

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strikethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text

(*Use ~~strikethrough~~ for deletions and underlines for additions.)

See attached

Doctor of Education (Ed.D.) – Educational Leadership and Policy Studies

Purpose and Overview

K-12 leaders are challenged with directing broad educational programs that increase excellence and equity as measured by outcomes. Schools and school districts need professionals who use current knowledge and possess strong leadership skills to design and administer programs that can improve teaching and learning to accomplish these outcomes. Moreover, they need leaders who know about and respond to the specific challenges and strengths of the communities they serve. The Doctor of Education (Ed.D.) program at Eastern Kentucky University will play a significant role in developing such leaders.

Participation in this doctoral program will lead to enhanced understanding and practical capacity with regard to human learning, educational institutions, and the interaction of the larger society with educational, financial, and governmental entities and processes. Likewise, participation will allow for the acquisition of skills to conduct and successfully apply research. Course work will be built on a knowledge base that reflects current research, theory, and practice; and doctoral faculty will serve as ongoing mentor resources – answering questions, helping to resolve administrative problems, collaborating on research projects, referring individuals to job openings, etc.

Program Admission

The decision to admit a student to doctoral work constitutes a major commitment from the faculty in the form of advising, teaching, chairing and serving on the committee, preparing and evaluating examinations, and guiding the dissertation to successful completion. To be considered for admission, the applicant must meet the minimal criteria identified below.

The applicant should note, however, that the decision to admit students to the doctoral program is a collective judgment of the faculty and represents their determination of the likelihood of the candidate's success in all major phases of the degree program. These judgments take into account the candidate's professional experiences, communication and thinking skills, and other relevant capabilities. Thus, a candidate is not automatically admitted on the basis of meeting the minimal criteria.

In order to be considered for admission to the program, an applicant must have completed a master's degree in education or a related field with a minimum graduate GPA of 3.5, with a review of admission status triggered by any grade of C or below. Applicants must have completed three years of professional experience (preference will be given to those with leadership experience) and must demonstrate competency in educational research and statistics. (See section below regarding *graduate coursework in education research and statistics*.)

A completed application packet will include:

- Completed graduate application
- Transcripts of all undergraduate and graduate work
- Resume of professional experience
- Score reports from the Graduate Record Examination or Miller Analogies Test
- Short essay (500-700 words) describing the relationship between the applicant's professional goals and the Ed.D. program
- At least three positive letters of recommendation – including at least one each from a peer, a supervisor, and a college/university faculty member

After a holistic review of the application packets, the Doctoral Program Committee¹ will select those applicants to be interviewed. The one-day interview will include:

- A review of the candidate's professional portfolio, using a rubric to be established by the Doctoral Program Committee
- A problem-solving exercise to be completed by the candidate and evaluated using a rubric established by the Doctoral Program Committee
- A demonstration of the candidate's technology skills, to be evaluated using a rubric established by the Doctoral Program Committee
- A demonstration of the candidate's written and oral communication skills, to be assessed using a rubric established by the Doctoral Program Committee
- A dispositions evaluation (an assessment of attitudes and behaviors practiced in the areas of personal responsibility, ethics, emotional management, communication, and work ethics) of the candidate to be conducted by one or more members of the Doctoral Program Committee using an established format/protocol

¹ To be comprised of the Ed.D. Program Coordinator, Graduate Faculty from the Department of Educational Leadership, and at least one Graduate Faculty Member from another department in the College of Education.

- An interview with Doctoral Program Committee members
- An interview with the Dean or Associate Dean

The committee will review all available data to assess the overall potential of the candidate for success in the program before making a final decision about acceptance.

Additional requirements regarding graduate coursework in educational research:

To be approved for full admission into the doctoral program, students must meet the following requirement:

The student must have successfully completed (with a grade of B or higher) a graduate level course in educational research and statistics and/or successfully completed and defended a thesis or specialist project demonstrating research proficiency within the last four years, counting from the semester of admission.

Students who do not meet the above requirement may be admitted provisionally and required to complete successfully one or more introductory graduate level educational research courses, and/or may be counseled to pursue the Doctor of Education via the Specialist in Education degree. (See section on the Ed.S. below).

