The Doctor of Education degree is designed to prepare tomorrow’s leaders to plan strategically, communicate effectively in the modern world, think critically about the impact of policy and decisions, and contribute to the knowledge base by conducting research in their areas of expertise.
This handbook is continually revised to reflect the standards of the Ohio Department of Education, Ohio Department of Higher Education and the Specialized Professional Associations, as well as changes within the College of Education and The University of Findlay. This handbook is intended as a supplement to the Undergraduate and Graduate Catalogs. It gives some general information that is available in more detail in the catalogs. Its main purpose is to outline policies and procedures specific to the Doctorate of Education Program.
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NOTE: All graduate students at UF are responsible for understanding the graduate policies located in Graduate Policies webpage.
SECTION I: DOCTORATE OF EDUCATION PROGRAM SUMMARY

Mission Statement

The mission of the Doctorate of Education Program is to prepare tomorrow’s leaders to plan strategically, communicate effectively in the modern world, think critically about the impact of policy and decisions, and contribute to the knowledge base by conducting research in their areas of expertise.

The Doctorate of Education Program supports the mission of the University of Findlay to “equip our students for meaningful lives and productive careers” by assisting individuals to realize his/her full potential in his/her lives and careers. A doctorate prepares graduates for employment in higher education and other areas that require leadership skills and exceptional professional expertise.

To prepare students to move in this direction with his/her careers, the program requires them to conduct independent research that reflects a practical application of a relevant issue and contributes to the profession. During the program, students solve diverse problems using strategic thinking and organizational skills, apply content knowledge and skills in an ethical manner to influence and enhance performance within organizations, and embrace diversity as essential to organizational success, team building, and community partnerships.

Program Objectives

Upon completion of the Doctorate of Education Program, graduates will:

1. Identify problems within organizations and use strategic planning to make informed decisions that build trust (EDUC 705, EDUC 709, EDUC 715)
2. Communicate effectively with diverse stakeholders in the most effective modes for the audience (EDUC 700, EDUC 713, EDUC 707, EDUC 715, EDUC 790)
3. Demonstrate critical thinking in relationship to public policy and its impact on stakeholders (EDUC 703, EDUC 707, EDUC 770, EDUC 750)
4. Conduct an independent research investigation that reflects a practical application of a relevant issue and contributes to the profession (EDUC 750, EDUC 760, EDUC 765, EDUC 770, EDUC 780, EDUC 790, EDUC 791)

The course numbers indicate where each outcome is operationalized within the program.

Outcome #1, “Identify problems within organizations and use strategic planning to make informed decisions that build trust,” was selected because identifying problems and addressing them through strategic planning is an essential skill for leaders in education, business, and the helping professions. This is introduced in EDUC 705: Strategic Planning & Continuous Improvement. In EDUC 709: Performance Management Practices for Effective Leadership, the focus shifts to how to work with individuals within organizations to help them get on board with the strategic planning process. EDUC 715: Inviting Environments to Facilitate the Affective Domain addresses creating climates of caring, trust, respect, optimism, and intentionality so that
colleagues are empowered to be a part of positive change and the affective needs of all stakeholders are supported.

Outcome #2, “Communicate effectively with diverse stakeholders in the most effective modes for the audience,” was selected because effective communication is a critical skill for a person with a doctorate. Written communication is addressed in EDUC 700: Writing as a Doctoral Scholar. EDUC 713: Innovation & Information Literacy addresses changing modes of communication as well as the importance of innovation. EDUC 707: Global Dimensions & Perspectives on Diversity is designed to promote thinking about the global world in which we live and how to communicate effectively with diverse constituents. EDUC 715: Inviting Environments to Facilitate the Affective Domain explores specific strategies for communication that address the affective domain. EDUC 790: Dissemination of Research is the last class in the doctorate program. It is designed to assist students in translating their dissertation research into presentations and publishable articles. To support students as they transition into making conference presentations, the COE Summer Institute is part of the residency requirement of the program: students are required to present their doctoral research there.

Outcome #3, “Demonstrate critical thinking in relationship to public policy and its impact on stakeholders,” was selected because students need to understand the public policy context in which he/she works, as well as to be able to think critically about the impact of public policy upon stakeholders. EDUC 703: Policy Analysis: Political and Legal Principles is designed to introduce students to these concepts. EDUC 707: Global Dimensions & Perspectives on Diversity broadens this discussion to incorporate global perspectives. EDUC 711: Influential Thinkers: Selected Readings & Critical Analysis deepens the discussion by tracing the thinking that has influenced our society. In EDUC 750: Research I: Literature Review, each student begins dissertation research by exploring issues that are pertinent to his/her work and engaging in critical thinking about the origins of the issues and the most effective methods of addressing them through research.

Outcome #4, “Conduct an independent research investigation that reflects a practical application of a relevant issue and contributes to the profession,” is the heart of a doctorate program. This begins with EDUC 750: Research I: Literature Review, in which students will identify his/her problem and begin investigating the current research literature. EDUC 760: Research II: Quantitative Research and Measurements and EDUC 765 Qualitative Research and Measurement are the second course in the dissertation sequence and addresses statistical analysis. EDUC 770: Research III: Research Design and Proposal Development is the third course in the dissertation sequence and is the course in which the research design is developed and finalized. The dissertation proposal is completed and approved by each student’s dissertation committee by the end of EDUC 770. After the student has passed 770 and Part I of their Comprehensive Exams they may submit an IRB Proposal. In EDUC 780: Research IV: Statistical Analysis Coaching, students will create the results section of his/her dissertations with the assistance of the EDUC 780 professor and their dissertation committees. At the completion of EDUC 780, dissertations should be ready for final approval. Finally, in EDUC 790: Dissemination of Research, students translate their dissertations into publishable papers and presentations, which will allow them to effectively share their research work with the larger professional community.
Curriculum Requirements

The Doctor of Education degree requires a total of 60 semester hours of coursework including the dissertation. All students in the Doctorate of Education program must successfully complete the following core courses:

EDUC 700: Writing as a Doctoral Scholar (3 semester hours)
EDUC 701: Orientation to Doctoral Study (3 semester hours)
EDUC 703: Policy Analysis: Political and Legal Principles (3 semester hours)
EDUC 705: Strategic Planning & Continuous Improvement (3 semester hours)
EDUC 707: Global Dimensions & Perspectives on Diversity (3 semester hours)
EDUC 711: Influential Thinkers: Selected Readings & Critical Analysis (3 semester hours)
EDUC 713: Innovation & Information Literacy (3 semester hours)
EDUC 715: Inviting Environments to Facilitate the Affective Domain (3 semester hours)
EDUC 750: Research I: Literature Review (3 semester hours)
EDUC 751: Research I: Dissertation (1 semester hour)
EDUC 760: Research II: Quantitative Research and Measurement (3 semester hours)
EDUC 765: Research II: Qualitative Research and Measurement (3 semester hours)
EDUC 770: Research III: Research Design and Proposal Development (3 semester hours)
EDUC 771: Research III Dissertation (1 semester hour)
EDUC 780: Research IV: Statistical Analysis Coaching (3 semester hours)
EDUC 781: Research IV Dissertation (1 semester hour)
EDUC 790: Dissemination of Research (3 semester hours)
EDUC 791: Dissertation Submission (0 semester hours)

The Doctorate of Education Program core is 18 courses with 45 semester hours of total credit. Three of these courses are for 1 semester hour credit. These courses set aside time for students to work closely with their Dissertation Chairs as they progress through the dissertation process (each 1 semester hour credit course is associated with a dissertation research course). The program is designed to guide students through the dissertation process through associated research courses and dissertation hours.

In addition to the core, students must take a 15 semester hour elective strand. Students may choose from the Administration Strand and the Teaching and Learning Strand.

The Administration Strand includes the following courses:

EDAD 610: The Superintendent (3 semester hours)
EDAD 611: Buildings, Grounds & Facilities Management (3 semester hours)
EDAD 612: School & Community Relations (3 semester hours)
EDAD 613: Collective Bargaining/District Finances (3 semester hours)
EDAD 614: Internship/Superintendent (3 semester hours)

In addition to completing all the courses in the Administrative strand, students seeking the five-year superintendent licensure are required to have three years of successfully experience in a position requiring a principal or administrative specialist license. Superintendent licensure
students must pass a FBI/BCI background check.

Superintendent students are **not** required to take the Pearson OAE 015 Educational Leadership Test if he/she have taken the OAE Test or the previous Praxis II 0411 Test to obtain a principals license. Students who are seeking the alternative superintendent professional license, and do not have a principal’s license will have to take the Pearson OAE 015 Test along with the approved courses.

The Dean of the College of Education recommends licensure through the Ohio Department of Education to program completers. The Administrative Strand is based on the standards of the Educational Leadership Constituent Council (ELCC) and the Ohio Leadership Advisory Council (OLAC).

The **Teaching and Learning Strand** includes the following courses (choose 5 of 6 courses):

- EDSP 631: Collaborative Grant Writing (3 semester hours)
- EDSP 632: Evidence-Informed Decision Making (3 semester hours)
- EDSP 633: Mentoring and Coaching Teachers (3 semester hours)
- EDSP 635: Professional Networking and Organizations: Career Building (3 semester hours)
- EDUC 709: Performance Management: Practices for Effective Leadership (3 semester hours)

If the student chooses to earn **Ohio’s Teacher Leader Endorsement**, the following courses are required within the **Teaching and Learning Strand**:

- EDSP 631: Collaborative Grant Writing
- EDSP 632: Evidence-Informed Decision Making
- EDSP 633: Mentoring and Coaching Teachers
- EDSP 635: Professional Networking
- EDUC 709: Performance Management Practices for Effective Leadership

Students seeking the Teacher Leader Endorsement through the Doctorate of Education program will need to successfully pass the elective Teacher Leader Endorsement courses as part of the Teaching and Learning Strand. In addition, he/she must have completed a master’s degree, four years of teaching, and demonstrate the knowledge, skills, and dispositions at the distinguished level on the **Ohio Standards for the Teaching Profession**. The endorsement is added to a student’s professional teaching license or professional or permanent certificate.

**Course Descriptions**

**EDUC 700: Writing as a Doctoral Scholar** (3 semester hours)
This course will focus on writing with the proficiency required of doctoral candidates. The course will review writing skills, grammar, style, sentence structure, paragraph development, referencing in APA format, and writing requirements for research papers reflecting scholarly voice. Candidates will analyze the writing style utilized in peer-reviewed journal articles. This course will be taken with EDUC 701: Orientation to Doctoral Study.

**EDUC 701: Orientation to Doctoral Study** (3 semester hours)
This course will introduce candidates to the expectations of the doctoral program within the College of Education at the University of Findlay. Candidates will explore the connections between issues they face in his/her professional settings and what research evidence suggests as solutions. Candidates will explore the kinds of evidence that practitioners draw upon as they inform his/her practice. This exploration allows candidates to begin thinking about topics for their dissertation research. This course includes identifying appropriate research topics, using library services effectively, and organizing information.

**EDUC 703: Policy Analysis: Political and Legal Principles** (3 semester hours)
This course focuses on the political and legal principles of policymaking. Areas of emphasis are the context of educational policies, the political theories upon which educational policy is based, and the interrelation of law, policy, and practice. Candidates will apply critical thinking to major legal and policy issues through case studies. They will also explore reasons to change educational policy and techniques for influencing it.

