



Educational Leadership Doctoral Student Handbook

School of Education

Western Illinois University

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**WESTERN
ILLINOIS
UNIVERSITY**

EDUCATIONAL LEADERSHIP EDD PROGRAM FACULTY

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INTRODUCTION

Vision

The vision of the Educational Leadership programs are 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; and
- Cultivate effective internal and external relationships.

Mission

The mission of the Educational Leadership programs are 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 on 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 Ed.D. degree extends the department's other program efforts and, specifically, builds upon the Education Specialist program.

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 the 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 Educational Leadership programs have long been recognized for strong programs leading to certification as school principal and superintendent. The department has certified more than 2,200 principals and 700 superintendents since 1967 when Illinois began approval of administrator preparation programs. These programs have received National Recognition by the Educational Leadership Constituent Council (ELCC), the Specialized Professional Association for school leadership preparation programs. The first doctoral cohort began in 2001.

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, and accountability. As the program has continued to attract students from the metropolitan areas of the Quad Cities, Peoria, and the Chicago area, 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 students in addition to the management skills that are required to operate effective schools and school districts. 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 21st Century learning*; that educators are prepared to meet the academic, social, and emotional needs of the current generation of students, 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 degree is 60 semester hours. As of Fall 2016 students in our superintendent licensure program can utilize up to 24 s.h. of coursework towards their doctoral degree. The degree has two options: 1) Option 1: PreK-12 and 2) Option 2: Post-Secondary.

A majority of our candidates have or are eligible for, superintendent licensure. Additionally, the vast majority of our students are 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: Complete the EDL doctoral program application.

Step 2: Request two references using the reference form

Step 3: Submit your resume/vita

The application, references and resume can be scanned and emailed to Lora Wolff (ll-wolff@wiu.edu) or FAXED (309-298-2222) or mailed to Lora Wolff; Horrabin Hall 115, Western Illinois University, One University Circle, Macomb IL 61455.

Step 4: Apply online to the Graduate School. http://www.wiu.edu/graduate_studies/

Step 5: Send official copies of your transcripts for all undergraduate and graduate coursework to the graduate school. You do **not** need to request WIU transcripts. Additionally, if you have not taken any coursework since you last attended WIU, you do not need to send new transcripts. Transcripts need to be sent to: School of Graduate Studies-Admissions, Sherman Hall 116, Western Illinois University, Macomb, IL 61455.

Step 6: Schedule your interview (face-to-face or via video-conferencing)

Step 7: Prepare your educational leadership portfolio.

Step 8: Complete your interview, writing sample, and share your leadership portfolio.

Step 9: Submit GRE scores.

Screening Committee:

A subcommittee of faculty in the Educational Leadership's graduate program will conduct the initial screening. The screening committee will be comprised of two graduate faculty members from the Educational Leadership program. This committee will review the materials contained in all complete applications and conduct 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.
- a. Candidates will interview with two Educational Leadership faculty members.
- b. Candidates will submit a writing sample.

Selection Committee Recommendations:

The entire review process will carefully attend to the ultimate composition of each cohort. Faculty members within the Educational Leadership programs 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 leader, 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 Educational Leadership faculty 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. Program Application
- b. Apply to the Graduate School
- c. Initial screening of application
- d. Screening Committee interview
- e. Review of all application materials
- f. Recommendation to the Educational Leadership program faculty
- g. Notification of Acceptance
- h. Program of study begins

Non-Degree Seeking Students

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.

Transfer Credit

Each student's request for transfer credit will be evaluated by the doctoral coordinator. 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 educational leadership program faculty, a

student may transfer in up to 12 semester hours of graduate credit from an accredited institution. If approved by the educational leadership program faculty, a student may petition the graduate school to transfer a maximum of 21 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.

Curriculum Design

The 60 semester-hour program (which can include the 24 semester hours from the superintendent licensure and/or 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 current educational leadership 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 educational leaders.

Doctoral Program Sequence

The Doctorate in Education (Ed.D.) degree in educational leadership requires a minimum of 60 semester hours.

