



**Educational Leadership:
Organizational Justice, Equity & Inclusion Track**

Doctoral Student Handbook

School of Education

Western Illinois University



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Introduction

The Educational Leadership Program at Western Illinois University offers a Doctorate in Education (Ed.D.) degree for practicing administrators, educational leaders, curriculum and instruction leaders, as well as current and aspiring leaders interested in creating a more just and equitable future in a variety of organizational, community, non-profit, and educational settings. Educational leaders who wish to make a difference in their educational institution, community, regional office, non-profit agency or organization will find the doctoral course of study and research component powerful tools in improving organizational effectiveness and performance. Doctoral classes are offered in various communities by zoom videoconferencing, hybrid and face-to-face instruction. Faculty support for student research and advising is offered at in all formats.

Students choosing the Organizational, Justice, Equity, & Inclusion track of the Educational Leadership Ed.D. emerge ready to enact practices toward more equitable, inclusive, and socially just communities and to take on a variety of roles including:

- Change-agents in primary and postsecondary educational institutions, districts, and schools
- Diversity and Inclusion Coordinator, Specialist or Officer in the private or public sectors
- Equity and inclusion-focused educational researchers and instructors
- Teacher-researchers with diversity, equity, and inclusion expertise

Vision:

The interdisciplinary Ed.D. option in Organizational Justice, Equity, and Inclusion aspires to achieve global distinction as incubators of leaders with a deep sense of social justice and change agents. This aspiration is premised on providing an excellent scholar-practitioner educational experience that creates forward-looking critical students imbued with confidence, engaged in deep learning, creating value to other people based on acquired knowledge, highly motivated, possessing a positive and creative mindset, a persuasive communication ability, an value-driven motivation and drive, and a tenacity of purpose and problem-solving.

Mission:

The Educational Leadership: Organizational Justice, Equity, and Inclusion track is designed for current and aspiring leaders interested in creating a more just and equitable future in a variety of organizational, community, non-profit, and educational settings. Our theory-in-practice (or praxis) focus equips scholar-practitioners to effectively lead change within organizations.

Student Learning Outcomes:

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 educational programming 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 effectively and tactfully deal with other leaders;
- 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 program has long been recognized for providing quality, student-focused instruction leading to certification as school principals and superintendents. 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.

In 2020 the Organizational Justice Equity and Inclusion track was launched under the leadership of Dean, Dr. Francis Godwyll and two senior professors, Dr. Stuart Yager and Dr. Tracy Davis, and in consultation with experts in the field like professor emeritus Dr. J.Q. Adams. The initial cohort of 36 students represent 8 countries and wide range of diverse ethnic backgrounds.

Student Testimony:

Testimony from Kisha Grant, a member of the initial cohort:



"The Organizational Justice, Equity and Inclusion Doctoral Track of the Educational Leadership Program at Western Illinois University has brought together a community of learners in a knowledge climate that has been one of the most meaningful and intellectually stimulating experiences I have had in my many years as a student and professional.

Evidently, much time and thought have gone into designing this program to make it tailored to our distinct real-life experiences as practicing professionals, and in the advancement of our careers; while at the same time ensuring that it is responsive to the times and demands of the emergent social climate.

This innovative doctoral program is miles ahead of the learning curve in current studies, praxis in leadership and social justice and can only augur well for action-oriented leaders, competent and fortified to make a difference in our spheres of influence, in pursuit of a more understanding and just world."

— Kisha Grant, Doctoral Candidate
Grenada's High Commissioner to the United Kingdom and South Africa

Admission Process:

The doctoral program is cohort-based and blends weekend classes and distance learning. The degree is 60 semester hours. The doctoral program faculty at Western Illinois University expect cohort students to enter with the prerequisite knowledge, skills and dispositions of an effective leader. Applicants should complete the following steps in the admissions process:

1. Apply for admission to the doctoral program simultaneously with admission to the WIU School of Graduate Studies. Applications for admission to the School of Graduate Studies must be made using forms obtained online at [wiu.edu/grad](http://www.wiu.edu/grad). Departmental admission application forms should be obtained directly from the Educational Leadership Program online at <http://www.wiu.edu/coehs/education/grad/eddel/> (*please note that the PK-12 track and Organizational Justice, Equity & Inclusion applications vary slightly*).
2. Request official transcripts (one copy of each) documenting bachelor's degree and all graduate-level coursework attempted be sent directly to the School of Graduate Studies from the credit-granting institution. Transcripts must document completion of a master's degree in Educational Leadership (or equivalent).
3. Request references from at least two individuals who are familiar with the applicant's professional work.
4. Complete a short writing sample.
5. Submit a complete résumé or curriculum vitae to the Educational Leadership Program.
6. Schedule either a zoom or face-to-face interview.

