



# **Doctoral Student Handbook**

**Department of Educational Studies**

**Western Illinois University**

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**WESTERN  
ILLINOIS  
UNIVERSITY**



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## INTRODUCTION

### Vision

The vision of the Department of Educational Studies is to be one of the premiere educational leadership programs in the nation. To achieve our vision we will:

- Recruit a capable; diverse student body;
- Focus on continuous improvement of our program.
- Create a more meaningful clinical internship.
- Establish a series of knowledge and application assessments.
- Cultivate effective internal and external relationships.

### Mission

The mission of the Department of Educational Studies is to prepare transformational leaders who cultivate exemplary learning organizations. The department offers a comprehensive graduate academic program in educational leadership within which a student may earn a Master of Science in Education (M.S.Ed.), an Education Specialist (Ed.S.) degree, or a Doctorate of Education (Ed.D.) degree. The master's program concentrates on the general background and skills needed for entry into positions of educational leadership. Courses at the education specialist level expand this base and add elements that contribute to continued professional growth and those required, specifically, to qualify for the position of superintendent of schools. Each program of specialization is designed as an interrelated series of planned activities.

The faculty will strive to ensure that all program participants:

- Develop well-reasoned leadership beliefs and values;
- Possess effective problem analysis, information gathering, and decision-making strategies;
- Possess programmatic knowledge and skill;
- Have ability to effect change by building commitment to a course of action; Demonstrate effective interpersonal skills, the ability to recognize multi-cultural sensibilities, and the ability to deal with others tactfully;
- Act in accordance with relevant laws, rules and policies; and
- Develop knowledge and skill in public and media relations.

### History of the Program

The Department of Educational Studies has long been recognized for strong programs leading to certification as school principal and superintendent. The department has certified more than 2,000 principals and 600 superintendents since 1967 when Illinois began approval of administrator preparation programs. Also, the department offers the only alternative certification program for superintendents in Illinois. These programs have received National Recognition by the Educational Leadership Constituent Council (ELCC), the Specialized Professional Association for school leadership preparation programs. The Ed.D. degree

extends the department's other program efforts and, specifically, builds upon the Education Specialist program.

## PROGRAM

### Focus

Due to the rural setting for this regional university, the initial focus for the program was the challenges affecting rural school districts: funding, decreasing enrollments and school consolidations, time management, curricula updates, program evaluations, data analysis, strategic planning for continuous improvement, accountability, and *NCLB* compliance. As the program has continued to attract students from the metropolitan areas of the Quad Cities, Peoria, and Chicago, this has broadened to include urban and suburban school challenges.

Educational leaders prepared through our doctoral program will be able to collect, interpret, and communicate data on student performance; investigate, select, and implement performance-enhancing curricula; and recognize and utilize the political processes required to secure the resources needed to accomplish these initiatives.

### Objectives

Effective administrators in the region must acquire new skills if they are to become instructional leaders capable of improving the academic performance of school children in addition to the management skills that are required to operate effective schools. Owing to the program's distinctive commitment to theory, research, and practice, program graduates are expected to acquire the skills necessary to:

1. Promote the success of *all students* and facilitate the development, articulation, and implementation of a vision of learning that is shared and supported by the school community.
2. Ensure that schools are transformed into *centers of 21<sup>st</sup> Century learning*; that educators are prepared to meet the academic, social, and emotional needs of the millennial generation, and that every student has access to technology.
3. Create a *culture of inquiry* within their schools that scaffolds and embeds data-driven decision-making into every level.
4. Respond to the *political, social, economic, legal, and cultural context* of public education within their sphere of influence.
5. Anticipate how *economic and demographic changes* will influence their educational communities.
6. Build and sustain *coalitions* through collaboration with families and community members and by responding to diverse community interests and needs and mobilizing community resources.

7. Act with *integrity, fairness, and in the best interest of students*.
8. Practice *stewardship* through the efficient management of the organization, operations, and resources, including technology, while providing a safe and effective learning environment.

## **Admission Requirements**

The doctoral program is a cohort program that blends weekend classes and distance learning. The 83 semester hour program combines the 40 semester hour Educational Specialist degree with 43 semester hours of doctoral work. Candidates must have, or be eligible for, superintendent certification. All students will be school district administrators (principals, curriculum directors, assistant superintendents, or superintendents). Each applicant will provide evidence to the screening committee of continuous professional growth and development, as well as evidence of contributions made to the research base, to the growth of others, and to the improvement of student achievement.

