

**DOCTOR OF EDUCATION (ED.D.)
IN
EDUCATIONAL LEADERSHIP**

A COLLABORATIVE DOCTORAL DEGREE PROGRAM

OFFERED BY:

**SOUTHEASTERN LOUISIANA UNIVERSITY
AND
UNIVERSITY OF LOUISIANA – LAFAYETTE**

DOCTORAL CANDIDATE HANDBOOK

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SECTION 1

INTRODUCTION

Welcome!

Welcome to the joint doctoral program offered by the University of Louisiana Lafayette and Southeastern Louisiana University. We look forward to working with you as you grow professionally through this program. Please do not hesitate to talk with us if you have concerns that are not addressed in this handbook or if you find any of the information contained in this handbook to be confusing. The handbook is a work in progress and we will benefit from your feedback regarding what is helpful, what is not helpful and what additional topics need to be addressed.

Faculty & Staff

The faculty and staff of our Universities are dedicated to providing you with an educational experience that enables you to truly become an educational leader. For additional information on faculty and staff, please visit the program website at <http://www.eddconsortium.org>.

SECTION 2

DESCRIPTION OF PROGRAM

This handbook serves as your guide through the doctoral program in Educational Leadership. If you have questions at any time, please contact the Director of Graduate Studies in Education at the University of Louisiana at Lafayette or the Coordinator of the Doctoral Program at Southeastern Louisiana University.

Purpose

The program offers an opportunity for current educational leaders, along with an ever increasing range of other educational professionals, to acquire the skills, knowledge and dispositions necessary to provide visionary leadership and effective management. These abilities are requisite to facilitating needed improvement and to developing new programs and processes so essential to the attainment of the organizational goals desired that are congruent with the institutional mission statement.

Curriculum

The curriculum of this program is based on the school reform and instructional improvement research acquired over the last 30 years. The national (i.e., Interstate School Leaders Licensure Consortium and Educational Leadership Constituent Council) and state content standards, the Louisiana Blue Ribbon Commission, and studies conducted by the Southern Regional Education Board (SREB, 2001) also serve as influence on the program. The integration of vision, leadership, management, curriculum development and change, along with an understanding of the supporting role that new technologies assume in this process, establish the functional basis upon which this program is to be constructed.

Outcomes

The program will produce effective educational leaders and reform agents. Some anticipated outcomes of the program are:

1. To enhance the knowledge and competencies of leaders so they provide optimal leadership for the education of all learners, both youth and adult.
2. To prepare leaders who are inquiring, reflective practitioners.
3. To prepare leaders who are competent in identifying and solving complex problems in education.
4. To prepare leaders who understand the multitude of leadership and management theories and practices techniques related to their professional settings.
5. To prepare leaders who value, encourage, and facilitate the professional development of self and others in their organization.
6. To prepare leaders who demonstrate effective communication skills in both school and non-school settings.

7. To prepare leaders who value, understand and support diversity in their school organizations.
8. To prepare leaders who make contributions to the profession.

Two of the longer term degree program outcomes anticipated are to produce leaders who can increase student achievement and to develop strategies to support the lifelong learning process.

Delivery Methods

A variety of instructional delivery methods are employed in the conduct of this program. The model for delivery is innovative in that it has taken into account the need for flexible delivery systems to accommodate the needs of prospective students, most of whom are working practitioners. In addition to traditional face-to-face classroom delivery, various distance education technologies and strategies, such as compressed video, internet delivery, interactive desktop video, are used to deliver instruction. The structure of courses will also vary to meet student needs, including compressed term and modular courses. Weekend seminars will also be used. By combining the face-to-face interaction of an intensive seminar with the online convenience of the Internet and other distance education strategies, this program strives to ensure the highest level of academic engagement, while maintaining program integrity.

Field Based Research Basis

An innovation of this doctoral program is the blend of theory and practice through the use of both content courses for the development of skills and knowledge, and practicum courses which are action research oriented field based projects applied to problems identified in their home organizations. The field based research projects will culminate in project reports for inclusion in the student's Doctoral Program Portfolio (to be discussed later in this handbook). The intended outcome of these Practicum experiences are practitioners with increased administrative and problem solving skills.

Program Components

Application Process

Completed applications, including all documents listed below, must be received by the respective universities (SELU – Department of Educational Leadership & Technology; ULL – the Graduate School) to be considered for admission. For the application deadlines, please consult the university through which you are applying.

1. Completed application form with appropriate application fees;
2. Official transcripts from all colleges attended;
3. Appropriate score on the Graduate Record Examination;
4. Master's Degree from an accredited university;
5. GPA of 3.25 on all graduate-level course work;
6. Professional Resume;

7. A formal letter of application that will serve as an indication of writing ability and must address the following questions:
 - a. What is your purpose for joining the doctoral program?
 - b. What are your career goals both short and long term?
 - c. How do you believe the doctoral program will help you in the performance of your professional duties and responsibilities?
 - d. What specific qualities and characteristics do you bring to the doctoral program?
 - e. How would your personal and professional environments be supportive in your quest for the doctoral degree?
8. Names, addresses (office and e-mail) and telephone numbers of three educational professionals, and one (1) letter of recommendation from a University professor who can attest to the candidate's ability to successfully complete a doctoral program;
9. For applicants whose native language is not English, a score on the English proficiency examination (TOEFL) of at least 24 on each of the components (Writing, Reading, Speaking, and Listening).
10. Verification of at least three (3) years of appropriate professional experience;
11. Have satisfactory standing in the last institution attended.

An interview may be scheduled with the candidate as requested by the Doctoral Admissions Committee.

Upon receipt of your letter of official acceptance into the program, the student must complete the following steps to complete enrollment into the doctoral program:

1. Submit Proof of Immunization and Application fee to the Graduate School;
2. Enroll in the initial courses for the program;
3. Attend the required orientation session.

Tenured or tenure track Consortium University faculty members above the rank of instructor may not be admitted into the doctoral program.

Students who do not have a master's degree in school administration or the equivalent, may be required to complete three to nine hours of course work in educational administration, either before or during the doctoral program. Students who have not completed courses in graduate statistics and research methods are strongly encouraged to include these courses in their program of study.

Curriculum

The Ed.D. in Educational Leadership will require a minimum of 60 credits of graduate coursework consisting of four program components as follows:

Research Core: 12 credit hours

EDF/EDLD 800 Introduction to Doctoral Program and Research Design

EDF/EDLD 801 Writing for Research

EDF/EDLD 802 Quantitative Methods

EDF/EDLD 803 Qualitative Methods

Educational Leadership & Management Core: 21-24 credit hours, to be selected from the following 36 credit hours of coursework:

EDL/EDLD 810 Leadership Theory and Practice
EDL/EDLD 811 Management of Educational Organizations
EDL/EDLD 812 Supervision in Educational Settings
EDL/EDLD 820 Legal Issues and Ethics in Educational Organizations
EDL/EDLD 821 Politics & Community Relations
EDL/EDLD 822 Policy Development and Analysis
EDL/EDLD 823 Fiduciary Management of Educational Organizations
EDL/EDLD 840 Change Theory
EDL/EDLD 841 Organizational Development for Learning Communities
EDL/EDLD 842 Culture, Climate & Change Leadership
EDL/EDLD 875 Special Topics in Educational Leadership and Management
EDL/EDLD 897 Internship

Instructional Leadership: 6–9 credit hours from the following 15 credit hours of coursework:

ETEC/IREC 812 Leadership in the Integration of Emerging Technologies
EDL/EDLD 830 Foundations of Curriculum Theory and Design
EDL/EDLD 831 Critical Analysis of Current Research on Effective Educational Practice
EDL/EDLD 832 Educational Evaluation
EDL/EDLD 871 Special Topics in Instructional Leadership

Field-Based Practicum Experiences: 3 Credit Hours

EDL/EDLD 880 Research Practicum

Specialization Coursework: 6-9 Credit Hours

The specialization area and the courses within the specialization area must be agreed to by the student, the Faculty Advisor, the Coordinator of the Doctoral Program, and the Dean of the Graduate School.

The student is responsible for scheduling the courses in the specialization area. The student will need to check the schedule of classes to determine when the courses are offered. The courses are not listed on the "Schedule of Doctoral Courses" reference sheet.

Examples of Specialization Areas are:

Educational Technology

ETEC/IREC 810 Educational Technology Theory & Practice
ETE/IREC 811 Overview of Current Educational Technology Practice

ETEC/IREC 895 Evaluation of Instructional Technology Research

Administration of Exceptionalities

SPED/SPED 600 Introduction to the Education of Individuals with Exceptionalities

SPED/SPED 601 Organization & Administration of Classes for Individuals with Exceptionalities

EDUC/SPED 605 Research Seminar in Gifted & Talented Education

Educational Leadership & Management

May be obtained by taking 6-9 credits above the minimum credits required for the core.

Instructional Leadership

May be obtained by taking 6-9 credits above the minimum credits required for the core.

Please note that the student may choose a Specialization Area as long as the courses are for graduate credit and approved by the Faculty Advisor, the Coordinator of the Doctoral Program, and the Dean of the Graduate School. Therefore, the courses may well be outside the examples above and may be in the fields of *business, communications, law or another area of interest* to the student.

Doctoral Dissertation Seminars: 6+ Credit Hours

EDF/EDFD 900 Doctoral Dissertation Seminar

EDF/EDFD 990 Doctoral Dissertation Continuation

EDF/EDFD 995 Defense and Completion of Dissertation

The candidate must successfully complete all of the required core and specialization coursework, the additional degree program requirements, residency and continuous enrollment, progression requirements, and the qualifying paper prior to being recommended to doctoral candidacy and working on the dissertation.

Appendix A contains a copy of the “**Program Degree Plan**” showing all of the courses, numbers and titles.

Additional Degree Program Competency Requirements

In addition to the course requirements listed above, all candidates must demonstrate the following competencies:

1. Writing and speaking skills commensurate with graduate level course work. Students may be required to enroll in writing and speaking courses to ensure competency development. Enrollment in these courses may be concurrent with doctoral course work.
2. Adherence to APA Style and professional, legal, ethical, and educational standards in academic writing.
3. Proficiency in computer applications using Microsoft Word, Microsoft Excel, Microsoft Power Point, Internet Searches, and Information Literacy. Students who do not have

these skills may be required to enroll in writing and speaking courses to ensure competency development. Enrollment in these courses may be concurrent with doctoral course work.