Each applicant will be interviewed by an Organizational Justice, Equity, & Inclusion track Coordinator or a member of the of the Educational Leadership Program faculty screening committee to review application materials and discuss the applicant's academic and career objectives.

Tracy Davis or Stu Yager, OJEI Doctoral Coordinators
Western Illinois University
Horrabin 81
Macomb, Illinois
(309) 298-1183

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 at least 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.

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 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.

Steps for Admission:

- a. Program Application
- b. Apply to the Graduate School (One year prior to admission, priority given to Feb. those who apply by February 15)
- c. Initial screening of application (begins February 15 each year)
- d. Screening Committee interview (Spring semester prior to Fall admission)
- e. Review of all application materials
- f. Recommendation to the Educational Leadership program faculty
- g. Notification of Acceptance (rolling admissions, typically notified by June 1)
- h. Program of study begins (Fall)

Non-Degree Seeking Students:

Non-degree seeking students are generally 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. Contact the Program Coordinator to request an exception.

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

Curriculum Design:

The 60 semester-hour 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 educational 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 option: 12 s.h.

Organizational Justice, Equity & Inclusion Option

EDL 557 Special Problems in Educational Leadership (3)
EDS 570 Seminar in College Teaching (3)
EDL 600 Evaluating Educational Programs (3)
EDL 720 Coalition Building (3)

Catalog Description of Courses:

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 **600**

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.

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.*

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.

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.

EDL 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.*

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 after successfully completing the comprehensive examination. The respective doctoral track/program coordinator(s) will verify

the final assignment of the dissertation chair. With the selected chair's advice, a dissertation committee consisting of a minimum of two additional members will be assembled.

For Organizational Justice doctoral candidates, dissertation committee membership may include faculty from other departments or programs within the COEHS with the recommendation of the EdD coordinator, approval by the Director of the School of Education, and the Dean of the COEHS or designee. In addition, dissertation committee membership may include faculty outside of the WIU COEHS with the recommendation of the EdD Coordinator, approval by the Director of the School of Education, and the Dean of the COEHS or designee.

Doctoral candidates are 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.

A candidate who wishes to include a committee member from outside the university must provide documentation of the person's academic rank (must hold a doctorate), their contributions to the field of expertise for which they are being recruited, 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 their dissertation chair. The dissertation chair must then 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.

The typical Dissertation Committee will ideally be made up of three members, namely;

- A Chair – who acts as the main advisor of the student, coordinates all paperwork and processes involved in this phase of the student's work
- A Content Expert – who must have demonstrated mastery in the academic discipline related to the research interest area of the student as depicted by the underlining proposed topic of study the student
- A Methodologist, who shall have demonstrated mastery in the methodological approach proposed by the student in alignment with the proposed topic of study by the student.

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 proposal presentation will be scheduled: [See Guidelines for Preparation and Submission of Electronic Theses and Dissertations](#). A bound copy of the document (or an electronic version if committee members agree) 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 of any kind. Appropriate forms will then be submitted to the Institutional Review Board Administrator at WIU. The IRB and other supporting information are 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 or organizational leadership and to communicate the results of their research effectively. The 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 general guideline for completing a dissertation is for the candidate to present their 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. It is also customary that dissertation 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

Western Illinois University School of Graduate Studies

Dissertation Process & Guidelines

1. Establish the dissertation committee per departmental requirements - [Dissertation Committee Approval Form](#).
2. If a committee change is necessary, must submit [Dissertation Committee Addition/Deletion/Change Form](#).
3. Obtain approval from the Office of Sponsored Projects if using human subjects.
4. Submit [Dissertation Proposal](#) form.
5. Complete dissertation and review [Dissertation Guidelines, Formatting, & Check-list](#)
6. Submit [Intent and Authorization to Defend the Dissertation Research](#) form.
7. Defend dissertation.
8. Submit dissertation to www.etsadmin.com/wmill for formatting review by the Graduate School. For the latest ETD fees, go to www.etsadmin.com/wmill. Submission fee includes one bound copy for the WIU library. If the thesis or dissertation is to be copyrighted, an additional fee is required. The signed approval page can be included in your submission or sent to the School of Graduate Studies.
9. Complete formatting changes required by the Graduate School.
10. Submit [Dissertation Approval](#) form to the Graduate School.
11. Receive approval of dissertation from the Graduate School.
12. The Graduate School submits dissertation to ProQuest at end of semester.
13. Submit [Survey of Earned Doctorates](#) to the School of Graduate Studies, Sherman Hall 116 prior to commencement.