## **Admission Process**

### Step 1 – Application to the School of Graduate Studies

Apply online for admission or readmission to the WIU School of Graduate Studies on the following web page:

[http://www.wiu.edu/graduate\\_studies/prospective\\_students/classification.php](http://www.wiu.edu/graduate_studies/prospective_students/classification.php)

### Step 2 – Application to the Educational Studies Department

Apply online to the Educational Studies Department: [Application to Program \(PDF\)](#)

Students applying for the Educational Leadership Doctorate Program will also submit the following:

- Letters of recommendation from: [Reference Form \(PDF\)](#)
  - Current Supervisor
  - Subordinate
- Full resume or vita
- GRE scores less than 5 years old (Verbal, Quantitative, and Writing)

### Step 3—Screening of Applications

#### Screening Committee:

A subcommittee of the Department of Educational Studies' Graduate Committee will conduct the initial screening. The screening committee will be comprised of two graduate faculty members from the Educational Studies Department. This committee will review the materials contained in all complete applications. The screening committee will then select candidates for interviews to seek a more complete image of the person's professional commitments and achievements.

#### Screening Process:

- a. Candidates will present a professional portfolio that highlights their leadership and professional accomplishments with an emphasis on data and results. The presentation should be approximately 20 minutes in length and may be presented via electronic format, video format, notebook configuration, or any combination of the aforementioned.
- b. During a 30 minute interview the candidates will respond to interview questions from the screening committee.

#### Selection Committee Recommendations:

The entire review process will carefully attend to the ultimate composition of each cohort. Faculty members within the Department of Educational Studies have long held that the richness of a cohort is enhanced by the diversity within the group. Consequently, the committee will remain vigilant regarding the central value of constructing a diverse cohort. Diversity considerations will include (but will not be limited to) ethnicity, gender, years of experience as a school administrator, and notable socio-economic and life experiences.

Having concluded its evaluation of candidates' qualifications, the screening committee will recommend up to 20 applicants to the faculty.

The faculty will review the recommendations of the screening committee and vote to accept or reject the applicants. If the Graduate Committee concurs with the recommendations, up to 20 names of successful applicants will be submitted to the WIU School of Graduate Studies. Should the Graduate Committee disagree with the recommendations, members of both committees will meet to secure a compromise on cohort composition.

#### **Steps for Admission**

- a. Application
- b. Initial screening of application
- c. Screening Committee interview
- d. Screening Committee Recommendation to the Educational Leadership Graduate Committee
- e. Notification of Acceptance
- f. Program of Study to Begin: EDL 700 and EDL 710

#### **Non-Degree Seeking Students and Transfer Credit**

Non-degree seeking students under normal circumstances will be prohibited from registering for doctoral level graduate courses in educational leadership. The cohort configuration of study establishes an initial starting and ending date for coursework that limits variable entry by non-degree seeking students.

Each student's request for transfer credit will be evaluated. Transfer credits are approved by the School of Graduate Studies or the Graduate Council only after the student has been admitted to candidacy for a degree. Petitions for transfer of graduate credit must be submitted to the School of Graduate Studies, and official transcripts recording the transfer of courses must be sent directly from the Registrar of that institution to the School of Graduate Studies. No course credit may be transferred unless the grade received was at least an A or

B. If approved by the department a student may transfer a maximum of nine (9) semester hours of approved graduate credit from an accredited institution.

When possible, and when in the best interest of the student, transfer semester hours will be recognized. The Doctoral Coordinator has the authority to refuse any course credit he or she judges to be irrelevant to the doctoral degree in educational leadership.

## **PROGRAM DELIVERY**

### **Cohort Model**

The program utilizes the Weekend Academy cohort model. Cohort programs provide a means of developing collaborative skills and serve to build a network that promotes program completion. Instruction will be delivered using traditional classroom instruction and multiple forms of telecommunication, including interactive video. On-line collaboration and personal reflective practice will facilitate the development of a learning community.

### **Applied Research Component**

Students in the program analyze issues related to improving student achievement. Ultimately, they develop and implement plans for school improvement in low-performing schools. The process begins with a detailed review of empirically-based research on effective schools and with research and dialogue around specific research questions. The research questions frame the students' two-year applied research engagement.

In the first year, students research the administrative practices of a high performing school or a school characterized by recent, significant academic improvement. Schools are chosen from the list of Blue Ribbon and Spotlight Schools, as identified by the Illinois State Board of Education (Appendix A). The case study will be developed by a team of students from the cohort. A final report will be presented to a faculty panel, which will provide feedback and coaching to the team. The final product will then be presented to the faculty and leadership of the host school.

