**HOW TO ADVISE DOCTOR OF EDUCATION (EdD) CANDIDATES**

For College of Education Faculty Advisors

(Active links to online documents are highlighted below)

On behalf of the Doctoral Admissions and Policy Committee (DAPC), thank you for agreeing to serve as an advisor to candidates in the current EdD program. One goal of our EdD program is to provide a caring and supportive learning environment for the EdD candidates. In part, this goal is met through using a cohort model in which candidates learn and work together. In addition, we believe candidates develop a more personal connection to FGCU and our College of Education by having an individual advisor whom the candidates can call on to answer questions.

To assist advisors in carrying out their responsibilities, the DAPC offers group and/or individual training covering the topics listed below. In addition, we have a website for the EdD program that has forms and information both candidates and advisors may need.

The EdD website address is [http://coe.fgcu.edu/educationEdD/index.asp](http://coe.fgcu.edu/educationedd/index.asp). To access the [*Student Handbook*](http://coe.fgcu.edu/educationedd/eddhandbook.html) that includes specific advising information, click on the *Student Handbook* link on the bottom left menu on the EdD main website.

Below is a list of the major responsibilities of an EdD advisor:

**Complete a Plan of Study**

Each candidate must complete a *Plan of Study* signed by the advisor. The form for the *Plan of Study* is available in the [*Student Handbook*](http://coe.fgcu.edu/educationedd/eddhandbook.html). Part of the *Plan of Study* is to determine how a candidate meets (or will meet) the prerequisite skill areas listed in the admissions requirements. These prerequisites are not course based, although the requirements can be met through courses as listed in the [*Admissions Information*](http://coe.fgcu.edu/educationedd/admissions.asp) on the website. All admitted candidates have met the requirements prior to the admissions process, so all you will need to do is discuss with the candidate how they meet the prerequisites and then place that information in the *Plan of Study*.

**Transfer Credits**

Up to 27 semester credit hours may transfer into the EdD program from other regionally accredited institutions (such as SACS accreditation). We require at least 54 credit hours to be taken at FGCU. However, courses used in previous degree programs may not be transferred. Course substitutions are restricted by the following distribution, which must be completed at FGCU as part of the EdD program of study:

1. At least 15 hours in the core.
2. At least 6 hours in the concentration.
3. At least 9 hours in research and evaluation.
4. At least 3 hours in the cognate.

For example, since at least three credits of cognate classes must be taken at FGCU, a candidate may transfer up to two courses into the nine credit hour requirement. A limiting factor is a university requirement that all transfer courses must be within seven years of admission to the program.

**Selecting a Cognate**

A candidate’s *Plan of Study* includes nine credit hours in a cognate. Cognates are an important part of the EdD program to provide individualization and flexibility in a candidate’s curriculum plan to help him or her meet educational and/or career goals. The cognate classes can be taken inside the College of Education or another college. These classes may be 6000 or 7000 level courses.

Advisors should mentor candidates to help them chose a cognate area and courses that will assist them in their research and/or career goals. The cognate should be in one program area although this is not required since courses in different programs may serve to advance knowledge in a particular area of interest. Due to a problem in determining the scheduling of some courses outside the College of Education, candidates have found it easier to choose a cognate in the College of Education where we generally have regular course rotation schedules that are the same every year. So, for example, to see what will likely be offered in any future semester, you can check what was offered during the previous semester. Many candidates have chosen a cognate in their concentration area, while others have chosen a cognate in the other concentration. For example, a student with a concentration in Educational Leadership may choose to take a cognate in Curriculum & Instruction. Other example cognate areas are: reading, technology, special education, and courses focusing on English language learners.

**Selecting a Mentor for the Internship**

Advisors should help their advisee select a mentor for the candidate’s internship. Candidates may elect to split their internship into more than one location and therefore may have more than one mentor. Purposes of the internship include providing an opportunity for candidates to gain experience in their prospective career, building relationship networks where appropriate, and learning how to apply theory in practical settings. The [*Internship Manual*](http://coe.fgcu.edu/educationeds/files/Internship_Manual.final.pdf) will assist both advisors and students in this process. The advisor may need to meet with the candidate and a potential mentor. This process is outlined in the [*Internship Manual*](http://coe.fgcu.edu/educationeds/files/Internship_Manual.final.pdf) in more detail. Candidates work with the mentor, with the advisor’s approval, to develop a set of outcomes expected during the internship. A required form that is filed in the candidates EdD file is provided in the manual.

Example internship mentors may be senior administrators in the local school districts or in institutions of higher education. Many candidates plan to become university faculty and therefore they have elected to do some or all or all of their internship helping a faculty member at FGCU or another institution teach classes and/or work on research. An internship such as this would help the candidate meet part of the EdD residency requirement. Advisors should therefore be aware of the residency requirements for the doctoral degree that are:

1. Take the required coursework with the cohort during the course of one academic year, including successive fall, spring, and summer semesters.
2. Submit a proposal to present at an international, national, or regional professional conference under the guidance of an advisor. Presentation of paper if accepted is expected.
3. Participate in an approved project. Examples include, but are not limited to, the following:
	1. Co-teach a class at FGCU with a faculty member.
	2. Supervise interns with the assistance of a faculty member.
	3. Assist a faculty member in developing or redesigning a course.
	4. Collaborate with a faculty member on a quantitative or qualitative research project, which could be part of a program evaluation.

**Selecting a Chair and other Committee Members for the EdD Dissertation Committee**

Advisors will help select faculty members to be the chair or members of a candidate’s EdD dissertation committee before the candidate begins the development of a proposal. The chair of the dissertation committee could be the advisor, but does not need to be. The decision as to who becomes a candidate’s dissertation chair should be based on the faculty member who can best assist the student and a faculty member who agrees to do so. A required form for assigning the candidate’s EdD dissertation committee is included in the [*Student Handbook*](http://coe.fgcu.edu/educationedd/eddhandbook.html).

(Please feel free to contact Tom Valesky or any other member of the DAPC to clarify the information in this guide on *How to Advise EdD Candidates.)*