I. Doctoral Core Courses: 12 s.h.

EDL 710 Global Perspectives in Leadership (3)
EDL 711 Transforming Educational Organizations (3)
EDL 712 Managing Organizational Resources (2)
EDS 747 Education for Social Justice: Politics, Ethics and Policy (3)
EDL 700 Introduction to Dissertation Studies (1)

II. Research Core: 9 s.h.

EDL 682 Field Studies in Qualitative Research (3)
EDL 701 Quantitative Research and Statistics I (3)
EDS 702 Quantitative Research and Statistics II (3)

III. Dissertation Core: 18 s.h.

EDL 715 Introduction to Dissertation Studies I (3)
EDL 725 Introduction to Dissertation Studies II (3)
EDL 770 Comprehensive Examination in Educational Leadership (0)
EDL 790 Doctoral Research and Dissertation (12)

IV. Directed Electives: 9 s.h.

Electives to be selected in consultation with student's advisor.

V. Select one option: 12 s.h.

A. PreK-12 Education Option

EDL 600 Evaluating Educational Programs (3)
EDL 622 Human Resources Leadership (3)
EDL 640 The Educational Executive (3)
EDL 671 Learning Systems Leadership (3)

B. Post-Secondary Option

EDL 557 Special Problems in Educational Leadership (3)
EDS 570 Seminar in College Teaching (3)
EDL 600 Evaluating Educational Programs (3)
EDL 72) Coalition Building (3)

Catalog Description of Courses

EdS/Superintendent Licensure Courses Aligned to the EdD

600 Evaluating Educational Programs. (3) This course focuses on organizational leadership of the school district particularly on evaluating the wide range of educational programs offered. Various aspects of instruction, politics, policies, law, professional development, and ethics are explored as they relate to program evaluation.

620 Policy, Influence and Educational Governance. (3) The course focuses on the 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 Human Resources Leadership. (3) This course focuses on human resources in a school district including evaluation of staff, remediation of employees, administrative leave of absence, termination of employees, human resources policies, employee benefits, and legal issues related to human resources in an educational environment.

623 Collective Bargaining. (1) Historical development, processes, effects, and issues are discussed related to collective bargaining in educational institutions. 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. (1) Education facilities should support educational programs. Participants will evaluate existing facilities for program worthiness, structural barriers, handicapped accessibility, health and life safety code compliance, AHRA compliance, and structural integrity. Emphasis placed on remodeling existing facilities, with discussion on new construction.

640 The Educational Executive. (3) The course focuses on 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.

671 Learning Systems Leadership. (3) This course focuses district-level curriculum, instruction and assessment including theories, philosophies, policies, leadership practices, and school culture as they apply to leadership at the school and district level.

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.

699 Independent Study. (1-6, repeatable to 6) Investigation of a specific topic related to the student's major interest or area of study. A substantial written report or project is required. Reserved for students working at the education specialist level. Students enrolling in independent study should contact the Department for special guidelines and instructions. Degree and certification candidates may receive credit toward program requirements to a maximum of 6 semester hours with the permission of their faculty program advisors.

Prerequisites: Completion of contract and permission of the instructor.

EDS 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. This course will provide resources necessary for administrators to establish themselves as facilitators who offer an inclusive educational vision for the community. *Prerequisites: EDAD 600, EDAD 640, and admission to candidacy in the Education Specialist program, or permission of instructor.*

Doctoral Level Courses

EDL 682 Field Studies in Qualitative Research. (3) Students will demonstrate mastery of qualitative research methods and tools (e.g., observation, interviews, focus groups, open-ended surveys, and coding) including their ability to collect and analyze qualitative data and to generate a qualitative research report.

EDL 700 Seminar in Doctoral Studies. (1) The course is an introduction to the doctoral program in educational leadership. The seminar will focus on critiquing dissertations along with the steps in the dissertation process from coursework to library utilization to proposal to conducting research to successful defense.

EDL 701 Quantitative Research and Statistics I. (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.

EDS 702 Quantitative Research and Statistics II. (3) This course builds upon students' knowledge and skills in Quantitative Research and Statistics I. The course addresses factorial ANOVA, repeated measures of ANOVA, multiple regression, and reliability analysis to prepare students for reading research and for conducting doctoral research. *Prerequisite: Acceptance into the Ed.D program in Educational Leadership.*

EDL 710 Global Perspectives in Leadership. (3) The focus of this course is to facilitate the development, articulation, implementation, and stewardship of a vision of excellence from state, national and global perspectives. Emphasis is placed on learning, leading, and becoming a culturally competent educational leader with a global perspective.

EDL 711 Transforming Educational Organizations. (3) Examines the role of exemplary leaders in transforming and improving educational organizations. Change dynamics, historical and current leadership theories, application of educational leadership models, and reflection on students' leadership styles is a focus as it relates to the learning environment.

EDL 712 Managing Organizational Resources. (2) The emphasis of this course is on managing educational organizations including the operations of the organization and its resources.