In the second year, students work closely with a low-performing school. Using the skills previously described, each student will collaborate with the leadership of the low-performing school to conduct needs assessments and program evaluations, to match programs to needs, to acquire resources, to build coalitions at all levels (local, state, and federal), and to create infrastructures built on school data and scientifically-based research.

This practical application of research and theory to real-world questions will lead to the development of the student's final projects. These innovative efforts aim to impact the field by improving the educational experience of children.

### **Methods of Instruction**

Western Illinois University's proposed doctorate in educational leadership will make significant use of student-researched case studies. Case studies and inquiry-based learning offer real world experiences that hone students' thinking about complex issues. Faculty will lead students in connecting research and real school data, using high-performing schools in year one and low-performing schools in year two, through in-depth longitudinal case studies. These case studies will



investigate variables such as leadership decision-making processes; school culture and climate; social contexts of learning; use of data; reading, math, and science curricula; student assessments; and learning theory.

### **Curriculum Design**

The 83 semester-hour program (which includes the 40 hour Educational Specialist program) was designed using standards established by the National Policy Board for Educational Administration (NPBEA) and the Educational Leadership Constituent Council (ELCC). The philosophy of school leadership and the expectations regarding practice espoused by this body are evident in the content, sequence, and titles of the Ed.D. courses. The program's objectives are a direct extension of these standards and are visible in each constituent part (see Appendix A). Owing to the centrality of these standards in each of the Department's current programs and to the Ed.D. program's distinctive commitment to theory, research, and practice, program graduates will acquire the skills necessary to function as leaders in schools.

### **Doctoral Program Sequence**

#### Year One

EDL 700, Orientation to Doctoral Studies (2)  
EDL 710, Facilitating a Vision of Excellence (3)  
EDL 701 Quantitative Research (Statistics ) (3)  
EIS 701, Quantitative Methods in Program Evaluation (3)  
EDL 715, Research in Schools and Communities (1)  
EDL 711, Improving the Learning Environment and Instructional Program (3)  
EDL 715, Research in Schools and Communities (1)

#### Year Two

EDL 725, Introduction to Dissertation Studies (1)  
EDL 712, Managing the Organization, Operations, and Resources (3)  
EDL 715, Research in Schools and Communities (1)  
SPED 613, Families, Diversity and Social Issues (3)  
EDL 715, Research in Schools and Communities (1)  
EDL 725, Introduction to Dissertation Studies (1)  
IDT 756, Planning for Technology (3)  
EDL 715, Research in Schools and Communities (1)  
EDL 770, Comprehensive Examination (0)

#### Year Three

EDL 725, Introduction to Dissertation Studies (1)  
EIS 747, Politics of Education (3)  
EDL 790, Dissertation (9)

### **Catalog Description of Courses**

#### Educational Specialist Degree Courses

600 Organizational Leadership. (3) Synthesis of the several components of the Educational Leadership Program including evolution of thought and practice in educational administration; the

instructional, political and managerial roles of the educational executive; and the ethics of educational administration. Required for admission to candidacy.

617 Legal Aspects of Education Governance. (3) Selected problems and issues in school law. The case study method is used to examine relevant state and federal court decisions. Case law and state statutes are applied in assessing the legality of school district policies.

620 Superintendent and Educational Governance. (3) Instructional, managerial, and political roles of the chief school administrator and central office staff; school district organization and governance; relationships with federal and state governments; and the role and operation of the board of education.

622 Management of Administrative Personnel. (3) Selection, development, and appraisal of school administrators and supervisors.

623 Collective Bargaining in Education. (3) Historical development, processes, effects, and issues. Students participate in a simulated bargaining exercise which provides realistic experience in preparing for negotiations and selecting and utilizing appropriate table tactics.

627 School Business Management. (3) School district business administration policies and procedures essential to the conservation and effective utilization of funds, facilities, equipment, and personnel.

635 Educational Facilities. (3) Education facilities should support the educational program. Participants will evaluate existing facilities for program worthiness, structural barriers, handicapped accessibility, health and life safety code compliance, AHERA compliance, and structural integrity. Emphasis will be placed on remodeling of existing facilities, with some discussion on new construction.

640 The Educational Executive. (3) Theories of organizational leadership and their relevance for, and application to, schools and school districts; structural, human resources, political and symbolic approaches to leadership and change; and the development of interpersonal competence.