Misc. Information

- [Application for Graduation](#) - All students, whether attending the commencement ceremony or not, must submit an [application for graduation](#). Deadline to apply is March 10 for the spring semester, June 10 for the summer term, and October 10 for the fall semester.
- **Letters of Completion** - If requested, a letter will be prepared for students who have been cleared for graduation by the School of Graduate Studies and the department. The letter states that all requirements have been met and that the degree will be awarded on a specified date. Therefore, letters of completion can be issued only after completion of all degree requirements. Letters may be requested at the School of Graduate Studies.
- **Deadline Dates for Submission** - Submission of final thesis/dissertation is the Friday before finals week (fall & spring semester) or the Friday before classes end (summer term).
- **Copyright** - It is the student's responsibility to obtain permission to reproduce copyrighted material such as adapting all or part of a table or figure from a copyrighted source for inclusion

in their thesis or dissertation. When permission is granted, the reproduced table or figure must be noted with the original author and copyright holder.

Compliance with copyright law is imperative. Information on copyright issues is available from the following web sites:

AAP Questions & Answers on Copyright for the Campus Community (www.publishers.org)

UMI Copyright Law and Graduate Research
(http://media2.proquest.com/documents/UMI_CopyrightGuide.pdf)

Appendix D

Operationalization of our Vision and Mission

We propose to adapt elements from Richardson (2006) “Articles of Expression,” as demonstrable expressions of operationalizing our vision and mission. See Table 1 below:

Outcomes of Learning the Practice of Research	What Students Need to Know and Be Able to Do	Habits of Mind Students Need to Develop
1. Pursue and Accumulate Substantive Knowledge in the Field	<ul style="list-style-type: none"> ● Distinguish among theories, analytical frameworks, empirical results, and ideas of the fields central to one's work. ● Discriminate between major controversies or theoretical positions. ● Develop a historical perspective of the field and analyze its evolution. ● Evaluate the nature of particular claims and theories. 	<ul style="list-style-type: none"> ● Question how others have thought about an area. ● Explore different sources of information to obtain substantive knowledge and to identify the growth points of a field. ● Appreciate and adapt to developments in the field in and outside one's own area. ● Develop and/or maintain intellectual curiosity about the field.
2. Evaluate Critically and Question Theoretically All Data and Information	<ul style="list-style-type: none"> ● Distinguish conceptual and analytical from empirical issues. ● Evaluate different theoretical perspectives and what each illuminates and obscures. ● Synthesize scholarly material among many fields, seeking connections that are not at first obvious. ● Compare scholarship across traditions of research and allied philosophical traditions. ● Defend one's perspectives with empirical evidence. 	<ul style="list-style-type: none"> ● Respect prior work with humility. ● Question accumulated wisdom with courage. ● Consider one's own assumptions and have the disposition to examine those critically. ● Discriminate between knowledge and belief. ● Express willingness to change one's mind based on argument or evidence.
3. Examine Contemporary Problems in Education That are Significant	<ul style="list-style-type: none"> ● Evaluate issues in the field (Find gaps or unexamined issues and/or theories or practices that need to be 	<ul style="list-style-type: none"> ● Express passion for ideas but dispassion for scholarship (i.e., genuine curiosity or desire to

and Meaningful to the Education Community	<p>challenged).</p> <ul style="list-style-type: none"> Analyze literature in related fields. Articulate researchable questions. Formulate hypotheses and hunches. Integrate one's work with that of others. Assess critical elements of a problem. Justify the existence of contemporary problems in education and meaningful trends. 	<p>develop a careful, analytical contribution).</p> <ul style="list-style-type: none"> Embrace intellectual risk. Question the continuance of the status quo and evaluate the viability of potential alternatives. Promote change in policy and/or practice when justified by empirical evidence. Develop one's own ontological, epistemological, and axiological perspectives about research.
Outcomes of Learning the Practice of Research	What Students Need to Know and Be Able to Do	Habits of Mind Students Need to Develop
4. Consider Research as socially constructed.	<ul style="list-style-type: none"> Consider in a culturally sensitive manner the different people or groups who have contributed to the body of knowledge in the field. Synthesize the history of one's research tradition or field. Distinguish one's work among the work of others (e.g., challenging, adding, shifting, affirming, or refuting). Evaluate new literature regularly. Ground questions in practice as well as in theory. 	<ul style="list-style-type: none"> Embrace criticism as contributing to the quality of one's work. Consider one's work as a contribution to an ongoing conversation. Include local knowledge in the inquiry process. Consider in a culturally sensitive manner different discourses in the design, conduct, and communication of research in different settings and with different audiences. Perceive research as part of an ongoing conversation. Respect the work of others as advancing the body of knowledge. Reframe errors as learning experiences. Promote the transparency and critical evaluation of all research and practice.
5. Design Research	<ul style="list-style-type: none"> Compare different sources 	<ul style="list-style-type: none"> Adhere to principles of

