

# *Handbook for Ed.D. students in EDL*

**The Ed.D. Program in the Department of Educational Leadership  
304 McGuffey Hall  
Miami University  
Oxford, Ohio 45056**

513-529-6825

for more information see: [www.muohio.edu/edl](http://www.muohio.edu/edl)

## **About Miami University**

Founded in 1809, Miami University, a state-assisted university of Ohio, is the second oldest college or university in the state. Known for its long tradition of excellence in education, Miami University provides educational opportunities for students of diverse backgrounds.

The University holds membership in the Council of Graduate Schools in the United States and in the Midwest Association of Graduate Schools. All graduate programs are accredited by the North Central Association of Colleges and Schools and, where appropriate, by the National Council of Teacher Education, and by the American Association of Collegiate Schools of Business.

**The Department of Educational Leadership**  
<http://www.muohio.edu/edl>

## **History**

The Department of Educational Leadership (EDL) was formed in January 1974 with the merger of faculties from the departments of Educational Administration and Curriculum and Instruction (both established in 1961). The Department maintains its link between studies in educational administration and curriculum under the broad designation of leadership, offering graduate degree programs in school administration (M.Ed.), curriculum and instruction (M.Ed.), and educational administration (Ph.D. & Ed.D., with majors in administration and curriculum). State administrative licensure course work is included within these programs, leading to licensure in school principalship, the superintendency, and specialty licenses. The college student personnel program joined the Department in 1982, offering a graduate program (M.S.) in higher education student personnel leadership. The Department also offers two undergraduate courses that are requirements of the Teacher Education Bachelors degree, and a thematic sequence and one capstone in the undergraduate Miami Plan. Each program has undergone revision at various

periods. The Ed.D. program underwent significant transformation in the late 1980s to more closely link the study of educational administration with contemporary culture and power issues in schools and society.

### **Mission**

The Ed.D. in the Department of Educational Leadership prepares individuals for leadership roles in schools and for teaching positions in higher education. Our mission in the Educational Leadership Graduate Programs is to encourage the development of leaders who assume responsibility for creating schools that make children's lives more meaningful. The Department's core values are that school leadership is an intellectual, moral and craft practice, and that transformative leadership entails a commitment to equity and social justice, critical thinking, and the forging of collaborative links between schools and communities. We seek to assist prospective leaders as they explore the possibilities for new futures, new schools. While each program area is guided by a detailed mission statement, all programs reflect the 16 Principles, developed by the Department during its revisions in the 1990s and affirmed in 1998. (See 16 Principles at the back of this handbook)

### **Objectives of Ed.D.**

To teach students to think critically about school administration, curriculum, and broader issues related to elementary and secondary education.

To prepare students for leadership roles in elementary and secondary education.

To prepare students for faculty roles as professors of educational administration and curriculum in colleges and universities.

For complete admission information request the *Doctoral Study in Educational Leadership* brochure or go to our web address: <http://www.muohio.edu/edl>

## **The Ed.D. Program**

### **The Temporary Advisor**

After the student is accepted into the program, the department chair assigns a temporary advisor. The temporary advisor assists in planning a course of study for the student's first semester that fits the student's selected major and satisfies the requirements of the department and the Graduate School.

### **Faculty Advisor and Doctoral Program Comprehensive Examination Committee**

As early as possible, the student selects a permanent faculty advisor. The faculty advisor assists the student in the selection of the program committee. The committee consists of the faculty advisor and three other members of the faculty of Educational Leadership. The committee and the student formulate the student's plan of study. The committee directs the student's plan of study and assures that all requirements for the comprehensive examination have been completed.

Students can amend their program and change members of their committee, with consultation of their advisor. The committee administers both the written and oral components of the comprehensive examination.

### **The Ed.D. Plan of Study**

The plan of study is formalized in a document frequently referred to as the "yellow sheet" and should be approved at the completion of 18-20 hours. The plan consists of the following:

- Introduction to Doctoral Studies
- Doctoral Core Seminars
- Major Required Courses
- Major Seminars
- Major Elective Courses
- Research Requirement
- Dissertation
- Residency Requirement

Courses and seminars cannot be taken as independent study; independent studies are limited to special topics approved by a faculty member.

### **Ed.D. Residency Requirement**

Three consecutive summers with registration of 12 hours and continuous registration throughout the program.

### **“The Yellow Sheet” (Program Committee)**

When students are accepted into the doctoral program, the department chair assigns a temporary advisor who assists in planning a course of study for the student's first few semesters that fits the student's selected major and satisfies the requirements of the department and the Graduate School.