**EDUC 705: Strategic Planning & Continuous Improvement** (3 semester hours)
This course focuses on strategic planning and continuous improvement as ongoing processes that evaluate and guide organizations. Candidates will assess the organization’s current and future needs and set goals and strategies to meet all existing and potential needs. Candidates will recognize the importance of strategic planning and the need to review the goals of the strategic plan. Candidates will be responsible for exploring research-based best practices that support continuous improvement.

**EDUC 707: Global Dimensions & Perspectives on Diversity** (3 semester hours)
This course will focus on local and global dimensions of diversity and their impact on leadership and organizational success. The diverse world in which we live is a composite of many cultures, values, and ways of interacting with one another. The dimensions of diversity include such things as gender, religious beliefs, race, marital status, ethnicity, parental status, age, education, physical and mental ability, income, sexual orientation, occupation, language, and geographic location. Candidates will explore local contexts of diversity to determine the issues that could impact their organization and will determine ways to address the issues proactively. In addition, candidates will explore globalization and how international comparisons are impacting America today.

**EDUC 711: Influential Thinkers: Selected Readings & Critical Analysis** (3 semester hours)
This course, taught in seminar format, focuses upon critical analysis of influential thinkers and their impact on past and current professional practices. Candidates will construct a timeline of how these influential thinkers’ ideas developed. They will read and discuss primary resource material from the pivotal thinkers, allowing them to expand their depth of understanding not only of the ideas each put forward, but also how their ideas influence public policy today.

**EDUC 713: Innovation & Information Literacy** (3 semester hours)
This course will focus on information literacy in today’s society, including developing conceptualization and communication skills, creative problem-finding and problem-solving skills, decision-making abilities, knowledge of modes of delivery, and the ability to communicate appropriate innovative solutions to complex problems. Candidates will build their proficiency in finding and implementing appropriate technologies to enhance communication.
EDUC 715: Inviting Environments to Facilitate the Affective Domain (3 semester hours)
This course will focus on a framework for systematic examination of communication in schools and other organizations that results in learning and human development. Candidates will examine practical strategies for creating effective, nurturing environments in schools and other organizations wherein each person can achieve his/her fullest potential. Current research and movements relating to the affective domain will also be explored.

EDUC 750: Research I: Literature Review (3 semester hours)
Co-requisite: EDUC751: Research I Dissertation
This course, the first in a four course research series, will focus on the use of the scientific approach in educational research, to ensure informed decision-making that is grounded in empirical research. Candidates will narrow the field of topics for their dissertation based on a problem in his/her workplace or field of interest. Utilizing APA style, candidates will develop a comprehensive review of the research literature relative to multiple aspects of their dissertation topic. The concept of institutional research review boards (IRB) will be introduced. Within this course, candidates will successfully complete a training and assessment program in preparation for their upcoming IRB proposal related to their dissertation.

EDUC 751: Research I Dissertation (1 semester hour)
Co-requisite: EDUC750: Research I: Literature Review
This course is the first of three courses to focus on the candidate’s production of a doctoral dissertation. During this course, the candidate will secure a dissertation committee chair and two additional committee members. This course will allow the candidate time for regularly scheduled meetings with his/her dissertation chair. During this course the focus of the candidate/chair meetings will be on the dissertation topic and the related review of research literature.

EDUC 760: Research II: Quantitative Research and Measurement (3 semester hours)
Prerequisites: EDUC 750
This course will focus on concepts and methods of descriptive and inferential statistics used in educational research. Candidates will develop the statistical background required for doctoral-level research. Candidates will develop an in-depth knowledge of measurement procedures appropriate to education and human services. This is the second course in the research series.

EDUC 765: Research II: Qualitative Research and Measurement (3 semester hours)
Prerequisites: EDUC 750
This course will focus on concepts and methods of qualitative research used in education. Candidates will develop the foundational qualitative skills required for doctoral-level research. Candidates will develop an in-depth knowledge of qualitative research paradigms, measurement and data collection, data analysis and reporting of findings appropriate to education and human services.

EDUC 770: Research III: Research Design and Proposal Development (3 semester hours)
Prerequisite: EDUC 750, EDUC 760, EDUC 765
Co-requisite: EDUC 771: Research III Dissertation
This course focuses on the concepts of single and multiple group research design, as well as mixed-methods approaches, incorporating both quantitative and qualitative methods. Candidates
will solidify their research questions and determine the appropriate methodology for their dissertation research. At the conclusion of the course, the candidates will submit their IRB proposals to the University of Findlay’s research review committee. This is the third course in the research series.

**EDUC 771: Research III Dissertation** (1 semester hour)  
**Co-requisite:** EDUC 770: Research III: Research Design and Proposal Development  
This course is the second of three courses to focus on the candidate’s production of a doctoral dissertation. This course will allow the candidate time for regularly scheduled meetings with his/her dissertation chair. During this course the focus of the candidate/chair meetings will be on the development of the dissertation proposal and the related research design. At the conclusion of the course, the candidates will submit their completed dissertation proposal to their dissertation committees for approval.

**EDUC 780: Research IV: Statistical Analysis Coaching** (3 semester hours)  
**Prerequisite:** EDUC 750, EDUC 760, EDUC 765, EDUC 770, successful completion of both parts of Comprehensive Exams with a score of Pass  
**Co-requisite:** EDUC 781: Research IV Dissertation  
This course will focus on supporting candidates as they work on the data analysis phase of their dissertations. Prior to enrollment, candidates should have completed their data collection. In this course, they will analyze and interpret their data, determine effective displays of data, and write the discussion and conclusions chapters of their dissertations. At the conclusion of the course, the candidates’ dissertations should be ready to submit to their dissertation committees for final approval. This is the fourth course in the research series.

**EDUC 781: Research IV Dissertation** (1 semester hour)  
**Co-requisite:** EDUC 780: Research IV: Statistical Analysis Coaching  
This course is the last of three courses designed to focus on the candidate’s production of a doctoral dissertation. This course will allow the candidate time for regularly scheduled meetings with his/her dissertation chair. During this course the focus of the candidate/chair meetings will be analyzing and interpreting the data and drawing conclusions for their dissertations. At the conclusion of the course, the candidates will submit their dissertations to their dissertation committees for final approval at an oral defense.

**EDUC 790: Dissemination of Research** (3 semester hours)  
**Prerequisite:** EDUC 750, EDUC 760, EDUC 765, EDUC 770, & EDUC 780  
This course will focus on assisting candidates to communicate their research findings upon approval of their dissertations. Candidates will explore appropriate platforms to disseminate the findings of their dissertations and determine how to adjust the format to the type of presentation, whether written or oral. Upon completion of the course, candidates will submit an article for publication and present their research at a public forum. (Key Assessment 7- Submission of dissertation research for publication in peer-reviewed journals)

**EDUC 791: Dissertation Submission** (0 semester hours)  
**Prerequisites:** EDUC 780
This course represents the final stage of a student’s doctoral dissertation journey. In this course the student will submit his/her successfully completed, defended, and approved dissertation and upload it to the OhioLINK/ProQuest database. This course will be graded S/U.

EDAD 610: The Superintendent (3 semester hours)
This course is designed to explore various leadership styles, quality management structures, decision-making skills and approaches to organizational development. The need for the school and community to work collaboratively on a shared vision will be addressed. Candidates will also explore the responsibilities and challenges of the school district superintendent at the local level.

EDAD 611: Buildings, Grounds & Facilities Management (3 semester hours)
School building problems, public relations, finance, school enrollment forecasts, planning and supervising building construction and renovation and the choice of equipment and materials are presented. Efficient use of school facilities is also discussed.

EDAD 612: School & Community Relations (3 semester hours)
This course is designed to provide the basics in developing and maintaining cooperative relationships between educational institutions and the community. Candidates will examine and analyze these institutions and the impact of mass media on public support.

EDAD 613: Collective Bargaining/District Finances (3 semester hours)
This course centers on issues which arise before, during and after collective bargaining. Topics include organizational efforts, election procedures, collective bargaining law, the negotiation process, contract provisions and the impact of collective bargaining upon the school organization and forecasting a school district's revenue and expenditures in preparation for the collective bargaining session. The course is also designed to give candidates an overview of staff selection, employee/employer relations and employment practices, standards for school personnel administration, the legal structure and the role of school administrators, board of education members and other professionals who carry out those managerial functions.

EDAD 614: Internship/Superintendent (3 semester hours)
This course is designed to provide the candidate the opportunity to perform various, relevant and practical superintendent functions in a supervised school setting while gaining experience.

EDUC 630: The Leader: Facilitator of Innovation & Strategy (3 semester hours)
This course focuses on leadership theories, models, and strategies that have laid the foundation for the evolution of many leadership practices that exist today. Areas of emphasis will be leadership and strategic management, innovation and creative process, creative problem solving and decision-making, strategic planning and organizing, continuous improvement and team building and group dynamics. Learners will be responsible for exploring each of these topical areas and applying critical thinking in selected assignments for content review, discussion and evaluation regarding their impact on leadership and/or professional success.

EDUC 631: Collaborative Grant Writing (3 semester hours)
This course will provide opportunities for educators and other human service professionals to work on a collaborative team seeking external funding for a project. The focus of this course will
be discussion of funding sources that require collaboration among agencies and the unique requirements of this type of proposal. The course will culminate with proposals written by candidate teams.

**EDUC 632: Evidence-Informed Decision Making** (3 semester hours)
This course is designed to foster evidence-informed decision making for the teacher leader. Candidates will work collaboratively to develop high-quality assessments, analyze student data, implement differentiated instruction and respond to intervention. Students will identify resources that can be utilized to support assess-plan-teach-reassess cycle. Candidates will also explore district assessment plans and the impact a teacher leader can have on the development and implementation of such plans. Thirty hours of fieldwork is required to complete the major assignment in this course.

**EDSP 631: Collaborative Grant Writing** (3 semester hours)
This course will provide opportunities for educators and other human service professionals to work on a collaborative team seeking external funding for a project. The focus of this course will be discussion of funding sources that require collaboration among agencies and the unique requirements of this type of proposal. The course will culminate with proposals written by student teams.

**EDSP 632: Evidence-Informed Decision Making** (3 semester hours)
This course is designed to foster evidence-informed decision making for the teacher leader. Students will work collaboratively to develop high-quality assessments, analyze student data, implement differentiated instruction and respond to intervention. Students will identify resources that can be utilized to support assess-plan-teach-reassess cycle. Students will also explore district assessment plans and the impact a teacher leader can have on the development and implementation of such plans. Thirty hours of fieldwork is required to complete the major assignment in this course.

**EDSP 633: Mentoring and Coaching Teachers** (3 semester hours)
This course will prepare teacher leaders to assume leadership roles at the school, district, state or national levels and in professional organizations. Candidates will learn ways to use knowledge of professional standards, including the Standards for Ohio Educators, to support teachers' professional growth. They will explore the skills and competencies needed to teach, mentor, and coach adult learners. They will develop, implement, evaluate, and engage in professional development activities for teachers that promote reflective practices like learning communities. They will examine professional, ethical behavior and determine ways to model it and support it in others. The research foundation for the course will be drawn from Invitational Theory and Practice, Social-Emotional Learning, and the adult education literature. Participants will be required to develop a series of professional development modules that incorporate strategies and techniques for teaching adult learners.  *This course has a field experience requirement of 90 hours of work with a principal, curriculum specialist, or staff developer on building- or district-level professional development.*

**EDSP 635: Professional Networking & Organizations: Career Building** (3 semester hours)
**Prerequisite:** a master’s degree from an accredited program
This course focuses on building professional networks, organizations and personal careers. Candidates will examine ways to develop organizations considering how technology is changing our paradigms of professional development and networking. The course will explore career opportunities for those who earn doctoral degrees.