655 Internship. (2, repeatable to 6) Clinical field experience in the student's major area(s) of specialization under the supervision of a local school or school district administrator and a department faculty member. The internship requires a minimum of 75 clock hours of planned activity for each semester hour of credit.

660 Instructional Leadership. (3) Current images of leadership, leadership and management practices, school culture and contexts, and professional development as they apply to instructional leadership at the school and school district levels.

671 Curriculum Theory. (3) Learning-instructional-curriculum theories, curriculum philosophies, politics of curriculum policy, and future curriculum needs in the public elementary and secondary school.

681 Research in Educational Leadership. (3) Consideration of quantitative and qualitative procedures in reviewing and conducting educational research investigations. Students will consider the requirements of professional writing and prepare a research proposal or grant proposal.

EIS 607 Implications of Diversity for Educational Leaders (3) Rapidly changing demographic patterns hold implications for school policy. Effective educational leaders understand diverse cultures and communication styles, and practice collaboration and dialogue.

#### Doctoral Degree Courses

EDL 700, Orientation to the Doctoral Program (2) The course will be an introduction to the doctoral program. Department faculty will review the goals, expectations, course schedule, and programmatic requirements of the program. Students will complete their graduate degree plans, complete a literature review on the research on effective schools, and begin to develop a possible research agenda for their final project. The instructor of record for the course will serve as the cohort's advisor for the first two years of the program.

EDL701, Quantitative Research in Educational Leadership (3) This course will build upon students' prior experience in analysis, interpretation, and application of research data. The course addresses descriptive statistics, sampling theory, statistical inference, chi-square, correlation, regression, and analysis of variance using SPSS for analyzing data in educational settings.

EDL 710, Facilitating a Vision of Excellence (3) The focus of this course is to facilitate the development, articulation, implementation, and stewardship of a vision of excellence which is shared and supported by the school/community. Emphasis is placed on the leadership roles in school districts, state organizations and other service agencies.

EDL 711, Improving the Learning Environment & Instructional Program (3) This course emphasizes the role of exemplary superintendents and school leaders in advocating and nurturing a constantly improving learning environment and an instructional program based upon educationally sound principles of curriculum development, learning theory, and professional development.

EDL 712, Managing the Organization, Operations, and Resources (3) The emphasis of this course is managing the school organization, operations, and resources for a safe, efficient, and effective learning environment.

EDL 715, Research in Schools and Communities (1 repeatable to 5) In the five core courses in the program, students will be developing a case study of an effective school as denoted by the Illinois State Board of Education (Blue Ribbon Schools, Spotlight School). The focus of the study will be on the administrative practices that contribute to excellence.

EDL 725, Introduction to Dissertation Studies (1 repeatable to 3) (Offered for one semester hour, repeatable to a total of three semester hours) Students will register for one semester hour of credit during the Fall, Spring, and Summer semesters, for a total of three semester hours. This course, which covers the development of the research proposal, will be required of all students during their second year in the program. It will constitute the first three semester hours of the total 12 semester hours required for the dissertation.

EIS 701, Quantitative Research for Educational Leaders (3) The course examines the theory and assumptions behind descriptive and parametric statistics, including correlation, regression, analysis of variance, and path analysis. Learners will develop the ability to comprehend research literature and to correctly interpret and use district data, including standardized test results, to make defensible systemic change.

EIS 747, Politics of Education (3) The course provides a critical understanding of the role of

educational interest groups, school boards, professional educators, legislatures, courts, government agencies, and citizens in formulation and execution of educational policy. It includes the theory of educational politics and ethics at the federal, state, and local levels spanning curricular and assessment issues to school district consolidation and considers the impact of political forces on systemic school reform and leadership of school improvement.

ITT 756, Planning for Technology (3) This course focuses on the role of the school administrator in addressing issues and strategies for integrating technology in K-12 schools. Topics explored include the use of technology to support teaching and learning; the integration of technology into long- and short-term planning and budgeting; models for technology staffing, professional development, and on-going support; and alignment with state and federal technology initiatives and standards.

SPED 613, Families, Diversity and Social Issues (3) The unique social/emotional needs of families with children with disabilities and/or with children at-risk, the impact of poverty and other social stressors, and their specific research perspective will be explored with the aim of preparing informed leaders in educational settings.

EDL 770, Comprehensive Examination (0) At the end of the candidate's program of study through EDL 711, the student will be required to pass a written and/or oral comprehensive examination, at the discretion of the committee, covering a specific body of knowledge inherent in the program. Examination questions will be determined by committee members and selected from areas specific to the student's first and second yearlong block studies.