4. Competency in statistics (prerequisite requirement): Understanding of descriptive and inferential statistics in order to read and interpret empirical studies. This may be evidenced by:
 - a. Successfully completing a graduate statistic course that includes descriptive and inferential statistics; OR
 - b. Successfully completing a statistics seminar offered through the Consortium.

NOTE: Any credit hours of statistics used to meet this requirement may not be applied toward the 60 credit hours required by the doctoral degree program.
5. Complete the Qualifying Paper

Prospective and enrolled graduate students are reminded that the general academic, financial, and student conduct policies and rules of the Consortium Universities as stated in the university catalogs remain in force and effect unless specifically modified by graduate rules and policies included in the graduate sections of the university catalogues.

Residency Requirement

The residency requirement in graduate programs is intended to ensure that students become integrally involved in the academic life of their program and of the university. By being in residence, students are more likely to become fully immersed in graduate study for a substantial period of time and for them to develop a relationship of scholarly and professional collegiality with faculty and fellow students. During their residency period students are expected not only to take courses, but also to participate in other aspects of the intellectual life of their discipline and of the university community.

During the course of study for the Ed.D. Degree offered by the Consortium, students are required to have an enrollment period with a minimum of nine (9) semester hours in two consecutive semesters. The consecutive semesters may include fall, spring and summer. Employment is not restricted. Per the University of Louisiana Board Rules, PART TWO - CHAPTER II – STUDENTS, SECTION XIII. REQUIREMENTS FOR DOCTORAL DEGREES, A. 8., the minimum resident requirement of two semesters or three quarters of consecutive graduate study may be waived at the discretion of the university.

Continuous Enrollment

The continuous enrollment requirement necessitates that students are enrolled each semester including fall, spring and summer semesters, until completion of all degree program requirements.

These requirements are intended to ensure that students become integrally involved in the academic life of their program and of the universities. By being in residence and continuously enrolled, students are more likely to become fully immersed in doctoral study for a substantial period of time and to develop a relationship of scholarly and professional collegiality with

faculty and fellow students. During their residency period students are expected not only to take courses, but also to participate in other aspects of the intellectual life of their discipline and of the university community.

Students are also eligible for up to one year **Leave of Absence** from study in the degree program (a total of three semesters). A written request must be submitted to the respective Program Coordinator.

A student that does not complete the degree program requirements **in six calendar years** from the **date of Advancement to Candidacy** may be dismissed from the program, held to any new requirements in effect and/or may be required to validate prior learning.

Criteria for Transfer Credits

Credit hours may be transferred into the Ed.D. program if they meet the following guidelines:

- Maximum of 12 graduate semester hours
 - A maximum of six graduate credit hours from a fully accredited graduate school may be transferred from coursework applied to a completed Master's degree.
 - A maximum of six graduate credit hours above the Master's degree from a fully accredited graduate school may be transferred into the program
 - Transfer credit is awarded only for those courses that are comparable in title and content to those in the course of study.
- All other criteria for the transfer of credit from the university catalog also apply to the transfer of graduate credit hours into the program.

Transfer Procedure - Requests for Transfer of Credits should be directed in writing to the program coordinator during the first term of doctoral study. Appropriate documentation should accompany the request, consisting of an official transcript and one or more of the following: a course description, a catalog, a syllabus for the course, or completed written assignments for the course.

Prospective and enrolled graduate students are reminded that the general academic, financial, and student behavioral policies and rules of the institution as stated in the catalog remain in force and effect unless specifically modified by graduate rules and policies included in the graduate section of the catalog.

Academic Expectations

Students must maintain a minimum Grade Point Average of 3.25 in all doctoral course work. No more than one course in which a grade of C has been earned may be applied toward the fulfillment of degree requirements.

Qualifying Paper

The Qualifying Paper is a substantial critical analysis of the theoretical and empirical literature of approximately 50 pages to be written on a topic that may be related or not to the student's dissertation topic. In EDF/EDLD 801, students are oriented to requirements and procedures and begin development of the Qualifying Paper. The purpose of the Qualifying Paper is to prepare students for the writing and research components necessary to develop an acceptable dissertation research proposal. Completion and approval of the Qualifying Paper is a requirement of the doctoral program. The Qualifying Paper may not be completed until the student has completed a minimum of 42 credit hours of coursework in the program. This paper is one of the requirements that must be completed and approved prior to advancing to doctoral candidacy. Students will not be admitted for study in the doctoral dissertation courses until they have successfully completed the Qualifying Paper. The Qualifying Paper Committee, consisting of the student's Qualifying Paper Advisor and one other Consortium full-time faculty member, must approve the Qualifying Paper. Students in good academic standing, with a cumulative GPA of 3.25 or higher, who completed all course requirements but did not complete the Qualifying Paper, must continuously enroll (as permitted) until the Qualifying Paper is successfully completed. The Qualifying Paper is described in Section 3 of this Handbook.

Dissertation

The dissertation is the culmination of the doctoral program. As such, it must attest to a high degree of scholarly competence. The dissertation must be presented, in an accepted scholarly style, on an original investigation of a problem of significance. The dissertation must demonstrate that the candidate is capable of conducting and reporting research and analysis in an area relating to educational leadership and policy studies or the student's area of specialization.

The student, through broad reading, coursework, and consultation with faculty, identifies a tentative dissertation topic and prepares a statement of general ideas on a proposed dissertation problem. This statement should be at a level of specificity that allows department faculty to judge its merit as a document from which a proposal might be developed. Upon receiving approval for doctoral candidacy, the student enrolls in EDF/EDLD 900. EDF/EDLD 900 provides the student the opportunity to develop the major components of the dissertation proposal.

Plagiarism

In order to safeguard against plagiarism, the Qualifying Paper and the Dissertation will be examined by Turnitin software or comparable software as determined by the universities.

Differentiation between Degree Levels

The doctoral program carries a marked increase in both intensity and expectations. The following demonstrates the differentiation between all degree levels along these seven dimensions.

**Conceptual Distinction between
Undergraduate, Master's and Doctoral Level Course Expectations**

Dimensions	Undergraduate Level	Master's Level	Doctoral Level
Course Requirements	Grasp of the Knowledge of the Discipline, its Purposes and Basic Competencies	Mastery of Knowledge, Evaluation of its Application and Results	Scholarship/Research Contributing to the Knowledge Base
Teaching Methodology	Teacher as Expert: Lecture, Discussion, Frequent Testing and Feedback, Learning as a Group	Shared Mastery: Seminars, Active Learning, Learner-Centered, Individualized	Shared Expertise: Mentoring Learner-Centered, Conceptual Block-Busting, Practica, Nurturing Scholarly and Intellectual Development
Learner Goal	To Access and Use Field Resources/Knowledge to Understand and Analyze a Problem or Issue	To Use Knowledge and Research in Practice to Solve Problems or Pose Alternatives	To Develop Conceptual Models for Effective Practice and Research that Informs the Knowledge Base
Course Text(s) or Literature in the Field	Introductory-Intermediate Texts, Anthologies, Videotapes, Internet	Advanced Texts, Professional Journals, Bibliographies, Videotapes, Internet	Internet and Experts in the Field, Professional and On-line Journals, Writing Annotated Bibliographies
Course Outcomes	Abilities to Summarize, Describe and Use the Core Knowledge and Skills from the Course - Critical Thinking Skills Cultivated	Abilities to Analyze, Research, Examine, Question and Synthesize Course Knowledge Base, Use of Critical Thinking	Abilities to Conceptualize and Critique, Be Critical Thinkers, Knowledge Builders, Innovators
Evaluative Measures	Substantive Knowledge Development: Objective Tests, Presentations, Research Papers, and the Major Thesis	Applied Theory to Practice: Oral and Written Individual and Group Presentations; Graduate Projects	Applied Research to Practice: Individual Projects, Qualifying Paper, and the Dissertation
Knowledge Level to be Achieved	Introductory-Intermediate	Advanced	Expert

SECTION 3

Qualifying Paper

The Qualifying Paper is a required component of the doctoral degree program course of study. There are two components: A Qualifying Paper consisting of a comprehensive review of the literature on a topic, and an oral examination. The Qualifying Paper (QP) is a substantial review of approximately 50-60 pages (excluding front and back matter) focusing on a **critical analysis of the literature on a topic (also known as a research review, a review article, or literature review)**. The review is both descriptive and evaluative of an area of inquiry of scholarly work done in the past. The review generally identifies some topic, theme, or point to emphasize that evolved as a result of readings. Occasionally a research question is proposed to guide the review. The review is a report of primary or original scholarship of mostly written documents. It is not merely a summary of the literature, but a thoughtful and comprehensive analysis and synthesis that places the topic in the context of work in the field. A good review results in a synthesis of the literature, formulating conclusions and recommendations and thus placing the topic in an updated context of established work in the discipline. The review must follow APA format, i.e. the format of the latest edition of the **Publication Manual of the American Psychological Association**.

With the advice and consent of the QP Advisor, the student must request an oral exam of the Qualifying Paper and related issues. The exam is conducted by the student's Qualifying Paper Committee, facilitated by the student's QP Advisor. This is a closed hearing. The examining committee may ask the student questions regarding any aspect of the QP and related issues. Upon completion of the exam, the committee will determine whether the student has successfully completed the Qualifying Paper, or if additional work on the QP is required. The QP Advisor will notify the Doctoral Program Coordinator of the decision of the committee. The student may not request an Oral Exam of the QP until they have completed a minimum of 42 credit hours of coursework in the doctoral program plan of study. Successful completion of the Qualifying Paper and oral defense are requirements for Candidacy to the Doctoral Degree.