**EDUC 709: Performance Management Practices for Effective Leadership** (3 semester hours)
This course focuses on leadership theories, models, and strategies that have laid the foundation for the evolution of many leadership practices that exist today. Areas of emphasis will include such things as talent management, organizational culture, team member selection, and the art of persuasion. Candidates will explore each of these leadership theories and strategies and identify appropriate practices to address an identified leadership problem or issue.

**Three Year Tentative Degree Plan**

The Doctorate of Education Program offers a three-year plan of completion. Candidates who wish to complete the Doctoral degree in that time frame should follow the University of Findlay Degree Plan outlined in the table, below. *There is no guarantee that the Doctoral degree be completed in three years.* Three years is the *earliest* a student could potentially complete the program; *actual completion time will depend heavily on the dissertation process which is not predictable and often requires adjustment to this generalized timeline.*

There is no penalty for deviating from the three-year plan, provided that the student complete all degree requirements within seven years. Students who are not enrolled in courses for three semesters will have to reapply to the university. It should be noted that course offerings are scheduled to facilitate three-year plan and therefore courses may not always be available for students at the desired time if he/she deviate from this plan. Students should plan his/her academic program carefully and consult his/her advisor (the Ed.D Program Chair) to ensure that they are completing the program in a timely fashion.
UF Ed.D Degree Plan Fall Start

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<tr>
<th>Year 1: Fall Semester</th>
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<td>EDUC 700 Writing as a Doctoral Scholar</td>
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<td>EDUC 711 Influential Thinkers: Selected Readings &amp; Critical Analysis</td>
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<td>EDUC 765 Research II: Qualitative Research and Measurement</td>
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<td>EDUC 760 Research II: Quantitative Research &amp; Measurement</td>
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<td>EDUC 770 Research III: Research Design &amp; Proposal Development</td>
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<td>EDUC 771 Research III: Dissertation</td>
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Choose One Area of Concentration: Teaching OR Superintendent

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<td>EDAD 612 School &amp; Community Relations SP</td>
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<td>EDAD 611 Buildings, Grounds &amp; Facilities Management SM</td>
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<td>Elective 3 EDSP 633 Mentoring and Coaching Teachers SP</td>
<td>EDAD 613 Collective Bargaining/District Finances SM</td>
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<td>Elective 4 EDSP 635 Professional Networking FA</td>
<td>EDAD 610 The Superintendent FA</td>
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<tr>
<td>Elective 5 EDUC 709 Performance Management Practices for Effective Leadership SM</td>
<td>EDAD 614 Internship/Superintendent FA, SP, SM</td>
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<tr>
<th>Year 2: Summer Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Summer Institute: Comprehensive Exam</td>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>Total Credits Earned to Date:</strong></td>
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<tr>
<th>Year 3: Fall Semester</th>
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<tr>
<td>Conduct Study/Data Collection</td>
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<tr>
<td><strong>ELECTIVE 3</strong></td>
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<tr>
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<td>EDUC 780 Research IV: Statistical Analysis Coaching</td>
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<tr>
<td>EDUC 781 Research IV: Dissertation</td>
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</tr>
<tr>
<td><strong>ELECTIVE 5</strong></td>
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<td><strong>ELECTIVE 2</strong></td>
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<td><strong>ELECTIVE 3</strong></td>
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<tr>
<td>Summer Institute: Presentation of Completed Dissertation</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
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</tr>
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</table>

**Important:** Please be aware that three years is the earliest a student could potentially complete the program; actual completion time will depend heavily on the dissertation process which is not predictable and often requires adjustment to this generalized timeline.

The Ed.D Program must be completed within 7 years from the start (first course recorded for the program).

Total Credits Earned to Date:---/60

Updated 08/22/2018 jcg
SECTION II: PROGRAM POLICIES AND EXPECTATIONS

Admissions Criteria

To be considered for initial acceptance to the Doctorate of Education Program, students must:

- Possess a master’s degree from an accredited institution, with the possible exception of first-professional doctorate-degree holders, specifically when no master’s degree was offered (e.g., DPT and PharmD).
- Have a minimum graduate grade point average of 3.0 on a 4.0 scale.
- Pass a Miller Analogies Test (MAT) with a minimum score of 400. Students who score within one standard deviation of the mean score (375 or above) on the Miller Analogies Test can be granted conditional acceptance into the program, and upon successful completion of both EDUC 700 and EDUC 701 with a “B” or better in each course, can be granted full acceptance into the program.
- Submit an online application form.
- Supply two letters of recommendation, which will include an assessment of the student’s ability to perform doctoral-level work.
- Submit official transcripts, which can be in front of attested credentials from a University-recognized document verification agency, of all graduate-level work.
- Interview (face-to-face or online) with College of Education faculty.
- To obtain full student doctoral status, students must complete EDUC 700: Writing as a Doctoral Scholar with a “B” or better.

Students whose native language is not English and who have not graduated from American universities must meet the previously listed admissions conditions, plus:

- Score at least 100 on a verified TOEFL Internet-based test (iBT) with a minimum of 25 in speaking and 25 in writing or a verified International English Language Testing System (IELTS) academic score with a minimum overall band score of 8.0. International students can take the program online and enter the U.S. for the one-week live institutes. To facilitate this, the Office of International Admissions would create a new SEVIS record with a new initial I-20 each time and the student would need to pay the SEVIS fee each time.
- Provide an affidavit of financial support (original), if not an American citizen or permanent resident.

A practice test is available on the MAT website. If a student fails the MAT, he/she can use resources listed on their website to practice before retaking the test.

Transfer Credit Policies

Students pursuing a Doctor of Education degree at The University of Findlay may transfer up to 15 semester hours of credit (completed with a grade of “B-” or better) into one of the program’s elective strands for graduate work completed at another institution as long as the credit is equivalent to doctorate-level education courses offered in the chosen strand or if the coursework
was completed at the master’s level and was not used to meet the student’s master-degree requirements. **Core courses and research courses do not transfer in as credit and will not satisfy degree requirements.** Transfer hours must be no older than seven years and must be comparable to electives in the program. Students must have official transcripts of his/her previous graduate work forwarded directly to the University of Findlay, Office of Graduate Admissions. **The College of Education’s Doctoral Chair is responsible for completing the transcript evaluation and informing the Registrar’s Office of the number of hours approved for transfer.** A student may petition for additional transfer hours beyond nine through the Graduate Student Academic Standards Committee. Students wanting to petition must complete an appeal form which is available from the [Office of the Registrar](#). It is recommended that the student provide written support from his/her advisor and/or Chair of the Doctoral Program in this process.

**Time Limits and GPA Requirement**

**Time Limits**
The University of Findlay requires students to complete all graduate program requirements within seven years. No course more than seven years old may be used for meeting the degree requirements. Students who do not complete his/her graduate program requirements within this time limit will be ineligible to graduate. The degree time limit begins at the start and ends at the completion of a program of study. The degree time limit does not supersede any other obligations to maintain satisfactory academic progress throughout the student’s degree program.

A student will be required to retake any class that was taken more than seven years from the planned semester of graduation. For example, a student wishing to graduate fall 2014 will only be eligible to use courses from fall 2007 until fall 2014. Any course completed outside of this time period will need to be repeated or replaced with a course approved by the student’s graduate program. If the class is no longer available, a comparable or substitute class of a corresponding number of credit hours will be determined by the program chair. Please note: classes removed from a program of study are indicative of the changes that occur within a profession or academic body of knowledge. **Students should proactively plan in order to be sure that their academic, work, and personal lives can accommodate this seven-year rule.**

A student may request an exception to this policy by submitting a written appeal to the Graduate Student Standards Committee for review. The student should solicit the written support of his/her academic adviser when making exception requests.

**GPA Requirement**
Students in the Doctorate of Education Program must earn a B or better in EDUC 700 to continue in the program. All students must maintain a 3.0 average and must have no more than one C grade during the course of the program. If a student earns a second C or a D or F, he/she has the option to retake the course but must raise the grade to a B or better. The higher grade will replace the lower one in the GPA calculation. Students are only allowed one opportunity to retake the course and are suspended from taking any other courses in the program while they retake the course. If a student earns a third C or a D or F, he/she will be removed from the program.
Key Assessments and Dissertation Requirements

The Chair of the Doctorate of Education Program in collaboration with the Chair of Graduate and Advanced Programs and the Dean of the College of Education ensures that the unit is measuring individual student success in the Doctorate of Education program. The Dean of the College of Education working with the Chair of the Doctorate of Education Program makes sure that all key assessments and his/her rubrics are entered in Taskstream, the University of Findlay’s software system for program assessment. The Dean of the College of Education, the Chair of Graduate and Advanced Programs, and the Chair of the Doctorate of Education Program train faculty in the use of the Taskstream assessment system and monitor courses to make sure that the system is being used. He/she also collect data from the system to share with the Education Advisory Council and the College of Education in the spring every year.

University of Findlay Doctorate of Education Program Outcomes:

The student will:

- Identify problems within organizations and use strategic planning to make informed decisions that build trust. (EDUC 705, EDUC 709, EDUC 715)
- Communicate effectively with diverse stakeholders in the most effective modes for the audience. (EDUC 700, EDUC 707, EDUC 713, EDUC 715, EDUC 790)
- Demonstrate critical thinking in relationship to public policy and its impact on stakeholders. (EDUC 703, EDUC 707, EDUC 711)
- Conduct an independent research investigation that reflects a practical application of a relevant issue and contributes to the profession. (EDUC 750, EDUC 751, EDUC 760, EDUC 770, EDUC 771, EDUC 780, EDUC 781, EDUC 790 EDUC 791)

University of Findlay Doctorate of Education Program Key Assessments:

- Grade Requirement (B or higher in EDUC 700: Writing as a Doctoral Scholar)
- Strategic Plan (EDUC 705: Strategic Planning & Continuous Improvement)
- Communications Project (EDUC 713: Innovation and Information Literacy)
- Policy Analysis Project (EDUC 703: Policy Analysis and Legal Principles)
- Comprehensive Exam (over EDUC 703, 705, 707, 709, 711, 713, 715, and 750)
- Submission of Dissertation Research for Publication in Peer-Reviewed Journals (EDUC 790: Dissemination of Research)

Strategic Plan (EDUC 705: Strategic Planning & Continuous Improvement)

The student will:

1. Conduct a Gap Analysis that must be considered prior to developing the organization’s Strategic Plan.
2. Look at each Change identified concerning Political, Economic, Socio-Cultural and Technological and note the Strengths regarding each change identified that might exist.

3. Look at each Change identified concerning Political, Economic, Socio-Cultural and Technological and note the Weaknesses regarding each change identified that might exist.

4. Look at each Change identified concerning Political, Economic, Socio-Cultural and Technological and note the Opportunities regarding each change identified that might exist.

5. Look at each Change identified concerning Political, Economic, Socio-Cultural and Technological and note the Threats regarding each change identified that might exist.

6. Develop a Goal to address each Opportunity and Threat identified.

A score of 125 to 150 pts for a detailed analyses and presentation of the GSP Project. 100 to 124 points for an adequate analyses and presentation of the GSP Project and 0 to 123 pts for a limited analyses and presentation of each strategic planning area. The student will demonstrate detail in their critical and analytical thinking when completing this assignment.

The rubric for this key assessment is in Appendix A. Please note that the faculty reserves the right to update rubrics to reflect changes in curriculum and program goals.