715 Introduction to Dissertation Studies I. (3) This course is designed for students to develop and apply knowledge of research methods and methodology from their quantitative and qualitative research courses to develop a dissertation research prospectus which will be presented and approved by the dissertation committee. *Prerequisite: EDL 701, EDS 702, and EDL 682.*

720 Coalition Building. (3) The emphasis of this course is on building coalitions with a wide range of constituencies including employees, students, families, community members, and local, state, and federal agencies, responding to diverse interests and needs, and mobilizing resources to build coalitions.

725 Introduction to Dissertation Studies II. (3) This course focuses the development of a well-defined review of the literature (Chapter 2) for the student's dissertation prospectus. Topics include finding, reviewing, analyzing, synthesizing and organizing the literature along with writing, editing, and revising skills. Graded S/U. *Prerequisites: EDL 715.*

770 Comprehensive Examination in Educational Leadership. (0) The student is required to pass a written and/or oral comprehensive examination, covering a specific body of knowledge inherent in the program. The Comprehensive Examination must be satisfactorily completed before admission to candidacy. Graded S/U. *Prerequisites: Completion of EDL 682, 701, 710, 711, 712, 715, and 725; completion of EDS 702, 747. Students may be concurrently enrolled in another doctoral level class with EDL 770.*

790 Doctoral Research and Dissertation. (1–3, repeatable to a minimum of 12) A significant contribution of knowledge to an educational problem or situation. Graded S/U. *Prerequisite: Approval of a prospectus by the dissertation committee.*

EDL 557 Special Problems in Educational Leadership. (3) Students are provided opportunities to apply a problem-solving approach to the solution of specific educational problems applicable to the school setting. Degree candidates may receive credit toward program requirements only with the permission of their faculty program advisors.

EDS 570 Seminar in College Teaching. (3) Designed to prepare those interested in higher education instruction. Topics will address ethical issues, instructional strategies, and other components for effective practices.

EDS 702 Quantitative Research and Statistics II. (3) This course builds upon students' knowledge and skills in Quantitative Research and Statistics I. The course addresses factorial ANOVA, repeated measures of ANOVA, multiple regression, and reliability analysis to prepare students for reading research and for conducting doctoral research. *Prerequisite: Acceptance into the Ed.D program in Educational Leadership.*

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 (12 s.h.), Dissertation.
3. Submission of an approved degree plan.

Doctoral Comprehensive Examination

A candidacy examination is required of all students in the doctoral program.

Students have two opportunities to successfully complete the comprehensive exam. If the first attempt is unsuccessful, the Educational Leadership faculty 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 comprehensive 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 EDL 715 or EDL 725 class. The Chairperson of the department will verify the final assignment of the dissertation chair. With the selected chair's advice, a dissertation committee consisting of a minimum of three additional members will be assembled. The chair and at least two members of the committee must teach in the Educational Leadership program and be members of the graduate educational leadership faculty. 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. 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 dissertation chair. The dissertation chair must then collect signatures of the members and submit the form to the doctoral coordinator who will forward this form to the Graduate School. The Dissertation Committee Form must be on file at the Graduate School by the end of the first term of registration for EDL 790.

If there is a deletion or addition to the students committee, the Dissertation Committee Addition/Deletion/Change Form must be filled out and submitted to the Doctoral Coordinator who will forward it on to the Graduate School.

Proposal and Proposal Presentation

Once a candidate has completed chapters one through three along with the front matter and back matter to the satisfaction of the dissertation chair, a presentation will be scheduled. A bound copy of the document must be presented to the committee members within at least two weeks ahead of the proposal presentation date.

An IRB will be prepared by the student and dissertation 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. The IRB and other supporting information is submitted by the dissertation chair on behalf of the student.

Generally, the IRB is submitted after acceptance of the proposal by the dissertation committee.

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 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 dissertation chair 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 at least one (1) credit hour (e.g., a course, dissertation hours) during the fall and spring semesters 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 educational leadership 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 doctoral faculty, 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 to ProQuest 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.

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 coordinator.

Doctoral candidates are expected to participate in graduation ceremonies.

Submission Process

The dissertation student and the student's chair should follow 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 downloads 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.
5. Three copies of the dissertation will be provided by the candidate at his or her cost: one for the Educational Leadership Library, one for the Malpass Library, and one for the Dissertation Chair. 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 Leadership 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 (plus front matter and back matter) 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)

Dissertation Approval Form (PDF)

Survey of Earned Doctorates (PDF)

Dissertation Guidelines