Description

The purpose of the Qualifying Paper (QP) is to determine, in part, student preparation, qualifications and potential to pursue original research in the form of the doctoral dissertation. The dissertation is the undertaking of an independent research effort that is creative, scholarly, and of high quality. Consequently, the QP involves not only an evaluation of the student's ability to apply, analyze, and synthesize the knowledge, skills and professional attitudes developed in doctoral program course work, but it is also an evaluation of the student's ability to use these competencies in a creative and scholarly manner. The QP allows judgment of the student's ability to think judiciously and critically about the theoretical, empirical, and practical aspects of a topic related to educational leadership. There are additional competencies that contribute to the faculty's determination that the student is appropriately qualified to advance to candidacy as it pertains to the QP. These competencies and skills are further described in these guidelines.

The QP is equivalent to an examination. The QP replaces the former "proctored written comprehensive examination", as one of the requirements to progress to doctoral candidacy. As with many forms of comprehensive examinations, students do not have the choice in deciding who writes questions or the evaluators. While the QP topic area may be considered in assignment of QP Advisors, the equality of distribution of QP committee assignments among the faculty is considered as well. Regardless of who is assigned as QP Advisor, each QP faculty knows the competencies to be demonstrated, which are applicable to all students, regardless of the topic.

There is a wide range of topics that students are permitted to pursue. More importantly, the competencies demonstrated in a QP are the same, regardless of the topic. Students learn about the QP and demonstrate competencies in developing a critical analysis of the literature in EDF/EDLD 801 Writing for Research. Students produce a critical analysis of the literature about a topic. This paper frequently leads to the QP. Therefore, prior to entering EDF/EDLD 801 course, students should have reviewed significant theoretical and empirical literature about their topic and have a level of expertise or sufficient knowledge base about the topic area. Foundational skills necessary for successful performance in EDF/EDLD 801 include, but are not limited to: writing, knowledge of APA, critical reading, critical thinking, critical writing, critiquing theory and empirical studies, research, statistics, information literacy and computer applications. Following completion of EDF/EDLD 801, students may change their QP topic.

Qualifying Committee versus Dissertation Committee

The **Qualifying Paper Committee** is not to be confused with a Dissertation Committee. The Qualifying Paper Committee consists of a QP Advisor and second QP committee member. The Appointment of a Qualifying Paper Committee form must be submitted to the Coordinator of the Doctoral Program prior to work beginning on the paper (Appendix). Following successful completion of EDF/EDLD 801, the Coordinator is notified of the student's readiness for a QP Advisor.

- In the College of Education, the QP Advisor and QP member are appointed by the Coordinator and must be a member of the Graduate Faculty.

Approval of Qualifying Paper

The Qualifying Paper must be approved by the Qualifying Paper Committee. *Appendix B* contains a copy of the "Approval of Qualifying Paper" form.

Requirements and Criteria for Evaluation of the Qualifying Paper

I. Description and Overview of the Qualifying Paper

The qualifying paper committee must approve the topic for the qualifying paper. The topic may be revised at any time, but must be approved by the committee. Students can only submit their qualifying paper after successfully completing 42 credits of the Ed.D. curriculum.

A topic is selected that is sufficiently narrow to permit an in-depth investigation, relevant to an area of advanced study/educational leadership that guides a range of inquiry, results in an extensive search of scholarly literature, and generation of questions for further inquiry. The topic may be related to the intended topic of the student's dissertation.

The Qualifying Paper is a substantial review of approximately 50-60 pages (excluding front and back matter) focusing on a **critical analysis of the literature on a topic (also known as a research review, a review article, or literature review)**. The review is both descriptive and evaluative of an area of inquiry of scholarly work done in the past. The review generally identifies some topic, theme, or point to emphasize that evolved as a result of readings. Occasionally a research question is proposed to guide the review. The review is a report of primary or original scholarship of mostly written documents. It is not merely a summary of the literature, but a thoughtful and comprehensive analysis and synthesis that places the topic in the context of work in the field. A good review results in a synthesis of the literature, formulating conclusions and recommendations and thus placing the topic in an updated context of established work in the discipline.

Students that are successful in completing the Qualifying Paper demonstrate several competencies and skills that contribute to the graduate faculty's determination the student is appropriately qualified to pursue original research in the form of the doctoral dissertation. These competencies and skills include:

1. Critical Thinking and Scholarly Inquiry

- a. Search, read, interpret, analyze, critique (appraise), integrate and synthesize research literature pertaining to selected topic
- b. Generate implications for future research, theory and practice through analysis of empirical, theoretical, critical/analytic, and methodological literature
- c. Facilitate the application of theory to practice
- d. Use and contribute to a variety of knowledge bases developed to deal with contemporary, as well as future problems and issues
- e. Cultivate a comprehensive understanding of the dynamics of educational change to be able to distinguish its causes, effects, magnitude and cultural significance.

2. Mature, Professional, and Effective Writing Style

- a. Write a scholarly paper at a level commensurate with advanced graduate study
- b. Use APA Editorial Style
- c. Develop an effective writing style that is at a level commensurate with advanced graduate study: organized, understandable, smooth, cohesive, explicit, concise, and grammatically correct (language use and sentence structure); avoids bias in language; and is in APA manuscript style

3. Accountability and Responsibility

- a. Understand ethical responsibilities of providing accurate information and communicating effectively.

4. Technology, Computer Applications, and Information Literacy in Scholarly Inquiry

- a. Use technology in scholarly inquiry mastering information literacy skills (information seeking and retrieval methods) and computer applications to document information logically, efficiently, and ethically

II. Organization of the Qualifying Paper

The quality of the presentation demonstrates critical thinking and scholarly inquiry.

Follow guidelines for developing a critical review of the literature distributed in EDF/EDLD 801.

Pages preceding the Introduction include:

Title page (example follows in *Appendix C*)

Approval of Qualifying Paper Page (*Appendix D*)

Abstract (100-200 words - Review APA textbook pp. 12-15 and focus on preparing an Abstract for a theoretical or review article, p. 14): Include the: Topic, Purpose, Sources, and Conclusions

Table of Contents

Six Sections of the Qualifying Paper include: Introduction, Review of Literature, Discussion, References, Bibliography, and Appendix

1. Introduction

Organized with the following subtitles:

Topic Overview and Purpose

Organization of the Review, Scope, and Library Research Plan Interest, Significance, and Rationale for the Critical Analysis

2. Review of the Literature About . . . (Insert Topic)

Organized by subtitles reflected in introduction

- a. Organized in a logical, meaningful, and orderly manner with appropriate level subheadings to connect main ideas, pertinent themes and topics
- b. Elicits competence in reading, summarizing, interpreting, analyzing, critiquing and integrating research literature pertaining to selected topic that is substantially significant and more than superficial investigation.
- c. A good review of the literature is more than simply a summary of the research. It is both a *critical* evaluation of the existing research and a *synthesis* of that work. The literature is synthesized in some logical manner. Opposing views, contradictory findings, and gaps in the literature (what questions are being suggested) are presented, bringing clarity to the issues.
- d. Areas of agreement and disagreement are reported.
- e. Minor studies that have similar results, methodologies, strengths and/or weaknesses are grouped together.
- f. Major studies or seminal writings are discussed in detail.
- g. Organizes, integrates and synthesizes the literature on the topic.
- h. Contains few "anecdotes" or "opinion articles and "critically appraises" past empirical studies and other theoretical, methodological, and analytic/critical areas of inquiry. Review conveys to the reader what knowledge and ideas have been established on a topic.

- i. "Weaknesses" in existing studies are discussed & important "gaps" in the literature presented.
- j. Clarity, integrates and synthesizes related facts and content of primary reports into a comprehensive view. New knowledge is created from existing theory & research findings on topic
- k. Thorough, pertinent to the research topic, problem or question, based on recent studies,
- l. Mostly primary sources, and few "secondary sources" all which are adequately paraphrased (with few strings of quotations)
- m. At least 50 references from a variety of sources. Scholarly peer-reviewed journals including empirical studies, theoretical articles, research reviews, and methodological studies are the primary sources used in the review literature.
- n. Distinguishes between an author's theorizing or suggesting versus author's research findings.
- o. Body of the review is objective and avoids: vague generalities, bias, opinions, conclusions, or recommendations.
- p. Check consistency of periods, commas and other punctuation.

3. Discussion

The discussion contributes *new knowledge in terms of providing* a better, clearer, more complete understanding of the topic and areas of future inquiry. New literature is not introduced. It is organized into three sections

Organized with the following subtitles

Summary and Interpretations

- a. A brief summary, interpretation and evaluation of others' findings, theories, opinions and conclusions are discussed (Synopsis).
- b. An explanation is made as to how these findings guide professional practice, theory or conceptual development on the topic. Important findings are presented.
- c. The state of the art of the literature on the topic is described (research status). The following is included from the perspective of the author (student):
 - i. Explain whether you agree with the research evidence, theories, descriptions or opinions? Why or why not?
 - ii. Are alternative explanations possible?
 - iii. Why there are contradictions in the research, if there are any?

Conclusions

- a. Conclusions address the major theoretical problems, issues, and questions that need to be developed and/or examined further (the major gaps in the literature)
- b. Conclusions address the major empirical problems, issues, and questions that need to be developed and/or examined further (the major gaps in the literature)

Recommendations

- a. Based on conclusions (and gaps in the literature), recommendations are developed in the following areas of scholarly inquiry:
 - i. Empirical
 - ii. Theoretical
 - iii. Critical/analytic, or
 - iv. Methodological in nature
- b. Strategies for further inquiry (qualitative methods, quantitative, or a mixed methodology) are developed to address the specific recommendations.

4. References

- a. All references cited in the review must be included in this section. Complete bibliographic information must be provided for each source, according to APA (5th ed.).
- b. Includes at least 50 references.
- c. Reference and/or bibliography list *should* include the following types and forms of literature relevant to the topic:
 - i. One non-periodical (Book representing theoretical literature), one non-periodical (chapter in a book), at least 15 empirical studies (at least three that are quantitative in nature and three qualitative studies), one theoretical article, one critical analysis review; one methodological study, one journal abstract, one Dissertation Abstract, and one Government document.
 - ii. At least one periodical must be a hard copy and at least one periodical must be electronic.

5. Bibliography

This includes all literature reviewed, but not cited in the paper. Complete bibliographic information must be provided for each source, according to APA (5th ed.).