Communications Project (EDUC 713: Innovation and Information Literacy)

The student will:

- Create, with the approval of his/her professor, a scenario that is meaningful to his/her work setting and that requires them to communicate essential information to a particular audience. As examples, a school superintendent must communicate with the voting public to get them to support a school levy, a businessman must decide the best avenues to get the word out about a new product, a building principal wants to improve public perceptions of his/her school, or a state official wants to convince school districts to become involved in international assessments.
- Analyze the situation, analyze contemporary trends in sharing information, determine the audience he/she needs to reach, and determine best methods and modalities to effectively reach that audience.
- Create the information, using the best technologies and resources available.
- Present his/her project to the class for peer evaluation.

The rubric for this key assessment is in Appendix B. Please note that the faculty reserves the right to update rubrics to reflect changes in curriculum and program goals.

Policy Analysis Project (EDUC 703: Policy Analysis and Legal Principles)

The student will:

- Identify a public policy he/she wish to investigate more deeply. The instructor of the course must preapprove the policies selected as topics of the investigation. Students are
not limited to contemporary policies. It might be interesting to examine policies of the past, especially if they are related to issues facing us today.

- Provide a brief overview of the policy, its origins, and its history. What organizations or people instigated the policy? Is the policy state, local, or federal? What was the purpose of the policy? How long has the policy been in effect? In what ethical and legal principles were the policy grounded? What was the larger political, social, economic, legal, and cultural context of the policy?
- Analyze the policy. Was the policy implemented as originally intended? Were there unintended consequences of the policy? If so, what were they? Were there any aspects of the policy that were insensitive to student diversity? Did the policy promote the success of all children or improve their educational, social, or economic opportunities? Were there any legal or ethical issues that arose during the implementation of the policy? If so, were they resolved? How? What were the positive results of the policy? What opportunities were created because of the policy?
- Use credible resources when investigating the policy. They may wish to interview people who were involved in the writing or implementation of the policy. Care should also be taken to know the origin of information about the policy. Is the information first hand? Are discussions of the policy from credible sources? Is information about the policy displaying any kind of bias? If any information comes from blogs, are they credible?
- Write clearly, well organized, use APA style, address all aspects of the assignment, include references, and be free of grammatical and spelling errors.

The rubric for this key assessment is in Appendix C. Please note that the faculty reserves the right to update rubrics to reflect changes in curriculum and program goals.

**Comprehensive Exams**

Students are required to successfully pass Comprehensive Exams as part of the requirements for the Doctor of Education degree. The Comprehensive Exam occurs in two parts. Student create a written plan for each part and defends both parts during the Summer Institute.

**Part I: Research Proposal**

The student will:

- Evaluate an education-related problem, challenge, or opportunity and to create a research proposal based on the synthesis of your doctoral program research coursework to address the problem, challenge, or opportunity
- Reference application of the knowledge and skills attained in the following courses: EDUC 700, 750, 760, and 770
- Include an introduction to the problem, research questions and hypotheses, a literature review, and research methodology in the dissertation proposal
- Use proper APA format
- Incorporate feedback from his/her Chair, committee members, professors, and Passports One, Two, and Three

**Part II: Educational Leadership Application**
• Evaluate a leadership problem, challenge, or opportunity in his/her current or future workplace and create a comprehensive plan based on the synthesis of his/her doctoral program core coursework to address that problem, challenge, or opportunity.
• Include syntheses and application of five of the seven core courses: EDUC 703, 705, 707, 709, 711, 713, 715, and 750.
• Describe the background and context of the problem and provide a clear problem statement
• Use proper APA format

The rubric for this key assessment is in Appendix C. Please note that the faculty reserves the right to update rubrics to reflect changes in curriculum and program goals

Outcomes for Comprehensive Exams

Students will receive one of three scores on Comprehensive Exams:
1. PASS. This score indicates that the student has met all the requirements of the Exams.
2. PASS WITH MODIFICATIONS. The score indicates that the Exams are acceptable but not complete until specific modifications are made. PASS WITH MODIFICATIONS will be scored as PASS once all specified modifications have been made to the satisfaction of the committee prior to the stated deadline (generally on or around September 1st). If the required modifications are not complete to the satisfaction of the committee by the stated deadline then the Exam will default to a grade of FAIL.
3. FAIL. The paper does not meet the requirements and cannot be modified enough to satisfy those requirements. Therefore the candidate must begin the Exam(s) anew.

Each part of the Exam is to be graded separately, however the student has not passed Comprehensive Exams and may not progress in the program until both parts of Comprehensive Exams receive a score of PASS. Students who do not pass Comprehensive Exams will need to retake the Exams when they are next offered.

Passing of Dissertation Defense (EDUC 781: Research IV Dissertation)

The student will:
• Completed his/her dissertations to the satisfaction of his/her committees.
• Meet with his/her committees for an oral defense of his/her dissertations. These meetings may be virtual or face-to-face, but all committee members must be in attendance.
• Create a presentation about his/her dissertation research, speaking specifically to each chapter.
• Answer questions of his/her committee and address any concerns committee members might have.

The rubric for this key assessment is in Appendix E. Please note that the faculty reserves the right to update rubrics to reflect changes in curriculum and program goals
Outcomes for Dissertation Defense

Students will receive one of three scores on the Dissertation Defense:

1. PASS. This score indicates that the dissertation meets all requirements.
2. PASS WITH MODIFICATIONS. The score indicates that the dissertation is acceptable but not complete until specific modifications are made. PASS WITH MODIFICATIONS will be scored as PASS once all specified modifications have been made to the satisfaction of the committee.
3. FAIL. The dissertation does not meet requirements and cannot be modified enough to satisfy those requirements. Therefore, the candidate must begin the dissertation anew.

At the conclusion of the meeting, the committee will meet in private to determine if the student passed the Defense. The score on the Dissertation is determined by a majority vote of the Dissertation Committee. If the Committee is tied than the Chair holds the final decision on the score of the dissertation. Committees will inform students of his/her decision. If the decision is a score of PASS, the student is considered a Dissertation Completer. If the score is PASS WITH MODIFICATIONS, then the student must complete all specified modifications to the satisfaction of the committee in accordance with the deadline set by the committee. If the decision is that the student has failed, his/her Committee Chair will counsel him/her about next steps.

Submission of Dissertation Research for Publication in Peer-Reviewed Journals (EDUC 790: Dissemination of Research)

The student will:

- Investigate peer-reviewed journals, his/her publication requirements, and upcoming themes (if appropriate) to determine an appropriate journal to which to submit an article about their dissertations.
- Turn his/her dissertation research into a journal article following the publication guidelines of the journal to which the/she would like to submit his/her article.
- Write appropriate cover letters to include with their article submissions.
- Create a presentation of his/her dissertation research.
- Present to the class what he/she will present at the COE Summer Institute.

The rubric for this key assessment is in Appendix F. Please note that the faculty reserves the right to update rubrics to reflect changes in curriculum and program goals.

Grade Reports

Grade reports are produced by the Registrar’s Office in May, August, and December. Students who need written documentation of a grade outside of this schedule, can request transcripts from The Registrar’s Office (419-434-4556). There is no charge for “unofficial” transcripts, which can be accessed from myfindlay. Federal regulations protecting students’ privacy require transcript requests to be made in writing and contain the student’s signature.
**Academic Good Standing Policy**

The Doctorate of Education Program abides by the general Graduate Minimum Progress policy described in the *UF Graduate Catalog* on p. 16 at [Graduate Catalog](#).

**Incomplete/Extended Credit**

The University of Findlay has a policy for incompletes and extended credit grades, which is as follows:

**X - Incomplete Course**

A grade of “X”, initiated by the student, will be approved only when documented circumstances beyond a student’s control (such as illness or family emergency) have prevented the student from completing the course work. Inability to get work in on time will not constitute a reason for the grade “X”. A student must complete the course work within ten weeks (or a shorter time period based on the discretion of the instructor) immediately following the end of the course session in which the “X” was given. The time limit may be extended, up to one year following the end of the course session in which the “X” was given, at the discretion of the instructor and the Dean. If a student does not complete the required course work within the prescribed time period, the “X” grade will automatically convert to an “F”.

**EC - Extended Course**

The grade of “EC” is used for courses, such as clinicals, internships, capstone courses, and band that extend more than one semester. The grade “EC” will be replaced by the grade finally reported for the completed course work. A student must complete the course work within the semester (or a shorter time period based on the discretion of the instructor) immediately following the end of the course session in which the “EC” was given. If a student does not complete the required course work within the prescribed time period, the “EC” grade will automatically convert to an “F.”

**Grade Challenge**

The following procedure is provided to students who believe he/she have been treated unfairly by a faculty member in the final grade given for the course:

The student may initiate consideration of the challenged grade with the faculty member who gave the grade. The grade challenge must occur within four weeks after grades were posted on the student’s academic record.

If the issue isn’t resolved during informal discussions with the faculty member, the student must start the Application for Formal Inquiry. The Application for Formal Inquiry is available in the Office of the Registrar or on the University’s Oilernation website (Keyword: Grade challenge).

**Step One:** The student and the faculty member will provide a brief summary of his/her discussion(s) regarding the student’s request for a change of grade. The faculty member will sign the Application for Formal Inquiry before the student continues the process by meeting with the faculty member's department chair/program director. Note, the faculty member must sign the Application for Formal Inquiry within four weeks of when grades were posted to the student's
academic record. If a faculty member is unavailable at the time of the appeal a student may move to Step Two without obtaining the faculty member’s signature. The student must provide written documentation (e.g., e-mail) showing that he/she attempted to contact the faculty member.

**Step Two:** If the student’s request is not resolved with the faculty member’s department chair/program director, the student and the faculty member’s department chair/program director will provide a brief summary of their discussion(s) regarding the student's request for a change of grade. The faculty member’s department chair/program director will sign the Application for Formal Inquiry before the student continues the process by meeting with the associate vice president for academic affairs and institutional effectiveness.

**Step Three:** If the student’s request is not resolved with the associate vice president for academic affairs and institutional effectiveness, the student and the associate vice president for academic affairs and institutional effectiveness will provide a brief summary of his/her discussion(s) regarding the student’s request for a change of grade. The associate vice president for academic affairs and institutional effectiveness will sign the Application for Formal Inquiry before the student submits the Application for Formal Inquiry to the Office of the Registrar for review by the appropriate Student Academic Standards Committee. The appropriate college dean will be notified when the Application for Formal Inquiry reaches Step Three.

**Step Four:** The Application for Formal Inquiry will be reviewed by the Graduate/Undergraduate Student Academic Standards Committee. The final grade will be determined by the Committee which will then report the grade to the student, the faculty member, the student’s adviser, and the vice president of academic affairs and dean of the faculty. If at any time during steps 1-3 all parties are satisfied with the outcome, a change of grade form can be filed along with the Application for Formal Inquiry in the Office of the Registrar. The Office of the Registrar will process the change of grade form and will then report the grade to the student, the faculty member, the student’s adviser and the vice president of academic affairs and dean of the faculty. If the University representative is associated with multiple roles within these steps, the lower of the two steps will be considered complete. Faculty response is expected unless the faculty member has left the institution.

**Program Quality Assurance**

The University of Findlay is accredited by the Higher Learning Commission (HLC). The College of Education maintains Council for the Accreditation of Educator Preparation (CAEP) accreditation. The Doctorate of Education Program was approved by the Ohio Board of Regents (OBR). The Superintendent Licensure Program, which includes the Administrative Strand, is approved by Educational Leadership Constituent Council (ELCC). The Teacher Leadership Endorsement, part of the Teaching and Learning Strand, is approved by the Ohio Department of Higher Education. Approval by these outside agencies assures students that the Doctorate of Education program at the University of Findlay is of the highest quality and is fully accredited.