EDL 790, Dissertation (minimum hours, in addition to EDL 725) (9) This course requires a significant contribution of knowledge and a demonstration of proficiency in the integration of theory and practice involving the application of existing knowledge and/or results of individual research to an educational problem or situation.

## GRADUATION REQUIREMENTS

Students must complete each course with a grade of "B" or better or a grade of "S" for those courses graded *satisfactory/unsatisfactory*. The Ed.D. program must be completed within eight consecutive calendar years of the initiation of a doctoral student's coursework. In addition, before being awarded the degree, each student must satisfy the following programmatic expectations:

1. Successful completion of EDL 770, Comprehensive Examination, before a student may proceed to candidacy.
2. Successful completion of EDL 790, Dissertation.
3. Submission of an approved degree plan. [EDD Degree Plan \(PDF\)](#)

### Doctoral Comprehensive Examination

A candidacy examination is required of all students in the doctoral program. Early contact with the major advisor to discuss the exam is highly recommended.

Students have two opportunities to successfully complete the candidacy exam. If the first attempt is unsuccessful, the graduate committee will determine the appropriate remediation. The outcome of

the second attempt is final. Students must be enrolled for at least one credit hour in the term in which they take their candidacy exam.

Students are admitted to candidacy following successful completion of the examination and may begin to enroll in EDL 790, Dissertation. If they have not already done so, students must select a dissertation chair within the first semester after admission to candidacy.

### **Dissertation Chair and Committee**

Upon admission to candidacy and prior to beginning work on the dissertation, students will be invited to give their preferences for their dissertation chairs during the second EDL 725 class. The Chairperson of the department will verify the final assignment of the chairperson of the committee during the third EDL 725 class. With the selected chair's advice, a dissertation committee consisting of a minimum of three additional members will be assembled. At least two members of the committee must be senior members of the graduate faculty. The Dissertation Chair Appointment Form must be on file at the Graduate School by the end of the first term of registration for EDL 790. The candidate is expected to work closely with the chair and committee members at all times, first to achieve acceptance of a research proposal, then as the research is conducted and reported. At least three of the members must be from the Ed. Studies department. This process should be completed during the term that comprehensive exam is conducted.

A candidate who wishes to include a committee member (fifth member) from outside the university must provide documentation of the person's academic rank (must hold a doctorate), his/her contributions to the field of expertise that he or she is being recruited for, and a statement of commitment to attend required committee meetings. This person must have the IRB NIH or CITI certification from WIU or his/her home institution. This documentation will be presented to the Doctoral Coordinator prior to committee approval.

The appropriate form for assembling the committee must be submitted by the candidate to the Chair. The Chair must then collect signatures of the members and submit the form to the Dept. Doctoral Secretary who will forward this form to the Graduate School. [Committee Approval Form \(PDF\)](#)

If there is a deletion or addition to the students committee, the following form must be filled out and submitted to the Department Doctoral Secretary. [Dissertation Committee Addition/Deletion/Change Form \(PDF\)](#)

### **Proposal and Oral Defense**

Once a candidate has completed chapters one through three to the satisfaction of the Chair, a defense will be scheduled. A bound copy of the document must be presented to the committee members within at least two weeks ahead of the defense date. An IRB will be prepared by the student and Chair and approved by the Office of Sponsored Projects before research in field takes place. The candidate must complete this step before collecting data or any kind. Appropriate forms will then be submitted to the Institutional Review Board Administrator at WIU. [IRB Form](#)

### **Dissertation and Oral Defense**

A dissertation represents a substantial contribution to knowledge in the candidate's major field of study. Candidates for the doctoral degree are expected to conduct original scholarship appropriate to the field of Educational Leadership and to communicate the results of their research effectively. Following completion of the written dissertation and with the approval of the dissertation committee, a public presentation of the research is scheduled, followed immediately by an oral defense of the dissertation. This final examination of the candidate and the research is conducted by the dissertation committee, in accordance with the guidelines of the Graduate School. Successful completion of the oral defense is usually the final major step prior to graduation.

The guideline for the sequence of activities would be for the candidate to present the proposal in one academic term (Fall or Spring) and defend the final dissertation in the next or subsequent term. Any exception to this guideline would need to be approved by the Chairperson in advance for the final defense. The general guideline is that defenses will not be conducted during faculty non-contract periods.