6. Appendix (Follow APA for Appendixes)

Include “relevant” supplemental material (Optional)

SECTION 4

Admission to Candidacy

A student admitted to a program of study leading to the doctoral degree is considered for Admission to Candidacy to the Ed.D. degree upon:

1. Completion of all credit hours of required course work except for EDF/EDLD 900, EDF/EDLD 990 and EDF/EDLD 995;
2. Cumulative GPA of 3.25;
3. Good academic standing including a grade of C in no more than one course;
4. Successful completion of the Qualifying Paper ;
5. Completion of the Residency Requirement;
6. ***Recommendation for Admission to Candidacy in Doctoral Program*** form is processed; and
7. Complying with all other University requirements.

Admission to Candidacy is not automatic. The student becomes a candidate only with the approval of the Coordinator of the Doctoral Program. The student should complete the **“Recommendation of Student for Admission to Candidacy in Doctoral Program”** form (*Appendix E*). The student must be admitted to candidacy at least one session before the acceptance of his/her dissertation and the completion of all requirements for the doctorate.

Within the first two weeks of class in EDF/EDLD 900, the following documents must be submitted to the Coordinator of the Doctoral Program:

- Program Planning Checklist
- Qualifying Paper Advisor Approval Page
- Recommendation for Doctoral Candidacy form.

All required forms and materials submitted to the Coordinator of the Doctoral Program are kept in the student’s Ed.D. Degree Program file.

Section 5

Dissertation

As stated earlier in the handbook, the dissertation is the culmination of the doctoral program. As such, it must attest to a high degree of scholarly competence. The dissertation must be presented, in an accepted scholarly style, on an original investigation of a problem of significance in the student's area of specialization. The dissertation must demonstrate that the candidate is capable of conducting and reporting research and analysis in an area relating to educational administration and policy studies.

The student, through broad reading, coursework, and consultation with faculty, identifies a tentative dissertation topic and prepares a statement of general ideas on a proposed dissertation problem. This statement should be at a level of specificity that allows department faculty to judge its merit as a document from which a proposal might be developed. Upon receiving approval for doctoral candidacy, the student enrolls in EDF/EDFL 900. EDF/EDFL 900 provides the student the opportunity to develop the major components of the dissertation proposal.

The following requirements must be adhered to while completing the dissertation:

1. Each candidate for the doctoral degree is required to complete a dissertation which represents a significant contribution to the body of knowledge in the discipline.
2. Doctoral students who have been admitted to candidacy must present a prospectus for the dissertation project, prepare a proposal, form a dissertation committee, present the proposal to the dissertation committee, defend the dissertation proposal, and defend the final research submission with the dissertation committee. Registration for dissertation hours is not permitted until the student has been admitted to candidacy.
3. A student actively engaged in work on a dissertation must be officially enrolled for dissertation credit, whether the student is on or off campus.
4. The dissertation must be prepared according to the requirements specified in the publication, *Guidelines for the Preparation of Theses and Dissertations*, available in the Office of the Graduate School and on-line at <http://gradschool.louisiana.edu/GR-Guide-Theses-Dissertations.pdf>, unless an alternative is approved by the Consortium Committee.
5. The Consortium Universities require that the Institutional Review Board approve all student dissertation proposals for Human Subjects Research (IRB) before the research is conducted.

Dissertation Committee

At such time as the student's advisory committee requests, and upon departmental and consortium recommendation, the student will submit the "**Appointment of Dissertation Committee**" form (*Appendix F*) to the Coordinator of Doctoral Program (hereafter referred to as "Coordinator") for approval. The committee is generally composed of three to five

members, with one member designated as chair. All members of the dissertation committee should be members of the Graduate Faculty. The chair and at least two members must be members of the Graduate Faculty. In the case of a dissertation committee member being from outside the university, this member must meet all criteria for admission to Graduate Faculty at the appropriate consortium institution. A minimum of two regular members in addition to the chair must participate in the defense of the dissertation proposal and the dissertation final defense. The dissertation committee must have at least one member from each campus. Additionally, one member of the committee should be a methodologist.

Role of Dissertation Committee Members

The role of the committee members serving on the student's Dissertation Committee is to:

- Review the proposal carefully.
- Provide feedback and raise concerns in both content and editing.
- Prepare substantive questions for both the proposal and dissertation defenses.
- Share editorial concerns by noting them on the defense draft.
- Share significant concerns with the Chair of the committee at any time.

Role of the Methodologist

The role of the methodologist serving on the committee to work with the student and Chair to help the student conceptualize the methodology, describe it accurately in the proposal and the dissertation, carry out the study, and report and analyze the results.

Change of Committee Chairperson or Committee Member

If there is a need to make a change to the committee membership, the student must contact the Coordinator of the Doctoral Program or the appropriate Department Chair to discuss and implement the changes.

Dissertation Proposal

Generally, the topic for the dissertation is generated as a result of a critical analysis of the literature, gaps in the literature, recommendations for future scholarly inquiry, and research strategies to address the recommendations. Students select one of the research strategies proposed. If the student changes the topic from what was developed in a qualifying paper, they should develop another critical analysis of the literature on the new topic.

The student should work with one's dissertation committee to develop the dissertation idea which leads to the subsequent dissertation proposal. The committee will assist the student in selecting a topic area, defining the problem statement and research questions, and in designing the research process with particular attention to underlying concepts, theoretical constructs and analytic frameworks, and appropriate research methods.

The following steps must be taken to successfully prepare the proposal:

1. The dissertation proposal should contain very well developed (approximately completed) the first three Chapters of the dissertation.
2. The organization of the dissertation proposal must follow the “**Dissertation Template**” (*Appendix G*) unless a different template is approved by the Committee Chair.
3. Unless otherwise indicated by the dissertation Chair, before the dissertation proposal is distributed to the committee members, the student works closely with the Chair in developing the first three chapters thoroughly. This takes time. The Chair may involve other members to participate in the proposal development.
 - a. The student may periodically submit small components of the dissertation proposal to the Chair. Typically, when small dissertation components are submitted to the Chair, review and comment is less than the two week period, and more commonly a 7-10 day response period.
 - b. When submitting “smaller components of the dissertation proposal to the Chair”, it is a good strategy for the student to highlight or note on the dissertation, the new or revised areas to decrease the length of time for review.
 - c. When large drafts are submitted, allow the Chair two weeks for review and comment of each draft submitted.
 - d. It is strongly recommended that the student have all approvals or permissions from authors of instruments or copyrighted information used in the dissertation proposal as well as permissions that may be required to conduct the study in a particular setting. There are three major reasons:
 - i. If the student is not able to obtain permissions or approvals to use copyrighted information, or is unable to incur costs for use of instruments, this may lead to changes in the dissertation proposal.
 - ii. If students are not able to obtain permission that may be needed to conduct research at a particular setting, this will change the methodology (including setting to conduct the study).
 - iii. All permissions and approvals are needed when submitting the IRB application for approval of the research study.
4. The dissertation chair may request that your proposal **be proofread by a professional editor**.
5. The student must not distribute the dissertation proposal to committee members until approved by the Chair.

When the Chair deems the proposal ready, the following steps are taken for the **distribution, review, and approval** of the Dissertation proposal to and by the committee:

1. **Distribution of Dissertation Proposal to Committee:** After the student receives approval from the Chair to distribute the dissertation proposal to the committee, the committee members are given 2 weeks to review it. Hard copies are distributed.

2. **Two-Week Review Period:** At the completion of the two week review period, the Chair contacts the committee members to determine whether the proposal is ready to be defended by the student.
 - a. If a committee member(s) indicates the student is not ready to defend the dissertation proposal:
 - i. The student will work with the Chair to improve development of the dissertation proposal, incorporating committee member recommendations.
 - ii. When the Chair believes the dissertation proposal is ready to distribute again to the committee, the student distributes, allowing the 2 weeks for review.
 - iii. The Chair contacts the committee again, 2 weeks after their receipt of the proposal, to determine if the committee members approve the student defending the proposal.
 - iv. If the committee member(s) indicates the student is still not ready to defend the dissertation proposal, repeat steps (a), (b), and (c).
 - b. This review process is continued until the committee believes the student is ready to defend the proposal.

3. **Notification of Coordinator of Doctoral Program:** If the committee agrees the student is ready to defend the dissertation proposal, the Dissertation Chair contacts the Coordinator with notification that the committee has approved the student moving forward toward the dissertation proposal defense. In notifying the coordinator, the Dissertation Chair should include:
 - a. The student's name and e-mail
 - b. The title of the dissertation
 - c. The research design proposed: qualitative, quantitative, or mixed method design.

Preparation for the Dissertation Proposal defense follows these steps:

1. **Scheduling the Dissertation Proposal Defense:** At the time the student distributes the hard copy dissertation proposal to the Dissertation Chair, the student may then schedule a proposal defense 10 days later.
 - a. In consultation with the Chair, identify the location (such as a conference room or faculty office). The student is responsible to reserve necessary equipment needed for the dissertation proposal defense.
 - b. The student schedules the dissertation proposal defense at a time when the committee members can be present.
 - i. Any member not present for the dissertation proposal defense must provide written review comments to the Dissertation Chair, at least one day prior to the proposal defense.
 - ii. Any member not present for the dissertation proposal defense must provide written questions to the Dissertation Chair to be asked during

- the dissertation proposal defense, at least one day prior to the proposal defense.
- iii. A majority of the dissertation committee must be present at the dissertation proposal defense (at least 2 members, including the Chair). Any exceptions to this policy must be approved in advanced by the Coordinator.
 - c. The date of the scheduled dissertation proposal defense must be during an academic term session and may not be scheduled on a holiday or during an academic break.

2. Preparing for the Dissertation Proposal Defense

- a. Audio-visuals such as slides, overheads, or power point should limit the number of words to 18.
- b. The Dissertation Chair will let the student know the length of time desired for the presentation of the proposal defense as well as specifics (content of the defense).