The College of Education is responsible for directing assessment efforts. The University of Findlay and the College of Education use Taskstream to track assessments. Key assessments in the Doctorate of Education program will be assessed through Taskstream. It is the responsibility of the Dean of the College of Education in collaboration with the Chair of Graduate and
Advanced Programs and the Chair of the Doctorate of Education Program to enter assessment
tasks and rubrics, train faculty in how to use them, and track resulting data.

The Education Advisory Council assists the College of Education in monitoring data from the
Doctorate of Education Program and provides input and suggestions for program improvement.
This occurs once a year at the spring Education Advisory Council meeting. The initial Doctorate
of Education proposal was approved by the College of Education and all subsequent changes to
the program must also be approved by the College of Education before going through the rest of
the university approval process (Graduate Curriculum Committee and Graduate Council). All
data from student assessments is collected continuously in Taskstream. Other Doctorate of
Education Program assessment data is initiated and tracked by the College of Education. This
data is used to inform decision-making related to the program so that any necessary
improvements and adjustments can be made.

Course evaluation is used at the University of Findlay for all classes. All courses in the College
of Education are assessed using any or all of the following: an informal midterm needs
assessment, the standard University of Findlay faculty evaluation, and/or exit evaluation
interviews and surveys. Faculty may also choose to have a peer observe and evaluate them. The
Dean of the College of Education reviews course evaluations on a yearly basis during the faculty
evaluation period. The dean tracks any issues that arise and takes appropriate steps to correct
those associated with the Doctorate of Education Program with the assistance of the Chair of
Graduate and Advanced Programs and the Chair of the Doctorate of Education Program.

The College of Education assessment system also tracks graduation rates of its programs every
year. In addition, the College of Education conducts exit surveys of graduates upon completion
and surveys them again every seven years. Graduates of the program are encouraged to stay in
touch with the College of Education and inform us of his/her employment so that we can conduct
employer satisfaction surveys. This is also done every seven years. Information from surveys is
tracked, reported to all appropriate groups, and used to inform decision-making related to the
program.

The College of Education also encourages alumni to provide us with current contact information
so that we can invite them to share his/her stories with the UF Alumni Magazine, speak to our
undergraduate and graduate students, share his/her work at our Summer Institute, and perhaps
join the Education Advisory Council. With the adoption of Microsoft O365 in Fall 2012, all
graduates will have lifetime email accounts at the University of Findlay, making it much easier
to contact and track doctoral graduates.

**Outcomes/ Changes as a Result of Program Assessments**

Program and unit assessments, Education Advisory Council recommendations, changes in CAEP
and SPA requirements, and changes mandated by the Ohio Department of Higher Education,
Ohio Department of Education and the Ohio Legislature, result in a yearly review of programs
by the Doctorate of Education Program and appropriate changes. Graduate Council approves
changes in graduate programs and post-baccalaureate licensure programs.
UF Graduate Program Policies

University Honor Code
“I will not knowingly engage in any dishonorable behavior, cheat, steal, lie or commit any act of plagiarism during any academic work, course or endeavor. If I observe an act which I believe violates the University’s Honor Code, I may, at my discretion, report it to the appropriate personnel.”

Additional Graduate Program Policies
All graduate students at UF are responsible for understanding the graduate policies located in Graduate-Policies.
SECTION III: Student Expectations and Responsibilities

Student Advising

The Chair of the Doctorate of Education Program serves as the academic advisor to all students in the Program. Students are responsible for their own progress in the Program but should consult their advisor in any matter related to their degree plan, course selection for a given semester, grades, accomplishing program milestones, and so on. While the Dissertation Chair serves as the primary advisor for all matters related to the dissertation study, all other academic advising matters should be referred to the Chair of the Doctorate of Education Program.

Communication

The students in the Doctorate of Education Program should communicate with the selected Dissertation Chair about the plan of study and possible dissertation topics each semester. Communications should include proper email etiquette per the University of Findlay policy and be grammatically correct and free of spelling errors. Students should check his/her University of Findlay email account daily. All communications about the Doctorate of Education Program should be through the student’s University of Findlay email account. In addition, students should communicate immediately to course faculty and Dissertation Chair if life situations impact courses. Finally, students should utilize proper APA format in all course activities.

Hardware/Software/Connectivity

Due to the nature of an online Doctorate of Education Program, students should have hardware, software, and connectivity with sufficient power and bandwidth for live video streaming. He/she should use current versions of Microsoft Office, a current operating system, either Apple OS or Windows and use a current Internet browser that is compatible with Blackboard. Students should also adhere to additional course-related software requirements.

Registration

The Doctorate of Education Program Chair serves as the advisor to all students in the Doctorate of Education Program. Students will email the Chair (gillham@findlay.edu) for course registration. This email communication should be sent at least one semester prior to the intended course semester. It is highly recommended that the student communicate with his/her Dissertation Chair each semester about their progress in the program.

Plan of Study

The student will develop his/her plan of study in EDUC 701. In addition, the student should work with his/her advisor and Dissertation Chair to make sure that the plan of study remains current to the student’s degree goals. Students may deviate from their original plan at any time without penalty provided that they can accomplish all degree requirements within the seven year window. When making changes to their degree plan, students must be mindful of the fact that course offerings vary and certain degree requirements must be accomplished in a certain sequence. This sequence may delay the student’s timeline more than anticipated. Students must
plan accordingly! Students should reference the plan of study to determine when to sign up with the Dissertation Chair and the Doctorate of Education Chair for the Comprehensive Exam. The student should also use the plan of study to determine when it is appropriate to apply for graduation (one semester before graduation).

**Comprehensive Exam**

The student is required to successfully pass a Comprehensive Exam as part of the requirements for the Doctor of Education degree. The Comprehensive Exam occurs in two parts:

**Part One: Research Proposal**

The purpose of Part One of the Comprehensive Exam is to research an education-related problem, challenge, or opportunity and to create a research proposal based on the synthesis of the Doctorate of Education Program research coursework. The research proposal must reference application of the knowledge and skills attained in the following courses:

- EDUC 700: Writing as a Doctoral Scholar
- EDUC 750: Research I Literature Review
- EDUC 760: Research II: Quantitative Research and Measurement (and/or)
- EDUC 765: Research II: Qualitative Research and Measurement
- EDUC 770: Research III Research Design and Proposal Development

Part One of the Comprehensive Exam must include Chapters One, Two, and Three of your dissertation and Passports for Chapters One, Two, and Three. Please use the Dissertation Template (located in OilerNation) and proper APA format.

The student’s Dissertation Committee will read and evaluate Part One of the Comprehensive Exam. Then, the student will defend Part One of the Comprehensive Exam at the Summer Institute. At the defense, the student’s Dissertation Committee will ask questions about Chapters One, Two, and Three of the dissertation as well as how the student addressed the feedback in Passports One, Two, and Three. These questions should lead to an academic discussion about the dissertation. The student is not required to prepare a presentation.

**Part Two: Educational Leadership Application**

The purpose of Part Two of the Comprehensive Exam is to evaluate a leadership problem, challenge, or opportunity in your current or future workplace. You must evaluate this situation in light of what you have learned in the program then use the theoretical and research-based knowledge you have gained to create a comprehensive plan to address that problem, challenge, or opportunity. Start with the background of the issue and include a clear statement of the problem, challenge, or opportunity. Provide a comprehensive description of the issue with relevant data and research to support your claim. All references to particular course content (i.e. acronyms, policies, etc.) must be explained in detail with accompanying research. Your comprehensive plan must reference application of the knowledge and skills attained in a minimum of five courses. Choose the courses that best fit your issue and solution:

- EDUC 703: Policy Analysis: Political and Legal Principles
Part Two of the Comprehensive Exam must not exceed 50 pages in length. The paper must be in APA format and include a title and reference page. It is not necessary to dedicate an equal amount of content to each of the courses because each problem, challenge, or opportunity will require a unique combination of knowledge and/or skills from the core.

The student’s dissertation committee will read and evaluate Part Two of the Comprehensive Exam. Then, the student will defend Part Two of the Comprehensive Exam at the Summer Institute. At the defense, the student’s Dissertation Committee will ask questions about the comprehensive plan that the student created. These questions should lead to an academic discussion about the comprehensive plan. The student is not required to prepare a presentation.

For more details on Comprehensive Exams and how they are scored, please see Comprehensive Exams in Section II.

Dissertation Committee

The student will choose his/her Dissertation Chair based on faculty member content expertise relevant to the student’s dissertation topic (chair must be a faculty member in the University of Findlay’s College of Education). Formation of the rest of the dissertation committee should be done in consultation with the Dissertation Chair. The student takes responsibility for formation of his/her dissertation committee by requesting membership of two additional terminal degree holding individuals who have written dissertations (at least one committee member must be a faculty member of the University of Findlay). Outside experts who possess knowledge or skills relevant to the dissertation topic and who possess the appropriate qualifications may serve as Dissertation Committee member with the approval of the Dissertation Chair and the Chair of the Doctorate of Education Program. Finally, students should copy the Dissertation Chair on all communications with committee members.

Institutional Review Board (IRB)

First and foremost, the Institutional Review Board requires that the students should NOT communicate with anyone in the field about their research without written approval from the University of Findlay’s Institution Review Board (letters of support must be approved by the Dissertation Chair and the Doctorate of Education Program Chair). The student should create his/her IRB forms related to proposed dissertation research in EDUC 770: Research III: Research Design and Proposal Development. Then, the student will submit the completed IRB forms for approval and signature to his/her Dissertation Chair and the Doctorate of Education Program Chair only after he/she has passed the Comprehensive Exam. The student should submit the signed IRB forms to the University of Findlay’s Institutional Review Board via email to irb@findlay.edu (copy Dissertation Chair) AND hard copy to Heather Riffle.
It is important to note, that due to the confidential nature of research and the need to protect participants, the student should use ONLY his/her University of Findlay email address for communications related to the research contents of the approved IRB. Finally, the students should upload all data collected from the approved IRB to the computer in the Doctorate of Education Program Chair’s Office (schedule appointment – may not be submitted via email).

**Dissertation**

Writing a dissertation is an iterative process and no dissertation is complete until it is successfully defended and approved and submitted to the university in the EDUC 791 course. Work in the core and research courses are considered **foundations of the various chapters, not finished products.** The students should submit dissertation drafts to his/her Dissertation Chair for review every semester of the program to allow the opportunity for feedback. The student should continue to make modifications on his/her dissertation according to feedback provided by their Dissertation Chair and Dissertation Committee members for every chapter. Students must compose their dissertation using one of the approved University of Findlay Ed. D Program Dissertation Templates. All sections of the template must be included unless approval to deviate from the template is authorized by the Dissertation Chair or the research methodologist. In addition, it is the responsibility of the student to schedule the oral defense of his/her dissertation with the Dissertation Chair and the Doctorate of Education Program Chair. The student should be extremely prepared for the dissertation defense and adhere to the Dissertation Defense Written and Oral Rubrics. The dissertation is graded **Pass, Pass with Modifications, or Fail.** Students who earn a **Pass with Modifications** on their dissertation must make the required modifications by August 1st or within two weeks of the dissertation defense. Once the modifications are made to the satisfaction of the committee the grade will be converted to **Pass.** Upon the successful completion of the Dissertation Defense, the student should upload the dissertation to Taskstream and ProQuest/OhioLink.