Between half way and two-thirds of the way through the doctoral program, students have what is commonly called a “Yellow Sheet” meeting: a meeting of the student, advisor, and 3 EDL faculty who comprise the students’ Comprehensive Exam Program Committee. (The Yellow Sheet is literally a yellow document, available in the EDL office, on which students list what courses they have taken or plan to complete and when.)

In preparation for the Yellow Sheet meeting, students:

1. Meet with their advisor and select a Program Committee. The Program Committee should consist of one faculty who represents each of the major program areas: the doctoral core, the major, research, and educational leadership.
2. Complete the Yellow Sheet by writing in the course number, course title, and semester taken (or planned to be taken) of each doctoral course. Write neatly as this document goes on to the Dean’s office for final approval.

3. Give the completed yellow sheet to Cindie Ulreich to place in the student's file to be reviewed at the Yellow Sheet meeting.
4. Work with Cindie Ulreich who schedules a Yellow Sheet meeting of the student and the Program Committee.

At the Yellow Sheet meeting, the student, faculty advisor, and the Program Committee review the student's plan of study and assures that all requirements for the comprehensive examination will have been completed by the time the student is planning to take the exams. The Committee then designates which faculty member will write questions for the Comprehensive Exam. The advisor completes a form identifying each faculty role and gives it to Cindie Ulreich. The student later meets with each faculty member to discuss the nature of the questions. The exception to this is the Core question (see below).

### **How to Study for the Comprehensive Examination**

See the Big Red Comps binder that has copies of past comps questions. Cindie Ulreich has the binder and students can look at it and make copies of question (The binder must stay in the office). The binder is helpful to see what kinds of questions have been asked in past years, including the Core questions.

Each faculty member of Core classes writes The Core Questions, and students can choose which of the three (Ethics, Power or Culture) questions they want to write. It's especially helpful to review Core questions in the past (see under faculty members who have taught the Core) to get a sense of those questions.

Study Groups We encourage students to prepare for comps in study groups with other students. While reviewing coursework materials, classmates can help fill in and expand ideas covered in courses. Discussions are helpful, as are writing out practice essays.

### **Format**

Comprehensive exams consist of a minimum of four questions and a maximum of eight questions in the areas of the doctoral core; major; research; and educational leadership.

*Students have two options for taking their comprehensive exam: the "on-site" timed format or the "take-home" option. Student should let their advisor and Cindie Ulreich know which format they are choosing within 3 weeks of the exam.*

For both options, students are responsible for delivering their completed examination to an EDL office staff member for distribution to the Program Committee.

For both options, students should identify each question by topic and professor, and number pages consecutively.

### On-Site Format:

The on-site exam option is an eleven-hour examination taken in McGuffey Hall, consisting of four areas, and completed over a period of three to four days. A schedule showing what subject areas will be written on each day of comps week will be distributed to students no later than a week before the exams begin.

The on-site option consists of a minimum of four questions and a maximum of eight questions.

The on-site written examination consists of the following areas with designated times for writing each area:

- Doctoral core (2 hours)
- Major (6 hours)
- Research (2 hours)
- Leadership theory (1 hour)

Students will be provided lap top exams from the Department and will be assigned to their respective writing places (usually a faculty office or empty classroom) on the first morning of the exams. On this day, and every day of the exams, students meet in the EDL office for the office personnel to take them to their assigned place and deliver the question(s) for that writing period. Writing will begin at 9:00 a.m., Monday through Thursday of the scheduled week.

Students may bring a dictionary, but no other written or printed materials, into the examining room. Food and drink are also allowed. Any breaks taken during the writing are included in the writing time.

When students finish writing, return the exam to the EDL office, and the exam will be copied to a data stick and printed. Students may take time to check the spelling. Other than this, no further work may be done on the answers.

### Take-Home Format:

With the take-home exam option, students take questions home for one exact week, and respond to questions within a specified page limit. Students pick up the packet of exam question from the EDL office on a given day and returned the completed exam to the EDL office exactly one week later.

*Program Committee faculty give the assigned questions to Cindie Ulreich two weeks before the examination. Students will be given a week (Monday 12:00 noon. to Monday 12:00 noon) to complete the exam responses.*

Answers should be of the same quality as those expected in a doctoral course, free from any technical errors, and including references (APA) style and bibliography. Responses are to be double spaced using 12 point font.