The Dissertation Proposal Defense and Dissertation Proposal Transmittal Form follow these steps:

1. The Dissertation Proposal Defense

- a. The student brings the “**Dissertation Proposal Transmittal Form**” (*Appendix H*) to the Dissertation Proposal Defense.
- b. Outcomes of the Dissertation Proposal Defense
 - i. Minor revisions to the proposal
 - 1) Revisions must be reviewed and approved by the full committee. The Dissertation Proposal Transmittal Form is not signed by any committee member, until the written proposal is acceptable.
 - 2) Revisions are reviewed and approved only by the Dissertation Chair. The Dissertation Proposal Transmittal Form is not signed by the Chair, until the written proposal is acceptable.
 - ii. Major revisions to the proposal and possible repeat of the Dissertation Proposal Defense
 - 1) Revisions must be reviewed and approved by the full committee. The Dissertation Proposal Transmittal Form is not signed by any committee member, until the proposal is acceptable. Revisions are reviewed and approved only by the Dissertation Chair. The Dissertation Proposal Transmittal Form is not signed by the Chair, until the written proposal is acceptable.
 - 2) Possible repeat of the Dissertation Proposal Defense including repeat of Steps 8 and 1
 - iii. Committee Approval and No Further Revisions

2. **Signatures and Processing of the Dissertation Proposal Transmittal Form**
 - a. Upon committee approval with no further revisions to the dissertation proposal, the Dissertation Proposal Transmittal Form is completed and signed by the Dissertation Committee.
 - b. The Dissertation Proposal Transmittal Form is submitted to the Coordinator of the Doctoral Program.

Institutional Review Board Approval

The following actions must be taken in order to comply with research involving human subjects:

1. After the student has successfully defended the dissertation proposal, the student may now begin to prepare and submit an IRB application and protocol according to the regulations of the respective universities.
2. The student should not develop the IRB application until after the approval of the dissertation proposal. There may be revisions to the dissertation proposal as a result of the proposal defense. Many elements of the dissertation proposal are included in the IRB application.
3. The student is responsible to understand and follow the most current IRB procedures and to use the most updated IRB forms at the time of preparation of the IRB application. This would include all policies and Forms in effect within one week of the date of submission of the IRB application. The dates of changes to forms are posted on the IRB web site.
4. All permissions and approvals are needed when submitting the IRB application for approval of the research study.
 - a. Authors of instruments and/or copyrighted information used in the dissertation proposal.
 - b. Approvals from other agencies (settings) where research is to be conducted. In some instances where other agencies are involved, prior University IRB approval may be needed before permission is granted.
 - i. In this instance, the IRB application may be approved pending approval from the outside agency.
 - ii. The IRB Chair will communicate the approval status of your IRB application to the outside agency.
5. For Consent Forms and Instruments that need to be translated, do not have them translated until tentative approval by IRB. The rationale is that IRB review may necessitate changes, and translation can be costly.
6. All required consent forms must be included in the IRB application.
7. The dissertation chair reviews all aspects of the IRB application.
8. IRB proposals are reviewed according to the IRB committee meeting schedule which is posted on the IRB website at the respective universities.
 - a. **The dissertation chair is encouraged to attend the IRB meeting.**
 - b. Actions by the IRB are:
 - i. Full Approval
 - ii. Denied Approval

9. After IRB approval is received (usually one week after the IRB meeting), the student may begin data collection procedures, adhering to all IRB policies.
10. The student must adhere to all IRB requirements and procedures approved in the dissertation proposal.

The URLs for the Institutional Review Board at each university are:

Southeastern Louisiana University: <http://www2.selu.edu/irb/>

University of Louisiana at Lafayette: <http://orsp.louisiana.edu/Committees/IRB.shtml>

Completion of the Chapters in the Dissertation

The following steps are to be followed in completing the Preparation of Chapter 4 (RESULTS) and Chapter 5 (DISCUSSION):

1. Chapter 4
 - a. The student should plan, in advance, the presentation of data in Chapter 4, and seek approval from the Dissertation Chair. Suggestions are provided in the dissertation template; however, due to various student designs and methods of data analyses, this chapter is individualized to the dissertation methodology.
 - b. The student may periodically submit components of Chapter 4 to the Chair. Typically, when small dissertation components are submitted to the Chair, review and comment is less than the two week period.
 - c. When the student completes Chapter 4 (RESULTS), send the draft to the Chair, who will review and comment.
 - i. The Chair may involve other members to participate in the Chapter 4 development.
 - ii. Provide the allotted 2 weeks for review.
 - iii. Submit as often as necessary until the Chair has approved, allowing 2 weeks for review and comment each time.
2. Chapter 5
 - a. The student should plan, in advance, the presentation of Chapter 5, and seek approval from the Dissertation Chair.
 - b. Submit as often as necessary until the Chair has approved, allowing 2 weeks for review and comment each time.
 - c. If the student has added additional literature to the final dissertation, the Dissertation Chair may again run the dissertation through the appropriate software to safeguard against plagiarism and to ensure that all "issues" have been managed. The Chair confirms this action via e-mail to the respective Program Coordinator.
3. The dissertation chair may request that the dissertation be proofread by a professional editor.

Distribution of the Dissertation to Committee

The following steps are to be followed in distributing the dissertation to the committee:

1. After the student receives approval from the Chair to **distribute** the dissertation to the committee, the committee members are given 2 weeks to review it. Hard copies are distributed.
2. At the completion of the **two week review period**, the Chair contacts the committee members to determine whether the student is ready to orally defend the dissertation in a public hearing.
 - 1) If a committee member(s) indicates the student is not ready to defend the dissertation:
 - i. The student will work with the Chair to improve development of the dissertation, incorporating committee member recommendations.
 - ii. When the Chair believes the dissertation is ready to distribute again to the committee, the student distributes, allowing the 2 weeks for review.
 - iii. The Chair contacts the committee again, 2 weeks after their receipt of the dissertation, to determine if the committee members approve the student defending the dissertation in a public hearing.
 - iv. If the committee member(s) indicates the student still is not ready to defend the dissertation, repeat steps (1), (2), and (3). This process is continued until the committee believes the student is ready to defend the dissertation in a public hearing.
 - 2) If the committee agrees the student is ready to defend the dissertation in a public hearing, the student may proceed to the next step.

Estimating Graduation Date

The following steps are to be followed in estimating and applying for graduation:

- 1.. Consult the home university web site for graduation dates and conferral of degree deadlines.
2. In consultation with your Dissertation Chair, establish a reasonable estimate of the graduation date (**December, May, and/or August** depending upon the home university) to complete all degree requires.
3. Submit an application for Graduation for the expected term. Notify the Coordinator of the Doctoral Program.
4. If you do not complete the degree requirements as planned, notify the Coordinator of the Doctoral Program to revise the graduation date.

Dissertation Defense

The student is responsible for scheduling the “oral defense” of the dissertation. Upon receiving approval from the Dissertation Chair of the student’s readiness to orally defend the dissertation, the student may schedule an oral defense no earlier than one week from the date of the distribution of the notice to defend to the academic community.

1. In consultation with the Chair, identify the location for the oral defense of the dissertation

- a. The student should schedule the location at least ½ hour before the scheduled hearing to allow time to set up equipment. Generally, room scheduling of 3 hours is more than sufficient.
- b. The student is responsible to reserve necessary equipment needed for the dissertation defense.
2. In consultation with the Chair and committee members, the student schedules the dissertation defense at a date and time when the committee members can be present.
 - a. The date of the scheduled dissertation defense, must be during an academic term session for the Ed.D program, and may not be scheduled on a holiday or during an academic break.
 - b. Any member not present for the oral dissertation defense must provide written review comments to the Dissertation Chair, at least three days prior to the defense.
 - c. Any member not present for the oral dissertation defense must provide written questions to the Dissertation Chair to be asked during the dissertation defense, at least three days prior to the defense.
 - d. A majority of the dissertation committee members must be present at the oral dissertation defense (at least 2 members, including the Chair). Any exceptions to this policy must be approved in advance by the Coordinator.
 - e. In order to encourage student and faculty attendance, scheduling in the late afternoon is encouraged. Typically evening students can accommodate their schedules, and faculty (day division) teach less in the late afternoon.
3. Official notification of the oral defense of the dissertation
 - a. Complete the “**Notification of an Oral Defense of the Dissertation**” (**Appendix J**).
 - b. Submit the NOTIFICATION to the Coordinator of the Doctoral Program.
 - c. The Notification must be distributed via e-mail at least one week before the dissertation hearing to the academic community.

The student needs to take the following steps to be prepared for the oral defense of the dissertation:

1. Discuss the content of the oral defense desired, with the Dissertation Chair. Typically a 20 - 30 minute presentation is given. Prepare to respond to questions from committee members and other hearing attendees.
2. Prepare an abstract for hearing attendees, and other summary information that the student feels is needed.
3. The student should be dressed in professional attire.

Oral Defense of the Dissertation: Forms, Committee Discussion and Outcomes

At the oral defense of the dissertation, the following conditions must be met:

1. Forms: At the oral Dissertation Defense, the student must bring the “**Dissertation Transmittal Form**” (**Appendix H**) and the “**Dissertation Approval**” form (**Appendix I**). These are given to the Dissertation Chair.
2. Committee Discussion, Vote, and Outcomes of the Oral Dissertation Defense

- a. A formal discussion in private is held by the dissertation committee.
- b. A vote of the committee is required to obtain approval as to whether the student has passed the Oral Defense. A majority of the committee members must be present, and agree that the student has passed the oral defense of the dissertation.
- c. Outcomes of the Oral Dissertation Defense
 - i. Student passes the oral defense. The student then proceeds to finalizing the written preparation of the dissertation. The "oral" defense leads to the written dissertation. The final written dissertation including completion of all other doctoral requirements will constitute completion of the dissertation. This is supervised by the Dissertation Chair.
 - ii. Student does not pass the Oral Dissertation defense. The student must meet with the Dissertation Chair to address the elements of the defense that need corrections. After the corrections have been made, the Committee Chair will then determine the student's readiness to orally defend the dissertation and the oral defense process will begin again.