### **Continuous Enrollment**

There must be continuous registration from the time of dissertation proposal approval until degree completion. Candidates must register for credit hours, e.g., a course, dissertation hours, or dissertation audit hours, while completing the dissertation.

Any candidate who wishes to alter his/her program must apply for an exemption from the Doctoral Coordinator and have the exemption approved by the faculty.

### **Time to Complete Degree/Revalidation of Courses**

The work required for a graduate degree must be completed within six consecutive calendar years for master's and specialist students and eight consecutive calendar years for doctoral students, including transfer courses. Students may petition the Graduate Council for an extension of time for outdated courses. Evidence must show that such courses have been revalidated by examination or some other means as determined by the department. Transfer courses must be revalidated by instructors from the credit-granting institution. Graduate courses with grades of C or lower may not be revalidated. With the approval of the departmental graduate committee, courses which are outdated (more than six years old for master's and specialist degrees or more than eight years old for doctoral degrees) will not be included in the calculation of grade point average once an extension of time has been granted.

### **Degree Completion**

If the dissertation is deposited according to the deadlines, degree completion is posted for that semester, and the student is eligible to participate in the commencement for that semester. Those completing their degrees in August are eligible to participate in the December commencement. The dates on the front matter will reflect the month and year of graduation. [Application for Graduation \(PDF\)](#)

If the deadlines cannot be met, and the dissertation completion is postponed, degree completion would be for the following semester/term. Procedures for submitting the final dissertation in proper form, format and content to Proquest will be facilitated by the Doctoral Secretary.

## **Submission Process**

The Doctoral Program Secretary will check the final copy for the following items:

1. Front matter.
2. Proper format for presentation (margins, page numbers, tables, reference list.).

Any errors on the presentation of the paper will result in it being returned to the Chairperson of the Committee. The submission process is outlined below.

1. Submit the final copy to Proquest in PDF format.
2. Select the number of copies requested at the time of payment and submission made to Proquest.
3. The Graduate School pulls a copy from Proquest to check for accuracy.
4. The student is notified of any errors that need to be corrected. The corrected copy is re-submitted to Proquest in PDF format. This process facilitated by the Doctoral Program Secretary.
5. Three copies of the dissertation will be provided by the candidate at his or her cost: One for the Department Library, one for the Malpass Library, and one for the Chairperson of the Committee. Additional copies may be ordered by the candidate.

## **APPENDIX A**

### **National Policy Board for Educational Administration**

Standards for Advanced Programs in Educational Leadership  
for Principals, Superintendents, Curriculum Directors, and Supervisors  
January, 2002

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.



## APPENDIX B

### Glossary of Terms and Acronyms

**ABD:** All But Dissertation, slang referring to an individual who has completed all requirements in a doctoral program except the dissertation and, therefore, has not attained the doctoral degree.

**Academic Advisor:** a faculty member with Graduate Faculty status who is appointed by the Graduate Committee to advise, guide, and counsel the student throughout their doctoral program of study.

**Admission to Candidacy:** Occurs when a student has completed all of the requirements for the degree up to and including the comprehensive examination; the student is said to be a candidate for the doctoral degree at this time. The student may then begin collaborating with his or her dissertation chair.

**COEHS:** College of Education and Human Services

**Comprehensive Examination:** An examination covering all courses completed in the doctoral program. Successful completion of the comprehensive examination is required for admission to candidacy for the Ed.D. degree.

**Dissertation:** The document presenting the student's research as evidence of his or her ability to contribute to the research literature in the field of educational leadership.

**Dissertation Advisor:** The faculty member from the Department of Educational Studies who works directly with the student in the preparation of the dissertation. This may be the same person who serves as the Academic Advisor. This individual must hold the rank of graduate faculty. An individual who has not achieved this status may serve as co-chair.

**Doctoral Committee:** A minimum of three graduate faculty members, of whom two are members of the Educational Leadership faculty, selected by the student with guidance from the Committee Chair.

**Ed.D:** Doctor of Education

**GPA:** Grade Point Average

**IRB:** Institutional Review Board, the group of individuals who review research proposals to determine whether the execution of the research poses any danger to any individuals or liability to the University.

**Office of Sponsored Projects:** The university office that monitors research and grant projects. This office houses the IRB.

**Proposal:** A plan for the dissertation, consisting of the first three chapters of a five or six chapter dissertation.

## APPENDIX C

[Graduate School Dissertation Process and Forms](#)

[Dissertation Proposal Form \(PDF\)](#)

[Intent and Authorization to Defend the Dissertation Research \(PDF\)](#)

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