ Race/Ethnicity Unknown

\_\_\_\_\_ Black or African American

\_\_\_\_\_ Non-Resident Alien

\_\_\_\_\_ Resident Alien

**References:**

List the three (3) people you have asked to write letters of recommendation. They should be familiar with your educational and/or professional work and be able to evaluate your potential success as a doctoral student.

<u>Name</u>	<u>Position</u>	<u>Email Address</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Enrollment Data:**

Check here to acknowledge that you understand this program functions as a cohort and continuous enrollment is required.

State of Residency: \_\_\_\_\_ If resident of WV, how long have you lived in WV? \_\_\_\_\_

**Academic History**

College(s) Attended (Undergraduate):

<u>College/University</u>	<u>City</u>	<u>State</u>	<u>Date of Graduation</u>	<u>Degree</u>	<u>Major</u>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Have you ever been enrolled in school under any other name(s)? Yes \_\_\_\_\_ No \_\_\_\_\_

If so, please provide full name(s): \_\_\_\_\_

Are you a U.S. Citizen? Yes \_\_\_\_\_ No \_\_\_\_\_ If not, please indicate immigration status: \_\_\_\_\_

VISA: \_\_\_\_\_ (Include a copy of both sides of your I-551 card)

Have you been suspended or expelled for academic or disciplinary reasons? Yes \_\_\_\_\_ No \_\_\_\_\_

If you answered yes to the previous question, please attach an explanation of the incident which led to disciplinary action, the action taken, including date and official reason and other disciplinary actions.

If you have been suspended, are you currently eligible to return to that institution? Yes \_\_\_\_\_ No \_\_\_\_\_

**Application checklist:**

- I am enclosing official transcripts from the institutions where my degrees were earned.
- I have enclosed the \$50 (resident of WV) or \$75 (non-resident) graduate application fee.
- I have completed/am enclosing a written Statement of Purpose.
- I have uploaded /am enclosing a resume or curriculum vitae.
- I have uploaded/am enclosing/have requested three (3) letters of recommendation.
- I have requested an official score report for TOEFL, if applicable

**I certify that all statements in this application are complete and true and I give the aforementioned institutions permission to use this information for statistical and reporting purposes. I further understand that any willful misrepresentation of information given in this application may be grounds for denial of my admission or dismissal.**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please forward the complete application packet to**

Department of Leadership Studies  
ATTENTION: EdD Program Director  
West Virginia State University  
928C Wallace Hall,  
Box 1000, Institute, WV 25112

Note: West Virginia State University adheres to the principles of equal opportunity without regard to race, color, gender, age, creed, national origin or disability. This policy extends to all programs and activities supported by the University.

West Virginia State University, in adhering to its commitment to maintain a safe and tranquil environment and assist the members of the University Community to provide for their own safety, publishes and disseminates information by publishing Crime Statistics for the present and two previous calendar years. For information about crime statistics, please use the link: <http://www.wvstateu.edu/administration/public-safety2.aspx> For additional information, contact a Public Safety representative at (304) 766-3353 or Fax (304) 766-5193 or writing to Department of Public Safety, PO Box 1000, Campus Box 124, Institute, WV 25112-1000.

## APPENDIX B – FORMS

Financial aid: <https://www.wvstateu.edu/admissions/financial-aid.aspx>

Graduation and Commencement Information and Application:  
<https://www.wvstateu.edu/academics/commencement.aspx>

Registrar: <https://www.wvstateu.edu/academics/registrar/student-forms.aspx>

See the Registrar's website for student forms including Credit Equivalence Application Form, Withdraw Form, Change of Address Form, etc.

Additional forms are available at the Doctorate of Education in Leadership Studies website

- Proposal application
- Dissertation Chair form
- Dissertation Committee form
- Dissertation Template and Manual