Admission to Candidacy

Students are admitted to candidacy for the Ed.D. after they have accomplished the following:

- Completed approved course work satisfactorily
- Passed a comprehensive examination
- Formed a Dissertation Committee that includes the dean’s representative
- Secured the Committee’s approval of a dissertation topic
- Made formal and successful application for candidacy

CURRICULUM REQUIREMENTS

Program Requirements – Each student’s program of studies will be individually planned within the following curriculum framework:

Research Core	9 hours¹
EDL 810, 811, 910.	
Academic Core	9 hours
EDL 820, 821 822, 823.	
Leadership Specialization	12 hours
EAD 801, 808, 824, 827, 828, 831, 834, 839, 846, 849, 859, ELE 810, EMG 810, EMS 850, EPY 816, ESE 863, SED 775, 800, 810.*	
Cognate Area	6 hours
Two advanced graduate courses chosen from a department or program outside the leadership specialization area.	
Rural Studies Core	6 hours
EDL 930, 931	
Field Experience	6 hours
EDL 900	
Dissertation	12 hours
EDL 999.	
Minimum Program Total	60 hours

¹ If the student has not completed coursework in statistics and research methodology nor successfully completed and defended an appropriate thesis or specialist project, additional coursework in these areas may be required. See “Requirement regarding education research” under Admission Standards.

**Note: courses listed here are those required for various P-12 certification programs (principal, superintendent, supervisor of curriculum, director of pupil personnel. With the approval of the Program Advisory Committee, students may apply for enrollment in certification programs and use courses completed as part of the Ed.D. to fulfill certification requirements. See certification program descriptions for specific requirements. Students may substitute courses other than those listed here if deemed appropriate by the Program Advisory Committee and approved as part of the student's individual program of study.*

Specialist in Education (Ed.S.)

The Specialist in Education (Ed.S.) degree is a professional degree requiring a level of study and specialization beyond the masters degree. At EKU the doctoral degree program in educational leadership and policy studies will be aligned with the specialist degree program in educational administration and supervision, thus allowing for students to earn the doctorate via two different tracks:

- By successfully completing the 60-hour (minimum) doctoral program
- By successfully completing the 36-hour (minimum) Ed.S. program, then successfully completing the (minimum) 30-hour doctoral program

See the chart below for comparison of the two tracks.

<p>Ed.D.</p> <p>3-9 hrs research 3-6 hrs academic core 6 hrs cognate 6 hrs rural 12 hrs dissertation (30-36 hrs total)</p>	<p>Ed.D.</p> <p>9 hrs research 9 hrs academic core 12 hrs specialization 6 hrs cognate</p> <p>6 hrs rural 6 hrs field experience 12 hrs dissertation (60 hrs total)</p>
<p>Ed.S.</p> <p>6 hrs research 3-6 hrs academic core 12 hrs specialization 6 hrs field experience 6 hrs thesis (36 hrs total)</p>	<p>Earned Master's Degree</p>
<p>Earned Master's Degree</p>	

Delivery Model

The EKU doctoral program in educational leadership and policy studies will employ a modified cohort model. Students will enter, continue, and finish the program with a group of colleagues. Some advantages of this model are these:

- Cohorts allow students to know the design and program of from the outset.
- Cohorts enable students to support each other as a group while accomplishing the major milestones of the program including the comprehensive examination and the dissertation.
- Cohorts allow high levels of ongoing support for individual student work and research development.

- Cohorts serve as a basis for continued collegial support after graduation.

The cohort model is modified in that it allows some coursework to be individually chosen, thus permitting students to individualize their programs of study to a degree, and allowing flexibility for students who wish to pursue the degree on a full-time basis.

To accommodate students' professional responsibilities, cohort classes will be scheduled for evenings and weekends during the summer, fall, and spring semesters. In the first two years, students will generally complete twelve courses: two each in the summer, fall, and spring sessions. Two additional field-based experiences will generally be completed concurrently with the coursework. The third year will typically consist of three courses – two in the summer and one in the fall, along with the comprehensive examination and the dissertation. Note: doctoral students must maintain continuous enrollment subsequent to passing the comprehensive examination. (See section on continuous enrollment.)