**For semester-by-semester recommendations of how to work through the dissertation process, students should follow the Checklist for Working with Committee Chair and Members found in Appendix G.**

**Summer Institute**

The Summer Institute satisfies the residency requirement for the student’s Doctorate of Education Program. **Attendance at The Summer Institute is mandatory for all students at the conclusion of year one, year two, and year three of the program.** Students are expected to be present and participate in the activities for all three days for each of their required Institutes for a total of nine days.

As a result of the Summer Institute, the students will:
- Disseminate and discuss his/her research
- Construct meaningful feedback on the research of other doctoral students
- Create professional relationships with faculty and doctoral students that will support his/her research, presentation and/or publication opportunities, and professional/academic aspirations
Develop research and writing skills through participation in sessions and workshops

The Summer Institute features activities for students in every year. When students are not presenting, they are expected to choose from the available presentations and participate in the sessions. All students should listen carefully to what is shared, ask relevant questions, learn from the research being presented, and provide helpful feedback to the presenter. The intent is that all students will learn about each phase of the process and support his/her peers in the program.

In addition to student presentations, the Summer Institute features other sessions designed to promote the students’ progress in the program. Past institutes have featured guest speakers, times to meet with Dissertation Chairs, faculty research presentations, a panel on the dissertation from recent doctoral graduates, a campus tour, a visit to the world famous Mazza museum, numerous workshops, and opportunities for students to network and socialize with the members of his/her cohort as well as students from other cohorts.

**Year One Students**

Year one students will present an introduction to his/her dissertation topic and his/her tentative research plan at the Summer Institute. These are “works in progress” presentations in which the students share his/her current thinking and seek feedback from other students and faculty. Each year one student is allowed 15 minutes to present and 10 minutes for questions, comments, and/or feedback. This presentation is an opportunity for year one students to share their thinking with his/her peers and professors and receive helpful feedback. In previous years, students have received suggestions about theoretical frameworks, research methods, research instruments, data sources, professional organizations to contact, and much more.

Year one students should use the following outline as a guide to prepare for his/her presentations:

- **Introduction**: What is the background of the topic and the issue? How did the student become interested in this topic (professional work, personal experience, etc.)? What is the problem that the student plans to explore in the dissertation research?

- **Review of the Literature**: What has the student found in the literature that is related to the topic/issue? What are the strengths and challenges related to the review of the literature? What are the landmark studies and who are the key scholars in this area? How does the student’s study potentially fill a “gap” in the research literature?

- **Potential Dissertation Research**: What are the potential research questions for the dissertation research? What is a potential research design for the dissertation study to help answer the research questions? Who are the possible participants in the study?

Year one students will prepare either a PowerPoint presentation or a Prezi to use as a visual aid. Handouts are not necessary. Please see the template located on the [Findlay Intranet](#).

**Year Two Students**

Year two students will defend Part One and Part Two of his/her Comprehensive Exam at the Summer Institute. The first part of the Comprehensive Exam consists of the first three chapters
of the student’s dissertation. The students should have already created the first three chapters as a result of previous course work and communication with his/her Dissertation Chair. The second part of the Comprehensive Exam is an Educational Leadership Application paper addressing a problem, challenge, or opportunity in the workplace using the knowledge and skills that the student acquired in the Doctorate of Education Program. The student’s Dissertation Chair and Dissertation Committee will conduct the defense. Year two students have twenty minutes to defend Part One and twenty minutes to defend Part Two of the Comprehensive Exam. The Dissertation Committee members have the last five minutes to deliberate and render a decision (Pass, Pass with Modifications, or Fail) for each part. More details on the Comprehensive Exam may be found in the Comprehensive Exams sections.

**Year Three Students**
Year three students will share an academic presentation based on his/her dissertation research using a PowerPoint (or similar software). This presentation satisfies a course requirement of EDUC 790: Dissemination of Research. The instructor of the course will provide year three students with more information.

**Graduation**

The student should complete the Graduation Form required by the University of Findlay’s Registrar’s Office at least one semester prior to graduation. If approved, the student may choose to attend the hooding ceremony and graduation. If the student does choose to attend graduation, he/she must wear the required regalia. The Registrar’s Office will respond to your graduation application with a letter detailing the degree requirements that have yet to be fulfilled. It is the responsibility of the student to ensure that all their degree requirements are fulfilled. **Please note: participation in the Graduation Ceremony does not necessarily guarantee the completion of the program and/or degree. In order to officially graduate you must complete all degree requirements.** Once all degree requirements have been fulfilled, the Registrar’s Office will issue the degree. You may not take the title of “Doctor” until the University has issued the Ed.D degree.

Diplomas are mailed to graduates immediately following graduation after the Registrar’s Office determines that all requirements are complete. Official transcripts are available through the University of Findlay’s Registrar’s Office.

**Publication of Dissertation**

Students will be required to prepare his/her dissertation for publication and presentation during EDUC 790: Dissemination of Research. As a result of the course requirements, students will submit his/her dissertation research manuscript to a peer-reviewed journal for publication. The student will also upload the successfully defended dissertation to OhioLink/ProQuest. The student should have successfully defended his/her dissertation before EDUC 790: Dissemination of Research.
SECTION IV: Student Support Services

Academic Services

Available student academic services at the institution include the Oiler Success Center (see Oiler Success Center), Career Services (see Career Services), Disability Services (see Disability Services) and the Graduate Writing Center. These services support the Doctor of Education degree program.

Counseling Services

Counseling is available to all UF students through Counseling Services (see Student Counseling). The 24/7 Crisis Hotline number is 1-888-936-7116.

Financial Aid

The home page for the Office of Financial Aid is located at Financial Aid. At this link you find information related to financial aid for graduate students.

Graduate Assistantships

The College of Education offers graduate research assistantships to currently-enrolled university graduate students. Assistantships offer students a stipend and tuition remission in exchange for ten hours of work per week under the supervision of a faculty member. Applications for these positions are generally distributed in January, with applicants being notified in May. The year for graduate assistantships runs from May 1 to April 30. Graduate assistantships positions are limited and highly competitive. More information on Graduate assistantships policies and procedures can be found here.

Information Literacy

Every student in the Doctorate of Education program begins the program with EDUC 700: Writing as a Doctoral Scholar. This course is designed to raise the writing skills of doctoral students so that they can present themselves effectively in his/her coursework and in his/her careers beyond the doctorate. The planning team’s intention in requiring this course was to support the high expectations of faculty for students in the program and to immediately address potential problems with writing.

In addition, EDUC 713: Innovation and Information Literacy is a required course in the Doctorate of Education program. The course description is as follows: “This course will focus on information literacy in today’s society, including developing conceptualization and communication skills, creative problem-finding and problem-solving skills, decision-making abilities, knowledge of modes of delivery, and the ability to communicate appropriate innovative solutions to complex problems. Students will build his/her proficiency in finding and implementing appropriate technologies to enhance communication.”
The expectation is that graduate students will go far beyond bachelor’s level communications classes, not only in exploring information literacy today, but also in applying it to his/her career settings. In the 1990’s a former student of Bloom, Lorin Anderson, lead an assembly that updated Bloom’s Taxonomy of the Cognitive Domain to be more relevant for 21st century students and teachers. In the resulting revision, the highest level of thinking was changed from Evaluation to Creating (see New Blooms). Creating is defined as “Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing” (Anderson & Krathwohl, 2001, pp. 67-68). In addition, Arlin’s research (1975) suggests that there is a stage of cognitive development beyond Piaget’s Formal Operations. It is characterized by problem finding, which is defined as the creative ability to identify or define a problem. The Doctorate of Education program involves students in the process of considering alternative views of problems as he/she works to identify and address issues in his/her work and research.

The College of Education’s Summer Institute reinforces graduate-level information literacy in that students in the doctoral program view research presentations by faculty and previous Doctorate of Education students in preparation for presenting his/her own dissertation research at a future Summer Institute. EDUC 790 is designed to prepare students to turn his/her dissertations into publishable articles and conference presentations, at which point they become presenters at the Summer Institute. They will use current information technology to communicate his/her research.

Library Resources

The University of Findlay’s Shafer Library staff (10 staff members) assists students in the Doctorate of Education program with library services necessary for doctoral level research. The Shafer Library provides students taking online classes with electronic access to resources, and offers a variety of reciprocal resource-sharing initiatives with other academic, public, and special libraries in Ohio, the state, and the nation.

The Shafer Library home page contains links to a variety of resources: EBSCO for searches of academic articles, Electronic Journal Center (EJC) for scholarly technical articles, JSTOR for scholarly journal articles older than three years, the UF/Winebrenner collection of books and journals, the OhioLINK Library Catalog, the Electronic Book Center, and the Digital Media Center. Through OhioLINK, students can borrow books from other libraries in Ohio, allowing them access to ten million volumes available through these library systems. For access to these portals, go to Shafer Library. Students can also access the library directly through Blackboard. In addition, the home page contains links to answer questions about a variety of other library services: how to find articles, how to access databases, how to renew books, how to make and track requests, photocopying, scanning, printing, how to cite sources, borrowing policies, and open hours.

Because of the ability to access online and digital resources and to borrow books through OhioLINK, students in the Doctorate of Education Program should be able to acquire sufficient resources to support their study in the program and their dissertation research. To expand the Shafer collection, the College of Education plans on using funds allocated from Shafer Library to the College of Education to purchase books from the knowledge base listed on the program’s syllabi.
The Oiler Success Center

Students who are in need of academic, career, or personal support are encouraged to contact The Oiler Success Center. The Oiler Success Center is a resource for students that offers advising, career planning, academic support, disability services, counseling, and study space. Ombudsman services are also available to guide students through university processes, such as withdrawal and re-entry. More information on the Oiler Success Center can be found here.

Registrar’s Office

Official student records and transcripts are maintained by the Registrar’s office. Students that have transcript requests, or questions about graduation, transfer credits, or other matters should contact the Registrar’s office (registrar@findlay.edu) or see the Registrar’s webpage.

Student Administrative Services

Available student administrative services at the institution include admissions, financial aid, student housing, student activities, and the registrar. These offices serve both graduate and undergraduate students with the exception of admissions, which for EdD students is handled by the Office of Graduate Admissions.

Tuition Costs and Other Fees

Current tuition costs and other fees can be found in the UF website at Business Offices.

Technology Support Services

The University of Findlay began using Microsoft O365 in Fall 2012. This cloud computing system integrates with portable electronic devices and allows students to use a variety of virtual applications, which means they are able to try applications without having to purchase the software directly. In addition, limits on email storage were greatly expanded and students are able to keep their UF email for life, making it easier for the University to stay in touch with alumni. These changes greatly enhance the technology infrastructure of The University of Findlay, stabilizing it and making it accessible from anywhere where there is an Internet connection. The University is constantly updating its Blackboard course management system and its Taskstream assessment system as well. Blackboard offers an increasing variety of tools, such as portfolios, video conferencing, and wikis. All of this ultimately increases the information literacy of the doctoral students as faculty members utilize the tools in their online courses. A variety of technology support is available for all students at UF through Technology Support Services. See Information Technology.