Finalizing the Written Preparation of the Dissertation

The student and the Dissertation Committee will meet and discuss the Committee's review of the written dissertation. The following steps are to be taken in this process:

1. The committee meets with the student to determine what work if any still needs to be done on the dissertation. Hard copies of review comments by committee members are given to the student.
2. Outcomes of Review of the Written Dissertation by Committee.
 - a. Minor revisions to the written dissertation
 - i. Revisions must be reviewed and approved by the full committee. The Dissertation Transmittal Form and Signature page is not signed by any committee member, until the written dissertation is acceptable.
 - ii. Revisions are reviewed and approved only by the Dissertation Chair. The Dissertation Transmittal Form and Signature pages are not signed by the Chair, until the written dissertation is acceptable. The committee members may sign these forms.
 - b. Major revisions to the dissertation
 - i. Revisions must be reviewed and approved by the full committee. The Dissertation Transmittal Form and Signature page is not signed any committee member, until the written dissertation is acceptable.
 - ii. Revisions are reviewed and approved only by the Dissertation Chair. The Dissertation Transmittal Form and Signature pages are not signed by the Chair, until the written dissertation is acceptable. The committee members may sign these forms.
 - c. No Revisions and Committee Approval of Written Dissertation. Approval of the dissertation is defined as unanimity (100%) of the dissertation committee. Furthermore, the Dissertation Chair has reviewed the dissertation for adherence to all dissertation policies and standards post Public Hearing.

3. Signatures and Processing of the Dissertation Transmittal Form
 - a. If committee members indicate that the student has passed the oral dissertation defense and the written dissertation, then the Chair may obtain signatures of committee members on the Dissertation Transmittal Form and the Signature Page.
 - b. The Chair does not sign these forms until a final dissertation review is completed and ready for submission to the Coordinator for Doctoral Program.
 - c. A grade is NOT submitted for EDF/EDLD 995 until the Chair is notified by the Coordinator for Doctoral Program after receipt of all dissertation copies and a receipt for binding is received.
4. Written Preparation by Student after the Oral Defense
 - a. After the Dissertation Oral Defense, the student completes the final "written" preparation of the dissertation, including any changes that resulted from the oral defense and written comments based on the dissertation review by members of the Dissertation Committee.
 - b. Review latest requirements and forms in the dissertation handbook.
 - c. Demonstrate a thorough compliance with APA, not only in format, but including all necessary approvals, permissions and copyright issues.

Final Reviews of the Written Dissertation through Conferral of Degree and Graduation

In order to complete successful the final review of the dissertation, the student will:

1. Be responsible for ensuring that the final dissertation has been professionally edited.
2. Present the dissertation to the Chair, who does a final review for compliance with all dissertation requirements including APA and copyright requirements. The student must provide a reasonable time for review, which may be up to two weeks, depending upon the changes needed.
3. Upon approval, the Chair may sign and date the **Dissertation Transmittal form**. This is **NOT** included in the dissertation.
4. The Chair also signs and dates the **Signature page** (Dissertation Approval) which is included in the dissertation so that it is copy ready. The Chair does not submit a grade yet for EDF/EDLD 995.

Enrollment Status

The student must be enrolled in EDF/EDLD 995 during the term when the “**Recommendation for the Conferral of Degree**” form (*Appendix K*) is signed.

Coordinator of Doctoral Program Review, Outcomes of Review, and Approval to Proceed to Make Dissertation Copies

The student will take the following steps in order to complete the review process and receive approval to proceed with making copies of the dissertation:

1. Program Coordinator Review:
 - a. Submit One Clean Copy of the Dissertation to the Coordinator for final review and approval.

- b. Provide sufficient time for review, which may be up to two weeks
- c. Submit the following completed and signed forms with the dissertation:
 - i. The signed “**Dissertation Transmittal Form**” completed by the Dissertation Chair.
 - ii. The completed “**Recommendation for Conferral of Doctoral Degree**” form.
 - iii. The “**Information Checklist**” form (*Appendix L*).
- 2. Outcomes of Coordinator Review
 - a. Revisions may be needed.
 - i. The Coordinator may ask the Dissertation Chair to review the revisions after they are completed by the student.
 - ii. The Coordinator may review the final revisions.
 - b. No revisions are necessary.
- 3. Approval to Obtain the Required Copies
 - a. After review and approval by the Coordinator, the student may pick up the dissertation and proceed to obtain the **required copies**.
 - b. See requirements on the **Information Checklist**.

Delivering Hard Copies of the Dissertation

The student will proceed with the following steps to deliver hard copies of the dissertation:

1. Make an appointment with the Library binding section.
2. In addition to bringing the required dissertation copies, separate abstract and other information required, bring your Information Checklist to the appointment.
3. After receipt of the copies and the fee for binding, the library will initial required/necessary items on the Information Checklist.
4. The student will submit a copy of the receipt to the Coordinator.

Information Checklist and Dissertation Grade

The student brings the completed Information Checklist to the Coordinator. The student's Dissertation Chair is notified by the Coordinator that the Information Checklist has been received and a grade may now be entered for the Dissertation course.

Submission of Forms to the Registrar

The Coordinator **submits** the Information Checklist, signed Dissertation Transmittal Form, Title page of dissertation, and "signed and dated" Conferral of Degree form to the registrar so that the completion of the doctorate and the title of the dissertation may be entered on the student's official transcript.

Conferral of Degree Date

The "date" on the conferral of degree form becomes the date of completion of Ed.D. degree requirements.

Letter of Ed.D. Degree Completion

If the student needs immediate documentation of the completion of the Ed.D. degree requirements, the Registrar can provide a letter with a University seal, indicating the date of completion of the Ed.D. degree requirements. The student's transcript which will be available at the end of the term in which the degree is conferred also includes completed course work. The student must make a request to the Registrar in advance to obtain a letter of completion, receive a transcript and/or have the transcript sent to a designated agency.

Graduation

The student is required to participate in the Commencement exercises conducted at the end of the term in which one has the degree conferred. If the Commencement is not held that term, the student must participate in the next scheduled Commencement exercise. The student will be hooded during the Commencement exercise as a physical symbol of one's accomplishments and indicative of having the title of "Doctor of Education".

Diplomas

Diplomas are mailed to students within one month of each graduation date by the University.

Section 6

Pass-Port

Doctoral candidates are required to use Pass-Port for course artifacts and the three major folios in the program. Complete instructions for using Pass-Port and the rubrics for determining if submissions to Pass-Port meet expectations are presented on the pages that follow. The information in Pass-Port may be used by the university to gather assessment data for improving the doctoral program as well as meeting the requirements of accreditation agencies for the university and the colleges. It is important to understand that meeting each of the folios is a prerequisite for continuing in the next phase of the doctoral program.

Whenever there is an issue or difficulty with Pass-Port, please contact the Coordinator of the Doctoral Program at the Consortium universities.

Ed.D. Portfolio Overview

Emerging Portfolio

1. Complete three pre-assessment surveys in PASS-PORT (Diversity, Technology, Dispositions)
2. Letter of Application
3. EDF/EDLD 800 Artifact, Evaluation, Standard(s)* Attached
4. EDL/EDLD 810 or 811 Artifact, Evaluation, Standard(s)* Attached
5. Field Experiences – A minimum of five hours working in an educational setting while completing your dissertation. (One experience must be placed in the folio with an attached standard*.)
6. Professional Development – Minimum of 5 hours documented (One activity must be placed in the folio with an attached standard*.)
7. Reflections: Should include a reflective summary of each of the two artifacts submitted in relation to the program standard(s)* attached.

Proficiency Portfolio

1. Qualifying Paper, Evaluation, Standard(s) Attached*
2. Educational Leadership and Management Core, Evaluation, Standard(s) Attached*
3. Instructional Leadership Core, Evaluation, Standard(s) Attached*
4. Field Experiences – A minimum of ten hours working in an educational setting (One experience must be placed in the folio with an attached standard.)
5. Professional Development Activities – Minimum of 10 hours documented with a cumulative total of 15 (One activity must be placed in the folio with an attached standard*.)
6. Reflections: Should include a reflective summary of each artifact submitted in relation to the program standard(s)* attached.

Capstone Portfolio

1. Complete three post-assessment surveys in PASS-PORT (Diversity, Technology, Dispositions).
2. Dissertation
3. Professional Development Activities - Minimum of 10 hours documented with a cumulative total of 25 (One activity must be placed in the folio with an attached standard*.)
4. Field Experiences - A minimum of five hours working in an educational setting while completing your dissertation (One experience must be placed in the folio with an attached standard*.)
5. Reflections of Learning: The summary should address your thoughts regarding your completion of the doctoral program and how your initial views of educational leadership have changed or been enhanced through the program. Additionally, the summary should address "what it means to be an effective educational leader' referencing the components of the conceptual framework.

***Standard:** The standard refers to the program standard(s) which relates to your artifact/assignment and documents accomplishment of that standard. Your instructor will emphasize standards pertinent to specific assignments.

Note: For each required artifact, review the evaluation rubric to ensure your artifact meets expectations.

E-Folio Advanced Rubric: Reflections of Learning

Criteria	Does not Meet Expectations		Meets Expectations ALL Folio Levels	Exceeds Expectations
	Unacceptable	Approaching Expectations		
Artifacts	Artifacts show little to no knowledge of content or no description of the importance of each artifact.	Artifacts show some candidate progress, some knowledge of content and a statement of the importance of each artifact.	Artifacts show candidate progress, knowledge of content and a description of the importance of each artifact.	Artifacts show substantial candidate progress, extensive knowledge of content and detailed descriptions of the importance of each.
Standards	Does not connect to appropriate standards of major, or few artifacts connect to standards.	Most artifacts connect to appropriate standards, but either a) does not justify reasons for choosing standards, or b) an understanding of the standards is not indicated.	All artifacts connect to appropriate standards; justifies reasons for choosing standards; clear understanding of the standards is indicated.	All artifacts connect to appropriate standards; justifies reasons for choosing standards; articulately explains all standards attached.
Reflections	Describes an effective professional.	Describes an effective professional; describes lessons learned, strengths and weaknesses of performance, impact on learning environments and on future performance.	Clearly describes an effective professional referencing the components of the conceptual framework; critically analyzes lessons learned, strengths and weaknesses of performance, impact on learning environments and on future performance.	Precisely describes an effective professional using all components of the conceptual framework; critically analyzes lessons learned, strengths and weaknesses of performance, impact on learning environments and on future performance; makes generalizations about relevant fields of study.
Organization and Mechanics	There are more than five writing error types; sentences are poorly structured.	There are no more than five error types in grammar, punctuation, and spelling; simple sentence structure and length; simple language	There are no more than two error types in grammar, punctuation, and spelling; sentence structure and length are adequate	There are no errors in grammar, punctuation, and spelling; wide variety of sentence structure and length
Field Experiences or Clinical Practice	Required hours are not documented in PASS-PORT	Meets Expectations Required hours are documented in PASS-PORT and reflect diversity of experiences.		Required field or clinical hours are documented in PASS-PORT. An example of one experience is included in the Field Experience/Clinical tab.
Professional Development Activities	Required hours are not documented in PASS-PORT	Meets Expectations Required hours are documented in PASS-PORT and provide evidence of acquisition of content knowledge and professional knowledge and skills.		Required hours are documented in PASS-PORT and an example is included in the Professional Development Activity Tab.