Program of Study

Each student will complete a detailed program of study in consultation with his/her program advisory committee. The program of study will be designed to ensure breadth of professional knowledge and an appropriate specialization area. In consultation with the student's adviser, revisions can be made to the program of study. All revisions must have the approval of the student's program advisory committee, the Dean of the College of Education, and the Dean of the Graduate School.

Program Advisory Committee

The student's Program Advisory Committee will consist of no fewer than four members: three will possess expertise in the student's major area of concentration and will be selected by the student in consultation with his/her adviser and the Doctoral Program Director. The remaining committee member will be appointed by the Dean of the College of Education. The Education Dean's appointee will possess expertise in professional education and represent the interests of the graduate faculty in the College of Education. No committee is considered constituted without the final written approval of the Dean of the College of Education and the Dean of the Graduate School.

Membership of the Program Advisory Committee may be changed if either the candidate or a member of the advisory committee feels that such a change is appropriate and if the requested change is subsequently approved by Doctoral Program Director, the Dean of the College of Education, and the Dean of the Graduate School.

Comprehensive Examination

The purpose of the comprehensive examination is to assess the candidate's knowledge in the field, skill in problem solving, ability to organize material, and effectiveness of written expression. Students should complete the comprehensive examination following the last semester in which the student is enrolled in coursework and before submission of the dissertation proposal.

The comprehensive examination will be designed as follows:

- Content for the examinations will be *program-oriented* rather than course driven.
- The student will be responsible for the content in the total program of study.
- The student's Program Advisory Committee will be responsible for designing, preparing, and scoring the examination. Faculty members from cognate fields related to the program of study may be consulted as needed.

The Program Advisory Committee will develop four questions, one from each of the following program areas: research, academic core, leadership, and rural education.

The written component of the comprehensive examination will be conducted in four sessions of three hours each (one session for each of the four questions), and will take place over two consecutive days (two sessions each day). The Department of Educational Leadership and Policy Studies will provide students with an appropriate workspace and a computer for each session.

Written responses will be evaluated¹ by the Advisory Committee members, who will submit their evaluations to the student's advisor within ten working days following the examination. An oral defense will be scheduled for a date no later than twenty working days following the examination.

¹ Using the following rubric: 5 - Extremely strong response, considerably above average, likely to be attained by only a small minority of examinees; 4 - Above average, somewhat above what one would expect of an examinee; 3 - Adequate and reflects an average level of performance commensurate with the expectations of the Committee (minimum pass); 2 - Below the quality expected but with some positive indicators; 1 - Substandard and totally fails to reflect the quality one expects of an applicant for the doctoral degree.

Any failed portion must be rewritten as an independent research project under the direction of the Program Advisory Committee. The Program Advisory Committee will then evaluate the quality of the independent research project and determine whether additional coursework is needed before the student can proceed in the program.

Dissertation

Students are required to enroll in a minimum of twelve semester hours of dissertation credit. There is no fixed length for the dissertation manuscript. Rather than concentrating on the size of the document, students are well advised to consider the following purposes of a dissertation:

- To demonstrate technical mastery of the student's field
- To originate new knowledge or to advance or modify the present knowledge base in educational leadership and policy studies
- To demonstrate the ability to conceptualize and complete a project of focused inquiry

The dissertation typically follows a five-chapter format. The most recent edition of the *Publication Manual of the American Psychological Association* will serve as the official style guide. The Dissertation Committee may approve another style should that format better suit the needs of organizing and presenting the research. In either case, the dissertation is evidence that the student is an expert in the chosen topic area. Students must work closely with their adviser in determining the topic and in formulating the research design.

In order to insure a high-quality product, a proposal consisting of the first three chapters of the dissertation is developed and presented to the Dissertation Committee for approval. Once accepted, the student will begin the actual research. Students are encouraged to work closely with the advisers while writing the dissertation.

Dissertation Committee: The Dissertation Committee and the Program Advisory Committee are not necessarily comprised of the same people. The doctoral student selects the dissertation chairperson from the Graduate Faculty according to faculty expertise and research interest and submits a request to the departmental chairperson. Once approved by the departmental chairperson, the dissertation chairperson consults with the student in recommending committee appointments to be approved by the Program Director, the Dean of the College of Education, and the Dean of Graduate School. The Dissertation Committee consists of five members:

- Dissertation chairperson
- Educational Leadership and Policy Studies Faculty Member
- Educational Leadership and Policy Studies Faculty Member
- College of Education Dean's Representative (from outside the Department of Educational Leadership)
- Graduate School Dean's Representative (from outside the College of Education)

Dissertation Proposal: Specifically, the proposal is a detailed plan for conducting the investigation and should communicate to the Dissertation Committee precisely what the student plans to do, as well as why, how, when, and where the student plans to do it.