The Writing Center

Students who need guidance on their writing are encouraged to contact the University of Findlay’s Writing Center. The staff at the writing center can assist students with all writing matters from grammar to writing style and audience. The Writing Center does not offer editing
services. Students can make an appointment to visit the writing center or receive online tutoring through Blackboard Collaborate and email. For more information on the writing center or to schedule an appointment, visit the Writing-Center.
Appendix A: Directions and Rubric for Key Assessment Strategic Planning and Continuous Improvement

The student will:

1. Conduct a Gap Analysis that must be considered prior to developing the organization’s Strategic Plan.
2. Look at each Change identified concerning Political, Economic, Socio-Cultural and Technological and note the Strengths regarding each change identified that might exist.
3. Look at each Change identified concerning Political, Economic, Socio-Cultural and Technological and note the Weaknesses regarding each change identified that might exist.
4. Look at each Change identified concerning Political, Economic, Socio-Cultural and Technological and note the Opportunities regarding each change identified that might exist.
5. Look at each Change identified concerning Political, Economic, Socio-Cultural and Technological and note the Threats regarding each change identified that might exist.
6. Develop an Goal to address each Opportunity and Threat identified.

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<tr>
<th>Criteria</th>
<th>Needs Improvement</th>
<th>Target</th>
<th>Exceeds Target</th>
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<tbody>
<tr>
<td>1. The Candidate will identify an organization and conduct a Gap, Analysis, SWOT Analysis &amp; PEST Analysis of the organization.</td>
<td>Goal is not developed or is missing clarity in the desired outcomes to be addressed regarding Political, Economic, Socio-Cultural &amp; Technological forces.</td>
<td>The Candidate identified Political, Economic, Socio-Cultural &amp; Technological forces to be addressed.</td>
<td>The candidate identified an organizational goal and well define context and rational for the population to be addressed.</td>
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<td>2. The Candidate will identify and list forces that will create opportunities that will be noted in the organization’s Strategic Plan.</td>
<td>The Candidate provides a limited list of Opportunities (1) for each Force.</td>
<td>The Candidate provides a list of Opportunities (2-3) for each Force and develops appropriate goals to address in the organization’s Strategic Plan.</td>
<td>The Candidate provides a list of Opportunities (4+) and develops appropriate goals to address in the organization’s Strategic Plan.</td>
</tr>
<tr>
<td>3. The Candidate will identify and list forces that will create Threats that will be noted in the organization’s Strategic Plan.</td>
<td>The Candidate provides a limited list of Threats (1) for each Force.</td>
<td>The Candidate provides a list of Threats (2-3) for each Force and develops appropriate Goals to address in the organization’s Strategic Plan.</td>
<td>The Candidate provides a list of Threats (4+) and develops appropriate Goals to address in the organization’s Strategic Plan.</td>
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</table>
4. The Candidate will develop a Goal to address each **Opportunity** identified for each Force.

| The Candidate provides a Strategic Plan Goal for Opportunities in only 3 of the Forces. | The Candidate provides a Strategic Plan Goal for Opportunities in all 4 of the Forces. | The Candidate provides more than 1 Strategic Plan Goal for Opportunities in all 4 of the Forces. |

5. The Candidate will develop a Goal to address each **Threat** identified for each Force.

| The Candidate provides a Strategic Plan Goal for Threats in only 3 of the Forces. | The Candidate provides a Strategic Plan Goal for Threats in all 4 of the Forces. | The Candidate provides more than 1 Strategic Plan Goal for Threats in all 4 of the Forces. |
Appendix B: Directions and Rubric for Communications Project

The student will:

- Create, with the approval of their professor, a scenario that is meaningful to their work setting and that requires them to communicate essential information to a particular audience. As examples, a school superintendent must communicate with the voting public to get them to support a school levy, a businessman must decide the best avenues to get the word out about a new product, a building principal wants to improve public perceptions of his/her school, or a state official wants to convince school districts to become involved in international assessments.

- Analyze the situation, analyze contemporary trends in sharing information, determine the audience he/she needs to reach, and determine best methods and modalities to effectively reach that audience.

- Actually create the information, using the best technologies and resources available.

- Present their project to the class for peer evaluation.

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<tr>
<th>Criteria</th>
<th>Needs Improvement</th>
<th>Target</th>
<th>Exemplary</th>
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<tbody>
<tr>
<td>Students will create, with the approval of their professor, a scenario that is meaningful to their work setting and that requires them to communicate essential information to a particular audience. As examples, a school superintendent must communicate with the voting public to get them to support a school levy, a businessman must decide the best avenues to get the word out about a new product, a building principal wants to improve public perceptions of his/her school, or a state official wants to convince school districts to become involved in international assessments.</td>
<td>Student’s scenario was not preapproved or is inappropriate for the project.</td>
<td>Student’s scenario is approved as appropriate for the project. It reflects a current need in the student’s work setting.</td>
<td>Student’s scenario not only reflects a current need in the student’s work setting, but also relates to the larger community or even the global community.</td>
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<td>Students must analyze the situation, analyze contemporary trends in sharing information,</td>
<td>Student’s analysis is missing or inadequate.</td>
<td>Student’s analysis of the situation is clear and concise. Student’s completed project</td>
<td>At acceptable level, plus the student includes an analysis of</td>
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<td>determine the audience he/she needs to reach, and determine best methods and modalities to effectively reach that audience.</td>
<td>demonstrates that he/she has analyzed contemporary trends in sharing information, has determined the audience he/she needs to reach, and has determined the best methods and modalities to effectively reach that audience.</td>
<td>how the project related to the larger or global community.</td>
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<tr>
<td>Students must actually create the information, using the best technologies and resources available.</td>
<td>The actual information is missing, inadequate, or does not use technology or other resources.</td>
<td>The student has created and displayed the information, using the best technologies and resources available.</td>
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<td>Students will present their project to the class for peer evaluation.</td>
<td>Presentation is missing or inadequate.</td>
<td>Student’s presentation is clear and effective. The audience comes away with a good understanding of the issue. Peer evaluation shows that the student used the most effective communication techniques to address the scenario.</td>
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<td>Peer evaluations show that the presentation was exceptional and grounded in the larger or global community.</td>
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Appendix C: Directions and Rubric for Policy Analysis Project

The student will:

- Identify a public policy they wish to investigate more deeply. The instructor of the course must preapprove the policies selected as topics of the investigation. Students are not limited to contemporary policies. It might be interesting to examine policies of the past, especially if they are related to issues facing us today.
- Provide a brief overview of the policy, its origins, and its history. What organizations or people instigated the policy? Is the policy state, local, or federal? What was the purpose of the policy? How long has the policy been in effect? In what ethical and legal principles were the policy grounded? What was the larger political, social, economic, legal, and cultural context of the policy?
- Analyze the policy. Was the policy implemented as originally intended? Were there unintended consequences of the policy? If so, what were they? Were there any aspects of the policy that were insensitive to student diversity? Did the policy promote the success of all children or improve their educational, social, or economic opportunities? Were there any legal or ethical issues that arose during the implementation of the policy? If so, were they resolved? How? What were the positive results of the policy? What opportunities were created because of the policy?
- Take care to use credible resources when investigating the policy. They may wish to interview people who were involved in the writing or implementation of the policy. Care should also be taken to know the origin of information about the policy. Is the information first hand? Are discussions of the policy from credible sources? Is information about the policy displaying any kind of bias? If any information comes from blogs, are they credible?
- Create a clearly written, well-organized paper, use APA style, address all aspects of the assignment, include references, and be free of grammatical and spelling errors.

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<th>Target</th>
<th>Exemplary</th>
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<tr>
<td>Students will provide a brief overview of the policy, its origins, and its history. What organizations or people instigated the policy? Is the policy state, local, or federal? What was the purpose of the policy? How long has the policy been in effect? In what ethical and legal principles were the policy grounded? What was the larger political, social, economic, legal, and</td>
<td>Parts of the policy overview were missing or inadequate. Questions were not sufficiently answered to give readers a sense of the context and substance of the policy.</td>
<td>Students answered all of the posed questions about the overview and history of the policy. Questions were sufficiently answered to give readers a sense of the context and substance of the policy.</td>
<td>At acceptable level, plus the writing style and organization allowed readers to clearly understand the context and substance of the policy.</td>
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</table>
Students will analyze the policy. Was the policy implemented as originally intended? Were there unintended consequences of the policy? If so, what were they? Were there any aspects of the policy that were insensitive to student diversity? Did the policy promote the success of all children or improve their educational, social, or economic opportunities? Were there any legal or ethical issues that arose during the implementation of the policy? If so, were they resolved? How? What were the positive results of the policy? What opportunities were created because of the policy?

<table>
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<tr>
<td>Analysis of the policy does not cover all of the questions asked or is inadequate to provide readers with sufficient understanding of the policy.</td>
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<tr>
<td>Analysis of the policy addresses all of the questions with sufficient depth so that readers come away with a good understanding of the policy.</td>
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<tr>
<td>At acceptable level, plus the writing style and organization allowed readers to clearly understand all aspects of the policy, both positive and negative, including its impact upon individuals and groups within the larger society.</td>
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<th>At acceptable level, plus the writing style and organization allowed readers to clearly understand all aspects of the policy, both positive and negative, including its impact upon individuals and groups within the larger society.</th>
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<tr>
<td>Acceptable level plus the student makes the extra effort to interview people who were involved with the policy (if the policy is a contemporary one).</td>
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<th>Acceptable level plus the student makes the extra effort to interview people who were involved with the policy (if the policy is a contemporary one).</th>
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<tbody>
<tr>
<td>Acceptable level plus the student makes the extra effort to interview people who were involved with the policy (if the policy is a contemporary one).</td>
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<tr>
<td>The policy analysis must be written, clearly, well organized, use APA style, address all aspects of the assignment, include references, and be free of grammatical or spelling errors.</td>
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Appendix D: Directions and Rubric for Comprehensive Exam

Part One: Research Proposal

The student will:

- Evaluate an education-related problem, challenge, or opportunity and to create a research proposal based on the synthesis of your doctoral program research coursework to address the problem, challenge, or opportunity
- Reference application of the knowledge and skills attained in the following courses: EDUC 700, 750, 760, 765, and 770
- Include an introduction to the problem, research questions and hypotheses, a literature review, and research methodology in the dissertation proposal
- Use proper APA format
- Incorporate feedback from his/her Chair, committee members, professors, and Passports One, Two, and Three