How to Load Your Course Artifact into Pass-Port & Create a Folio

In order to load your artifact in Pass-Port in 25 e-a-s-y steps--maybe,

1. Go to the Ed.D. Pass-Port website at <https://doc.selu.pass-port.org:9014/index.asp?bhcp=1>.
2. Username: <your w number>
3. Password: pass-port (unless you have already been in Pass-Port and changed your password)

FIRST STAGE

4. Click on [Artifacts].
5. Click on “File artifacts that have been sent to PASS-PORT”.
6. Click on “Upload File Here”.
7. Follow directions for uploading your files from your computer.
8. Click on [Submit].

SECOND STAGE

9. Click on [Folios].
10. To the right of [Working Portfolios], click on “Create Folio”.
11. At bottom of window, click on “Create from Template”.
12. Select “Lane, Ken”.
13. Click on “Create and Edit”.
14. Select the appropriate category of your artifact—Shadowing.
15. Click on “Add Artifact from Bin”.
16. Click on [File Artifacts...].
17. Click on the box to the right of the file name.
18. Click on [Add to Tab].
19. Click on [Cover] along the right hand tabs.

20. Click on [Request Feedback].
21. Click on "Ken Lane".
22. Click on [Submit].
23. Click on [Choose a Course]. (*Go by the chronological numbers and select 823, not the prefixes of the courses.*)
24. Click on [Submit].
25. Click on the Pass-Port bullseye to exit.

Section 6

Appeal Process

Doctoral candidates have the right to appeal disciplinary actions or grades according to policies of the institution in which they are enrolled.

Grade Appeals

Candidates who feel they have been treated unfairly or capriciously in the awarding of a final course grade should follow the grade appeal policy approved by the Consortium Council:

1. The candidate will notify the Doctoral Program Coordinator of the intent to file an appeal.
2. The Doctoral Program Coordinator will randomly select three doctoral faculty from the Consortium to serve as the Consortium Appeals Committee.
3. The candidate will submit a written document to the Consortium Appeals Committee detailing the basis for the appeal.
4. The instructor will submit a written response to the Consortium Appeals Committee.
5. After review, the Consortium Appeals Committee will make a recommendation to the enrolling institution of the candidate.
6. The appeals process of the enrolling institution of the candidate will be followed for final disposition of the appeal.

Disciplinary Appeals

Candidates have the right to appeal disciplinary actions according to policies of the institution in which they are enrolled.

[SLU Code of Student Conduct, Discipline, and Appeal Procedure](#)
[UL-Lafayette Code of Student Conduct and Appeal Procedures](#)

Sexual Harassment, ADA or EEOC Issues

For situations related to grade appeals, sexual harassment, ADA issues, or EEOC issues, the candidate should follow the appropriate policy of the institution in which they are enrolled.

Appendix A
Program Degree Plan

Ed.D. PROGRAM IN EDUCATIONAL LEADERSHIP		PROGRAM PLANNING SHEET						
STUDENT NAME: _____ ID#: _____								
PREREQUISITES: Master's Degree Year _____ Institution _____ Area _____								
Graduate level course in Statistics: Term & Year _____ Grade _____								
SPECIALIZATION: _____ ADVISOR: _____ DATE ADMITTED TO PROGRAM _____								
COURSE NUMBER & COURSE NAME	COMMENT:	SEMESTER/YEAR			GRADE	CREDITS		
		OFFERED	PLANNED	ACTUAL				
<i>Requires a minimum of 60 credits</i>								
RESEARCH REQUIREMENTS (15 credits)								
EDF/EDLD 800 Introduction to Doctoral Program and Research Design								
EDF/EDLD 801 Writing for Research								
EDF/EDLD 802 Quantitative Methods								
EDF/EDLD 803 Qualitative Methods								
EDL/EDLD 880 Research Practicum								
EDUCATIONAL LEADERSHIP & MANAGEMENT CORE: (21-24 CREDIT HOURS)								
EDL/EDLD 810 Leadership Theory and Practice								
EDL/EDLD 811 Management of Educational Organizations								
EDL/EDLD 812 Supervision in Educational Settings								
EDL/EDLD 820 Legal Issues and Ethics in Educational Organizations								
EDL/EDLD 821 Politics & Community Relations								
EDL/EDLD 822 Policy Development and Analysis								
EDL/EDLD 823 Fiduciary Management of Educational Organizations								
EDL/EDLD 840 Change Theory								
EDL/EDLD 841 Organizational Development for Learning Communities								
EDL/EDLD 842 Culture, Climate & Change Leadership								
EDL/EDLD 875 Special Topics in Educational Leadership and Management								
EDL/EDLD 897 Internship								
Credits Transferred into Ed Leadership & Management Core (list)								
INSTRUCTIONAL LEADERSHIP CORE: 6-9 CREDIT HOURS								
ETEC/IREC 812 Leadership in the Integration of Emerging Technologies								
EDL/EDCI 830 Foundations of Curriculum Theory and Design								
EDL/EDCI 831 Critical Analysis of Current Research on Effective Ed. Practice								
EDL/EDLD 832 Educational Evaluation								
EDL/EDLD 871 Special Topics in Instructional Leadership								
Credits Transferred into Instructional Leadership Core (list)								

SPECIALIZATION COURSEWORK (6-9 credits; see Attachment A for details)								
<i>Specialization Area:</i>								
Credits Transferred into Specialization Core (list)								
DOCTORAL DISSERTATION SEMINARS: 6+ CREDIT HOURS								
EDF/EDLD 900 Doctoral Dissertation Seminar								
EDF/EDLD 990 Doctoral Dissertation Continuation								
EDF/EDLD 995 Defense and Completion of Dissertation								
NOTE: ALL COURSES ARE 3 CREDIT HOURS.		TOTAL DOCTORAL DEGREE PROGRAM COURSE CREDITS:						
SIGNATURE OF STUDENT		DATE						
SIGNATURE OF ED.D. COORDINATOR		DATE						
SIGNATURE OF DEPARTMENT CHAIR		DATE						
SIGNATURE OF DEAN OF GRADUATE SCHOOL		DATE						
CC: DEAN OF GRADUATE SCHOOL								
DEPARTMENT CHAIR								
ED.D COORDINATOR								
STUDENT								
Revised 02/19/08								

ATTACHMENT A

SPECIALIZATION AREA

The student will complete 6-9 semester credit hours in a specialization area. The specialization area and the courses within the specialization area must be agreed to by the student, the Faculty Advisor, the Coordinator of the Doctoral Program, and the Dean of the Graduate School.

The student is responsible for scheduling the courses in the specialization area. The student will need to check the schedule of classes to determine when the courses are offered. The courses are not listed on the "Schedule of Doctoral Courses" reference sheet.

Examples of Specialization Areas are:

Educational Technology

ETEC/IRED 810 Educational Technology Theory & Practice

ETEC/IRED 811 Overview of Current Educational Technology Practice

ETEC/IRED 895 Evaluation of Instructional Technology Research

Administration of Exceptionalities

SPED/SPED 600 Introduction to the Education of Individuals with Exceptionalities

Exceptionalities

EDUC/SPED 605 Research Seminar in Gifted & Talented Education

Educational Leadership & Management

May be obtained by taking 6-9 credits above the minimum credits required for the core.

Instructional Leadership

May be obtained by taking 6-9 credits above the minimum credits required for the core.

Please note that the student may choose a Specialization Area as long as the courses are for graduate credit and approved by the Faculty Advisor, the Coordinator of the Doctoral Program, and the Dean of the Graduate School. Therefore, the courses may well be outside the examples above and may be in the fields of *business, communications, law or another area of interest* to the student.

Please consult with your Faculty Advisor for more information.

Appendix B

Appointment of Qualifying Paper Committee

APPOINTMENT OF QUALIFYING PAPER COMMITTEE

The composition of the Qualify paper (QP) Committee is not final until all signatures, including the Coordinator of Doctoral Program, are obtained.

Candidate Name

Candidate (Student) ID

The faculty members listed below have agreed to serve on this Qualifying Paper Committee.

Typed Name

Signature:

Advisor: _____

Member: _____

The Coordinator of Doctoral Program has reviewed these appointments. They are in compliance with current University regulations and are hereby approved.

Signature

Date

CC: Candidate

Appendix C

Qualifying Paper Title Page

Title of Paper

QUALIFYING PAPER

Presented in Partial Fulfillment of the Requirements for the Degree of

Doctorate in Education

Consortium

of

University of Louisiana Lafayette

and

Southeastern Louisiana University

By

<Student Name>

<Name of University>

<Date>

Appendix D

Approval of Qualifying Paper

APPROVAL OF QUALIFYING PAPER

<Title of Paper>

By

<Student Name>

Faculty Name and initials of highest degree(s)
Qualifying Paper Committee Advisor

Date

Faculty Name and initials of highest degree(s)
Qualifying Paper Committee Member

Date

cc: Coordinator of Doctoral Program
Student

Appendix E

Recommendation of Student for Admission to Candidacy in Doctoral Program

**RECOMMENDATION OF STUDENT FOR ADMISSION
TO CANDIDACY IN DOCTORAL PROGRAM**

TO: Registrar's Office
FROM: Coordinator of Doctoral Program

DATE: _____

(Note: The date is the "effective" date of candidacy. It must be at least one term prior to the award of the degree).