The proposal is significant. It becomes a contract between the student and committee. Any significant changes or deviation in the proposal will require committee approval.

The more accurate, complete, and detailed the proposal, the more efficient the process of completion. The format typically followed for an empirical research problem includes five parts:

Chapter I contains a clear and concise statement of the problem (*what* is to be studied), justification for the study (*why* it is important to investigate this particular problem), the conceptual or theoretical perspective from which the problem will be investigated, the objectives and hypotheses to be tested or the questions to be pursued, and a definition of terms.

Chapter II focuses on a complete critical review of the literature related to the problem statement and conceptual framework.

Chapter III describes *how* the study is to be produced (i.e., procedures). Included in this section are a detailed description of *how* the hypotheses will be tested or questions answered, a description of the population and sample, the instrument(s) used to gather data, and the treatment or analysis of the data. If the study involves human subjects, requirements for human subjects review must be satisfied.

The Appendix contains questionnaires or other instruments used to gather data for the purpose of carrying out the research.

The section entitled References (or Bibliography) includes all sources cited in the proposal.

The use of non-quantitative methodologies (e.g., historical, philosophical, theoretical, ethnographic) typically leads to a proposal somewhat different in structure from the example provided above. In such a situation, the student is expected to confer with the adviser and the Dissertation Committee to establish understandings about format.

Human Subjects Research – Review Guidelines: In accordance with federal and institutional regulations, any undertaking in which a member of the University faculty, staff, or student body investigates and/or collects data on human subjects for research purposes must be reviewed by the Institutional Review Board (IRB). Each investigator has the responsibility to seek review of any study involving human subjects before initiation of the project. See http://www.sponsoredprograms.eku.edu/IRB_SITE/

The Dissertation Proposal Defense: Defense of the proposal has the format of a seminar open to faculty and graduate students. The Department of Educational Leadership and Policy Studies will schedule the required defense. The Dissertation Committee must receive the proposal at least two weeks in advance of the defense. Two copies of the proposal and a signed signature page of approval must be on file in the Department of Educational Leadership and Policy Studies office; in addition one copy should be submitted to the Graduate School prior to beginning the dissertation. One copy and the signature page will be placed in the student's file. A second copy is for a library of sample proposals. Data collection may proceed only with unanimous approval of the five-member dissertation committee.

The candidate will be notified in writing of the Committee's decision regarding the proposal. The Committee may accept the proposal in its current form, require changes to be incorporated into the dissertation itself, or require that the proposal be revised and resubmitted for approval. After the candidate has successfully defended the dissertation proposal, he/she may develop, with the supervision of the Committee, a completed dissertation.

The Dissertation: Once approved by the committee, the proposal becomes the framework for the first three chapters of the dissertation. The student proceeds to gather data and reports the results in Chapter IV, with the summary, discussion, and recommendations composing Chapter V.

Continuous Enrollment: Once doctoral students have passed the comprehensive examination and enrolled for dissertation credit, they must maintain continuous enrollment with a minimum of one semester hour of dissertation credit during each regular semester, including at least one summer term each year, until the dissertation has been accepted by the Graduate Dean.

Time to Degree: All requirements for the doctoral degree must be completed within a period of four years from the semester in which the student passes the comprehensive examination. Students exceeding the time limit may be required to repeat the comprehensive examination, replace out-of-date credits with up-to-date work, and/or show other evidence of being current with regard to their program of study.

Students who have not completed the dissertation within four years from the semester in which they passed the comprehensive examination have two options to extend the time:

- Those who have completed a dissertation proposal that has been accepted by the Committee before the expiration date will be granted a one-year extension upon Committee approval.
- For those who have not had a proposal approved by their Committee, a two-year extension may be granted contingent upon Committee approval with the completion of additional prescribed course work and a retake of the written comprehensive examination.