The take-home option consists of a minimum of four questions and a maximum of eight questions.

The take-home written examination consists of the following areas with designated page limits for writing each area:

- Doctoral Core – 8-page limit
- Major – 12-page limit
- Leadership – 4-page limit
- Research – 6-page limit

### **Comprehensive Oral Examination Evaluation**

The written examination is followed by an oral examination no later than four weeks after the written component.

The comprehensive oral exam committee consists of at least five voting faculty—the four faculty from the student’s Program Committee and one Level A member of the graduate faculty from another department appointed by the Department. (The students’ advisor works with Cindie Ulreich to identify this “outside” person.) Cindie Ulreich completes Graduate Schools form D-1: Request for Appointment of Doctoral Comprehensive Examination Committee and sends it to the Graduate School for approval, at least 10 working days before the date of the oral examination.

Four of the five members must approve the examination (written and oral) for the student to pass. If the committee exceeds five members, there can be no more than one dissenting vote.

If the student does not pass the examination, the comprehensive examination committee may permit re-examination under conditions stipulated by the committee. The re-examination may not be given earlier than the next semester or summer session.

When a student passes the exam, faculty sign the Graduate School form D-2, “Results of Comprehensive Examination for the Doctoral Degree and Application for Candidacy” and deliver it to Cindie Ulreich to send to the Graduate School.

### **Candidacy for the Ed.D.**

The student becomes a candidate for the Doctor of Education Degree when she/he has completed all the requirements as listed in the plan of study and has passed the comprehensive examination.

### **The Doctoral Dissertation for the Ed.D.**

The candidate must write and defend a dissertation which shows her/his ability for independent research by writing an original dissertation on a topic within the area of Educational Leadership. A minimum of 16 hours is required for dissertation research with a maximum of 60 hours.

## **Policy on Registration for EDL 850 Dissertation Research**

The faculty of the department are committed to candidates successfully completing the doctoral dissertation. Through years of experience the faculty have learned that successful dissertation writers make continuous progress through systematic and meaningful contacts with their dissertation advisors and committee members. To ensure a continuous and close relationship between student and dissertation chair, and to recognize the work of the chair, the department approved the following registration guidelines for dissertation work by doctoral candidates.

Normally, candidates may not register for EDL 850 until they have passed the comprehensive examination, although they may register for EDL 850 during the term the comprehensive examination is taken if writing a dissertation prospectus.

Candidates must be registered for EDL 850 each semester and during the summer following the successful completion of the comprehensive examination. Candidates may take a semester or summer off from their dissertation work because of unusual circumstances which must be approved in advance by their dissertation chair. The number of semester hours of registration will be determined by the dissertation chair and will range from 6 to 16 credit hours.

All students must be registered during the term in which they expect to defend their dissertation.

## **The Doctoral Dissertation Committee**

As soon as possible after passing the comprehensive examination, the student should select a dissertation topic and dissertation chair. The chair assists the student in selecting a dissertation committee including at least two other members of the Department of Educational Leadership and a member of the graduate faculty from outside the department representing the Graduate School. It is the responsibility of the dissertation chair to direct the research and writing of the dissertation. Both the dissertation chair and the faculty member from outside the department must hold Level A graduate faculty standing while the other members must hold Level B standing or above. In some cases the dissertation committee may consist of more than four voting members.

## **The Dissertation Prospectus**

The dissertation prospectus is a proposal that is developed by the student in close collaboration with the dissertation chair. It identifies the research to be conducted for the dissertation and must be presented to the dissertation committee for approval.

## **Important Procedures**

If the dissertation research involves human subjects, the student must follow all procedures outlined by the Institutional Review Board for Human Subjects Research. Students must complete a required educational program on human subjects in research, and must have IRB approval of their research procedures before undertaking data collection (see the IRB home page at <http://www.muohio.edu/oars/>

External\_Grants/Requirements/human\_sub\_guidelines.html).

The student should read *The Graduate School Guide for Preparing Theses and Dissertations* before she/he begins writing. ([www.muohio.edu/gradschool](http://www.muohio.edu/gradschool)) The candidate and the committee should agree on the appropriate format and style. The candidate should check the format with the Graduate School early in the writing. A final format check and approval by the Graduate School are required before the dissertation is accepted and deposited in the library.

The electronic version of the dissertation, and the abstract, must be deposited in the University library at the time required by Graduate School deadline. EDL doctoral students are also required to furnish the department with a professionally bound copy of the dissertation on 100% cotton rag paper.