<p>Studies that Align Researchable Problems with Appropriate Questions and Methods of Inquiry.</p>	<p>of data.</p> <ul style="list-style-type: none"> ● Produce research questions that are matched to the kinds of information needed. ● Differentiate between the different methodological traditions and orientations. ● Distinguish central conceptual constructs (e.g., dependent and independent variables, change, comparison). ● Select and apply appropriate methods of data collection. ● Select and apply appropriate methods of data analysis. ● Design concept maps to capture the elements of the research inquiry, developing methods to address particular aspects of the map. ● Frame studies with appropriate theories, models, or philosophical concepts to narrow the focus on the identified problem from a particular perspective. 	<p>intellectual honesty and integrity, respecting settings and participants in research and designing research to investigate, not merely support one’s belief.</p> <ul style="list-style-type: none"> ● Invite and respond to criticism. ● Select methods without partisan loyalties, matched instead to purpose and question. ● Evaluate methods, designs, and instruments from others' work, noting potential weaknesses in applicability. ● Reflect on one’s potential biases that may affect a study’s results or findings. ● Anticipate weaknesses in design and adapt accordingly. ● Assume responsibility for the quality and rigor of one’s study design and implementation as well as the analysis and interpretation of data.
<p>Outcomes of Learning the Practice of Research</p>	<p>What Students Need to Know and Be Able to Do</p>	<p>Habits of Mind Students Need to Develop</p>
<p>6. Collect and Analyze Data.</p>	<ul style="list-style-type: none"> ● Assess different methods of data collection and analysis. ● Demonstrate proficiency in the collection and analysis of data. ● Distinguish among different standards of evidence. ● Evaluate and examine critically all sources of ideas and uses of literature. ● Articulate methods and results accurately and in rich detail. 	<ul style="list-style-type: none"> ● Accept all results whether expected or unexpected. ● Evaluate and integrate disconfirming evidence, considering alternative interpretations or explanations. ● Invite and respond to criticism. ● Analyze and apply the literature to explain the results or findings, neither imposing without

	<ul style="list-style-type: none"> ● Justify the appropriateness of the data collection and analysis techniques and one's adherence to established methods. 	<p>question the ideas of others nor distorting the literature to fit preconceptions or beliefs.</p>
<p>7. Contribute to the Ongoing Discourse among One's Academic and/or Professional Community.</p>	<ul style="list-style-type: none"> ● Consider all potential audiences. ● Distinguish among genres and forms of writing (e.g., essay, empirical article, case study, conceptual analysis). ● Defend what constitutes "findings" or "products" of a particular program or research. ● Differentiate between different kinds of claims and the most appropriate/effective means of presentation and of evidentiary support. ● Write well, generally and technically. ● Speak well, generally and technically. ● Persuade and defend without advocating a preconceived belief. ● Structure arguments to promote organizational clarity. ● Write precisely and plainly. ● Justify all decisions with evidence from literature. ● Analyze ways in which the research activity is a form of dissemination. ● Express respect for the work of others, even if critical of the design or methods used or of the conclusions drawn. 	<ul style="list-style-type: none"> ● Propose opportunities to present draft analyses or arguments and revise as a result of the audience's reactions. ● Perceive writing as part of interpretive and analytical work, not merely "writing up" research. ● Invite and respond to criticism. ● Anticipate and embrace the revisions that writing and rewriting entail to produce scholarly contributions to the field. ● Demonstrate respect for language; use caution in introducing new terms; take care in creating needed ones. ● Express sensitivity to different discourse in the design, conduct, and communication of research in different settings and with different audiences. ● Perceive research as contributing to an ongoing conversation. ● Respect the contributions of oneself and others in advancing knowledge in the field.

Source: Adapted from Richardson, V. (2006). Stewards of a field, stewards of an enterprise: The doctorate in education. In C. M. Golde, G. E. Walker, & Associates (Eds.), *Envisioning the future of doctoral education: Preparing stewards of the discipline* (pp. 251-267). San Francisco, CA: Jossey-Bass.