Name of Student: _____

Student ID No.: _____ Telephone #: _____

Mailing Address of Student:

The above named student has fulfilled the following requirements for candidacy as of the dates indicated:

1. Has a completed "Student Program Plan" on file including transfer credit if applicable:
_____ (Date)
2. Completed all doctoral courses with exception of EDF 900, EDF 990 & EDF 995 with a GPA of 3.25 or better:
_____ (Date)
3. Completed Qualifying Paper:
_____ (Date)

On behalf of the Ed.D. Program in Educational Leadership, this student is recommended for approval as a candidate for the degree of Doctor of Philosophy.

Signature of Coordinator of Doctoral Program

Date

cc: Coordinator of Doctoral Program
Student

Appendix F

Appointment of Dissertation Committee

APPOINTMENT OF DISSERTATION COMMITTEE

TO: Coordinator of Doctoral Program

SUBJECT: Appointment of Doctoral Dissertation Committee
(The composition of the dissertation committee is not final until all signatures, including the Coordinator of Doctoral Program, are obtained. Committee membership may change according to university policies governing appointment of the dissertation committee).

Student Name

Student ID

TITLE OF DISSERTATION:

I. The faculty members listed below have agreed to serve on this dissertation committee.

	Typed Name	Signature:
Chair:	_____	_____
Member:	_____	_____
Member:	_____	_____
Member:	_____	_____
Member:	_____	_____

II. Transmittal: The Coordinator of Doctoral Program has reviewed these appointments. They are in compliance with current University regulations and are hereby approved.

Signature

Date

CC: Student

Appendix G

Dissertation Organization Template

This is the traditional organizational template for a dissertation. The student and the Dissertation Committee Chair will decide the actual organization of the Dissertation.

Blank Page

Title Page (Not stated in Table of Contents, no number)

Copyright page/UMI Page (Not stated in Table of Contents) no number

Signature Page/ Dissertation Approval Page (No page number. Not stated in Table of Contents)

Acknowledgments Page (begin Roman Numerals page ii)

ABSTRACT Page (Not stated in Table of Contents; continue with Roman Numerals)

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I: INTRODUCTION TO THE STUDY

- Introduction and Background to the Problem
 - Purpose (broad and specific)
 - Research Questions or Hypotheses
 - Definition of Terms
 - Assumptions
 - Justification
 - Delimitations and Scope

CHAPTER II: LITERATURE REVIEW, THEORETICAL FRAMEWORK

- Introduction (Optional)
- Review of the Literature
 - Topic in Italics*
 - Subtopic
 - Sub, subtopic
 - Topic in Italics*
 - Subtopic
 - Sub, subtopic
- Theoretical Framework
- Research Questions (if applicable)
- Hypotheses (if applicable)

CHAPTER III: RESEARCH METHODS OR METHODOLOGY

Research Design

Population and Sampling Plan

Instrumentation

Part 1: Demographic Profile (example)

Part 2: Construct Name

Part 3: Construct Name

Procedures: Ethical Considerations and Data Collection Methods

Methods of Data Analysis

Evaluation of Research Methods

CHAPTER IV: RESULTS

Research Question 1

Hypothesis 1

Hypothesis 2

Research Question 2

Hypothesis 1

Hypothesis 2

(Same format for additional questions & hypotheses)

CHAPTER V: DISCUSSION

Summary (optional– check with Chair)

Interpretations

Practical Implications

Conclusions

Limitations

Recommendations for Future Study

REFERENCES

BIBLIOGRAPHY

APPENDICES

Appendix A: (Title, in order they are discussed in your paper)

Appendix B:

Appendix C:

VITA

Insert page break. Start on a new page

LIST OF TABLES

Number		Page
1	<i>Title of Table 1</i>	
2	<i>Title of Table 2</i>	
	<i>Etc</i>	

Insert page break. Start on a new page

LIST OF FIGURES

Number		Page
1	<i>Title of Figure 1</i>	
2	<i>Title of Figure 2</i>	
	<i>Etc</i>	

Appendix H

Dissertation Proposal Transmittal Form

Ed.D. PROGRAM IN EDUCATIONAL LEADERSHIP

DISSERTATION PROPOSAL TRANSMITTAL FORM

The dissertation proposal submitted by:

Student Name: _____ Student ID: _____

Entitled: _____

The Dissertation Chair confirms that the proposal has been submitted to Turn-It-In and all issues have been resolved.

The date of the dissertation proposal defense: _____

The dissertation proposal has been read and approved by the undersigned. It is recommended for acceptance to the University in partial fulfillment of the requirement for the degree of Doctor of Philosophy. The student may proceed with the conduct of the dissertation research process.

Dissertation Committee Chair (Date)

Dissertation Committee Member (Date)

Dissertation Committee Member (Date)

Dissertation Committee Member (Date)

Dissertation Committee Member (Date)

Recommended by the Coordinator of Doctoral Program in Educational Leadership

Coordinator of Doctoral Program (Date)

cc. Coordinator of Doctoral Program
Student

Appendix I
Dissertation Approval

APPROVAL OF DISSERTATION

<Title of Paper>

By <Student Name>

Faculty Name and initials of highest degree(s)
Dissertation Committee Chair

Date

Faculty Name and initials of highest degree(s)
Dissertation Committee Member

Date

Faculty Name and initials of highest degree(s)
Dissertation Committee Member

Date

Faculty Name and initials of highest degree(s)
Dissertation Committee Member

Date

Faculty Name and initials of highest degree(s)
Dissertation Committee Member

Date

Appendix J

Notification of an Oral Defense of the Dissertation

THE ED.D. IN EDUCATIONAL LEADERSHIP DEGREE PROGRAM

**NOTIFICATION OF AN
ORAL DEFENSE OF THE DISSERTATION**

By

<STUDENT NAME>

<Name of day, month day, year>

<time>

<location>

Dissertation Title

"<type title here>"

Committee

<name, Chair>

<name of committee member>

<name of committee member>

<name of committee member>

<name of committee member>

*This defense is open to the
Southeastern Louisiana University/University of Louisiana at Lafayette community*

Appendix K

Recommendation for Conferral of Doctoral Degree

Appendix L
Information Checklist

**INFORMATION/CHECKLIST FOR DOCTORAL STUDENTS
(3-Pages)**

Please print neatly or type the information requested on this form and return it to the Ph.D. Program Coordinator when you hand in your dissertation and Forms.

Your Name: _____

Southeastern Louisiana University I.D. # _____ or
University of Louisiana at Lafayette ID# _____

Date: _____

How can we reach you in the future?

Current Address: _____

Current Phone # (Work) _____

Current e-mail Address: _____

Current Phone # (Home) _____

Future Address:

Future Phone # (Work) _____

Future E-mail Address: _____

Future Phone # (Home) _____

Effective E-mail Date: _____

Effective Date: _____

Which Commencement do you plan on attending: ____December ____May

Dissertation Committee Chairperson: _____

Have you submitted your "Degree Application" to the Registrar's Office for the semester you anticipate to graduate?

____ YES ____ NO

The following is a summary of items to be submitted to the Office of the Coordinator of Doctoral Program:

- _____ Following your Dissertation Chair’s approval of the final “clean copy of the Dissertation”, deliver a clean copy to Coordinator. It should contain the completed signature page, and all other pages in proper order. It should be in APA 5th edition format. If the dissertation is in order and complies with University regulations for the Dissertation, the Coordinator will approve your moving forward to get the proper dissertation copies.

- _____ For your meeting with the Coordinator, bring the **Dissertation Transmittal Form**. The student is to generate the Form and have it signed by the dissertation chair and committee members. The original form is placed in the student’s records folder. The form will not be bound as part of your dissertation.

- _____ For your meeting with the Coordinator, bring the “**Recommendation for Conferral of the Doctoral Degree**” form. The original is prepared by student and completed by the Coordinator after all forms, fees, dissertation copies, and the UMI Doctoral Dissertation Agreement Form are received. Only then will the Coordinator submit it the Registrar.

- (a) Please contact the Doctoral Coordinator to determine where to submit the Dissertation Copies and Checks. Please give you a receipt for your submission to the Coordinator.
 - _____ One original copy of your Dissertation on 100% non-recycled cotton or rag bond paper

 - _____ Three original copies of your Dissertation on 25% non-recycled cotton or rag bond paper

 - _____ Check for Binding three copies of your dissertation (Payable to the appropriate university.)

 - _____ Binding Fee for additional copies (Payable to the appropriate university.)

 - _____ “**UMI Doctoral Dissertation Agreement**” form (*Appendix M*) filled out and signed (with Title Page, Abstract Pages and Copyright Page if applicable). These are separate from the Title Page, Abstract Pages and Copyright Page to be bound in your dissertation.

 - _____ UMI Publishing Services (Payable to UMI)

 - _____ UMI Copyright Service if you want your dissertation copyrighted (Payable to UMI)

 - _____ NSF Survey of Earned Doctorates

- (b) **Student:** Return this form to the Coordinator of Doctoral Program.

When all dissertation copies and checks are received and if all information on the checklist and forms is complete, the Coordinator will then send the two forms to the registrar's office:

_____ Recommendation for Conferral of PHD Degree Form with signatures
(prepared by student)

_____ Dissertation Transmittal Form with signatures (top portion prepared by
student)

Appendix M

UMI Copyright

This is a sample template. The student will need to verify that this template is the current one in use by UMI.

<Title of Paper>

Dissertation

Presented in Partial Fulfillment of the Requirements for the Degree of

Doctor of Education

Southeastern Louisiana University/University of Louisiana at Lafayette

By

<Student Name>

<Date (or year)>

SAMPLE COPYRIGHT PAGE

(If the student is having the dissertation copyrighted, the student should include a page following the format below.)

Order Number: _____

THE EFFECT OF STUDENT LEARNING STYLES ON ACHEIVEMENT

Lyon, Leo A., Ed.D./Cajon, Charles R.

Southeastern Louisiana University, 200?/University of Louisiana at Lafayette, 200?

Copyright 200?, by <student last name, first name middle initial.> All Rights Reserved

U.M.I.
300 N. Zeeb Road
Ann Arbor, MI 48106