Students must plan carefully with their dissertation chair and committee to allow sufficient time for the committee to prepare for the defense of the dissertation.

### **The Final Examination (The Dissertation Defense)**

The student must pass the final examination within 5 calendar years after admission to candidacy.

Four of the 5 members of the dissertation committee must vote to approve in order for the dissertation to pass. If the committee is larger than five, there can be no more than one dissenting vote on the examination.

Students with extenuating circumstances may petition the department and graduate school for an extension of time.

### **Graduation Application Procedure**

Students must submit applications for graduation and fees to the Commencement Office in Rm. 106 Campus Avenue Building by the deadline submitted by the Registrar's Office. See: (<http://www.muohio.edu/commencement>)

## **Important Graduate School Degree Requirements**

### **Credit Requirements**

The Department may require hours beyond the minimum Graduate School Requirement of 60 graduate credit hours above the master's degree. At least 48 of the 60 minimum hours required for the degree must be earned on the Oxford Campus.

### **Transfer Credit**

A maximum of 12 graduate credit hours in which the student received an "A" or "B" may be transferred from another accredited institution. Courses cannot be older than 7 years at the time of comprehensive exam.

### **Credit Hour & Work Hour Requirements & Limitations**

Students who are employed full-time may register for a maximum of 6 graduate credit hours per semester.

### **Grade Standard for Ed.D.**

Students must maintain a minimum grade point average of 3.0 (GPA) in both the major and total GPA's.

### **Graduation Ceremony**

Students earning the doctorate are honored at graduation ceremonies where they are given special recognition by the university community. A highlight of the event is the hooding of the doctoral student by their dissertation advisor when the university president presents the graduate with their diploma.

## **General Information for Ed.D. students**

Two university publications, *The Miami Bulletin: Graduate Edition* and *A Handbook for Graduate Students and Faculty*, both available in the Graduate School Office, 102 Roudebush Hall, provide detailed information on graduate education policy and procedures. These two documents take precedence over the material in this document which is intended to aid students in their daily activities in the department.

### **Academic Dishonesty**

Academic dishonesty including plagiarism or the use of someone else's words as one's own will not be tolerated and will be dealt with according to the official regulations of the Graduate School.

### **Class Attendance**

Students are expected to attend regularly every class for which they are registered and to have acceptable reasons for absences.

### **Conduct**

With the exception of regulations that apply specifically to undergraduates, doctoral students are subject to the student conduct regulations of Miami University, outlined in the *Student Handbook*.

### **Grievance Procedure**

"A Statement of Effective Learning and Teaching and an Academic Grievance Procedure for Graduate Students at Miami University" is found in *A Handbook for Graduate Students and Faculty* and is available in the Graduate Office.

### **Petitions**

A doctoral student may petition for an exception to any academic regulation on forms available in the Graduate Office. The student must initiate the petition and submit it with

recommendations by his/her advisor to the department. Petitions are acted upon by the department, the School of Education and Allied Professions Graduate Committee, and the Student Petitions Committee of Graduate Council.

### **Dismissal**

A student may be dismissed from the Ed.D Program in Educational Leadership for the following reasons:

Failure to pass the Comprehensive Examination.

Failure to maintain a 3.0 grade point average.

Academic dishonesty.

Violation of stipulated time limits. (You must pass the comprehensive examination within seven years after completing your first doctoral level course. The final examination must be passed and the dissertation must be deposited in King Library no later than five calendar years after your admission to candidacy.)

### **Diversity, Discrimination, and Harassment**

The Department abides by the University Statement Asserting Respect for Human Diversity which decrees that:

"Miami University is a multicultural community of diverse racial, ethnic, and class backgrounds, national origins, religious and political beliefs, physical abilities, ages, genders, and sexual orientations. Our educational activities and everyday interactions are enriched by our acceptance of one another; and, as members of the University community, we strive to learn from each other in an atmosphere of positive engagement and mutual respect.

"Because of the necessity to maintain this atmosphere, bigotry will not go unchallenged within this community. We will strive to educate each other on the existence and effects of racism, sexism, ageism, homophobia, religious intolerance, and other forms of invidious prejudice. When such prejudice results in physical or psychological abuse, harassment, intimidation, or violence against persons or property, we will not tolerate such behavior nor will we accept jest, ignorance, or substance abuse as an excuse, reason, or rationale for it.

"All who work, live, study, and teach in the Miami Community should be committed to these principles which are an integral part of Miami's focus, goals, and mission."

Revised July 2008