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<th>Criteria</th>
<th>Pass</th>
<th>Pass with Modifications</th>
<th>Fail</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>Conveyed research within context of literature; moderately-strong rationale; purpose statement was clear and focused</td>
<td>Conveyed research within context of literature; moderate rationale; purpose statement was present</td>
<td>Research was not conveyed within context of literature; did not include a rationale; and/or did not include a clear and focused purpose statement</td>
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<tr>
<td>Review of Literature</td>
<td>Comprehensive review of literature relevant to the study; well-organized with nuanced critique regarding relatedness of the research and scholarship reviewed; included specific criteria for inclusion/exclusion of various theoretical perspectives/empirical studies; clearly described research samples, methodologies, and findings</td>
<td>Review of literature relevant to the study; organized regarding relatedness of the research and scholarship reviewed; included specific criteria for inclusion/exclusion of various theoretical perspectives/empirical studies; described research samples, methodologies, and findings</td>
<td>Review of literature was not relevant to the study; organized unrelated to the research and scholarship reviewed; did not include specific criteria for inclusion/exclusion of various theoretical perspectives/empirical studies; and/or did not describe research samples, methodologies, and findings</td>
</tr>
<tr>
<td>Methods</td>
<td>Appropriate detail in description of subjects, design, data, data collection, instrument(s),</td>
<td>Appropriate detail in most of the description of subjects, design, data, data collection, instrument(s),</td>
<td>Lack of appropriate detail in most of the description of subjects, design, data, data collection, instrument(s), methods,</td>
</tr>
<tr>
<td>Criteria</td>
<td>Pass</td>
<td>Pass with Modifications</td>
<td>Fail</td>
</tr>
<tr>
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<td>---------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Writing Quality</td>
<td>Written with great clarity and precision; each sentence was</td>
<td>Written with clarity; each sentence was understandable; word choice, grammar, punctuation, and spelling were sufficient; narrative was logical; correct use of 6th edition of APA</td>
<td>Written with lack of clarity; each sentence was not understandable; word choice, grammar, punctuation, and spelling were not sufficient; narrative was not logical; and/or incorrect use of 6th edition of APA</td>
</tr>
<tr>
<td></td>
<td>understandable; word choice, grammar, punctuation, and spelling were</td>
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<tr>
<td></td>
<td>excellent; narrative were logical and coherent; correct use of 6th</td>
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<td></td>
<td>edition of APA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policy Overview (EDUC 703)</td>
<td>Create and justify a new policy or evaluate an existing policy</td>
<td>New policy or evaluation of existing policy includes three of the stated elements but the analysis of their role in the policy is weak or lacks support.</td>
<td>Candidate does not create a policy or evaluate a policy analyzing three of the stated elements.</td>
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<tr>
<td></td>
<td>analyzing the role of any three of the following elements: power</td>
<td></td>
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<tr>
<td></td>
<td>and policy making,</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Course Title</td>
<td>Provided Leadership Plan</td>
<td>Provided Sound Leadership Plan</td>
<td>Did Not Provide Sound Leadership Plan and/or Lacked More than Two Essential Elements</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
<tr>
<td>Strategic Planning and Continuous Improvement (EDUC 705)</td>
<td>Provided leadership plan that included balanced and appropriate combination of five or more of the following essential elements: incremental and/or transformational changes, creative decision making, influence, assertiveness, innovation and group dynamics</td>
<td>Provided sound leadership plan but lacked no more than two essential elements such as incremental and/or transformational changes, creative decision making, influence, assertiveness, innovation and group dynamics</td>
<td>Did not provide sound leadership plan and/or lacked more than two essential elements such as incremental and/or transformational changes, creative decision making, influence, assertiveness, innovation and group dynamics</td>
</tr>
<tr>
<td>Global Dimensions and Perspectives on Diversity (EDUC 707)</td>
<td>Provided analysis, design, and implementation plan for scenario; included explicit response as to how they will objectively step back from their beliefs in this process of minimizing cultural positionality and confirmation bias; Summary statement explained how results are as free as possible from bias</td>
<td>Provided analysis, design, and implementation plan for scenario but was not explicit, lacked critical aspects of the analysis, design, and/or implementation</td>
<td>Analysis, design, and/or implementation plan were missing or inadequate</td>
</tr>
<tr>
<td>Performance Management Practices for Effective Leadership (EDUC 709)</td>
<td>Provided leadership plan that included balanced and appropriate combination of eight or more of the following essential elements: organizational culture, team member selection, onboarding, growing talent, goal management, giving corrective feedback, performance appraisals, performance counseling</td>
<td>Provided sound action plan but lacked no more than three essential elements such as organizational culture, team member selection, onboarding, growing talent, goal management, giving corrective feedback, performance appraisals, performance counseling</td>
<td>Did not provide sound leadership plan and/or lacked more than six essential elements such as organizational culture, team member selection, onboarding, growing talent, goal management, giving corrective feedback, performance appraisals, performance counseling</td>
</tr>
<tr>
<td></td>
<td>Building loyalty or empowerment</td>
<td>Building loyalty or empowerment</td>
<td>Counseling, building loyalty or empowerment</td>
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</tr>
<tr>
<td><strong>Influential Thinkers</strong></td>
<td>Described how the ideas of at least four classical or modern influential thinkers applied to the solutions they proposed to their selected problem</td>
<td>Described how the ideas of at least four classical or modern influential thinkers applied to the solutions they proposed to their selected problem, but their descriptions are shallow or the thinkers were not prominent thinkers in the selected problem area</td>
<td>Did not describe or inadequately described how the ideas of four influential thinkers applied to the solutions they proposed to their selected problem</td>
</tr>
<tr>
<td><strong>Innovation &amp; Information Literacy</strong></td>
<td>Response conformed to ACRL Literacy standards for IHE (2000); APA format for images, tables and figures, and other digital and visual elements were attributed/provided; evidence that the 5 key features of information literacy (as relevant to the chosen topic) were included (Identify, Find, Evaluate, Apply, and Acknowledge)</td>
<td>Response conformed to ACRL literacy standards for IHE (2000) but lacked in some areas; APA format for images, tables and figures, and other digital and visual elements were missing some attributes/or were not completely provided; evidence that the 5 key features of information literacy (as relevant to the chosen topic) were not clearly addressed (Identify, Find, Evaluate, Apply, and Acknowledge)</td>
<td>Response did not conform to ACRL literacy standards for IHE (2000); APA format issues were persistent and obvious (images, tables and figures, and other digital and visual elements were not attributed to the original source or original source of images provide); evidence that the 5 key features of information literacy (as relevant to the chosen topic) were not included (Identify, Find, Evaluate, Apply, and Acknowledge) is not addressed to any degree</td>
</tr>
<tr>
<td><strong>Innovation &amp; Information Literacy</strong></td>
<td>Response included comments related to the 4 key features of innovation: collaboration, ideation, implementation and value creation; evidence that stakeholders were actively engaged in an innovation</td>
<td>Response included some comments related to collaboration, ideation, implementation and value creation; there was limited innovation and stakeholders were not given an opportunity to actively be engaged in an innovation</td>
<td>Lack of innovation in the response; did not address any comments related to: collaboration, ideation, implementation and value creation; no evidence that stakeholders were actively engaged in an innovation process that</td>
</tr>
<tr>
<td>Inviting Environments to Facilitate the Affective Domain (EDUC 715)</td>
<td>Process that was described for each of these elements</td>
<td>Process that was described for each of these elements</td>
<td>Was described for each of these elements</td>
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<tr>
<td>When discussing solutions to his/her selected issue, the candidate identified, analyzed and appropriately applied frameworks/methods for facilitating the affective domain</td>
<td>When discussing solutions to his/her selected issue, the candidate addressed the affective domain, but was not specific about the source of the frameworks/methods or did not demonstrate analysis of the frameworks/methods to fit the selected issue</td>
<td>Did not incorporate the affective domain in addressing the selected issue or did so inadequately</td>
<td></td>
</tr>
<tr>
<td>Inviting Environments to Facilitate the Affective Domain (EDUC 715)</td>
<td>Plan to address the selected problem/issue demonstrated that he/she values the affective domain as part of the solution and provided sufficient detail to show that the affective domain was intentionally integrated</td>
<td>Plan to address the selected problem/issue demonstrated that he/she values the affective domain but the details of how this is part of the solution to the problem/issue were not well delineated or intentional</td>
<td>Failed to demonstrate appreciation for the affective domain</td>
</tr>
</tbody>
</table>
Appendix E: Directions and Rubric for Passing of Oral Dissertation Defense (EDUC 781)

The student will:

- Completed their dissertations to the satisfaction of their committees
- Meet with their committees for an oral defense of their dissertations. These meetings may be virtual or face-to-face, but all committee members must be in attendance
- During the oral defense, make a presentation about their dissertation research, speaking specifically to each chapter
- Answer questions of their committee and address any concerns committee members might have

At the conclusion of the meeting, the committee will meet in private to determine if the student passed the oral defense. Committees will inform students of their decision. If the decision is that the student passed, the student is considered a Dissertation Completer. If the decision is that the student has failed, his/her Committee Chair will counsel him/her about next steps.

The University of Findlay
College of Education
Doctor of Education Oral Defense Rubric

Candidate:
Dissertation Title:

<table>
<thead>
<tr>
<th>Section</th>
<th>Target</th>
<th>Pass/Fail</th>
<th>Comment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Clearly and succinctly introduces the audience to the dissertation topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature Review</td>
<td>Demonstrates a comprehensive knowledge and critical interaction of relevant literature; seminal and/or foundational research is present or integrated (for example citing recognized experts in the field)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theoretical Framework</td>
<td>Delineates and defends an appropriate conceptual support system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need for this Study</td>
<td>Clearly summates the literature review by defending the necessity of the study and the research “gap” it will help “fill”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methodology</td>
<td>Explicitly articulates and defends the research methodology; noting potential limitations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Collection</td>
<td>Thoroughly describes all data collection procedures</td>
<td></td>
<td></td>
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<tr>
<td>Data Analysis</td>
<td>Extensively explains and defends the analysis process; demonstrates a valid and reliable study</td>
<td></td>
<td></td>
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<tr>
<td>Findings</td>
<td>Explicitly depicts and justifies the study results</td>
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<td>---------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>Seamlessly interweaves findings, current research, and theoretical framework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication: Presentation</td>
<td>Clearly and fluently relays information; refrains from using silence fillers (um, like, ah, and…); appropriate and innovative use of presentation methods; poised</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication: Defense</td>
<td>Confidently answers committee and guest faculty questions in a comprehensible and appropriate manner</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix F: Directions and Rubric for Passing of Oral Dissertation Defense (EDUC 781)

- Students will completed their dissertations to the satisfaction of their committees.
- Students will meet with their committees for an oral defense of their dissertations. These meetings may be virtual or face-to-face, but all committee members must be in attendance.
- During the oral defense, students will make a presentation about their dissertation research, speaking specifically to each chapter.
- Students will answer questions of their committee and address any concerns committee members might have.
- At the conclusion of the meeting, the committee will meet in private to determine if the student passed the oral defense.
- Committees will inform students of their decision. If the decision is that the student passed, the student is considered a Dissertation Completer. If the decision is that the student has failed, his/her Committee Chair will counsel him/her about next steps.

<table>
<thead>
<tr>
<th>Sections</th>
<th>Needs Improvement</th>
<th>Target</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Data &amp; Results</td>
<td>A lack of/poor description of how data collection process proceeded. Lack of explanation of extenuating circumstances that may have affected data collection plan. Data is not analyzed and summarized in written or graphic form. Graphs/tables are not inserted into text. All text, graphs and tables do not follow APA format and/or are not labeled.</td>
<td>An objective description of how data collection process proceeded, pre/post or continuous. Thoughtful explanation of extenuating circumstances that may have affected data collection plan. Data is analyzed and summarized in written and graphic form. Graphs/tables are inserted appropriately into text. Graphs/tables are clearly labeled with variables identified. All text, graphs and tables follow APA format.</td>
<td>Is at target level plus results are also considered in the larger context of how they might contribute to the research base of the topic.</td>
</tr>
</tbody>
</table>

Discussion: Interpretation of Results

- Poor interpretation of results of study as represented in graphs/tables. No discussion of results in terms of hypothesis. The threats to internal validity have not been mentioned.
- Articulate and thoughtful discussion relating to interpretation of results of study as represented in graphs/tables. Results are discussed in terms of the hypothesis. Analysis of the results focusing on factors that might help explain them. Analysis reflects professional
- Discussion is at target level plus discusses the larger context of the study and its possible contribution to the literature base of the topic and the profession.
<table>
<thead>
<tr>
<th>Conclusion</th>
<th>Conclusions are not drawn as to the results of the study. Limitations of the study are not identified. No implications for future research on this issue are mentioned.</th>
<th>Articulate and thoughtful conclusions are drawn as to the results of the study. Barriers and roadblocks in the process are identified. Limitations of the study are outlined and discussed in terms of results. Implications for future research on this issue are explored.</th>
<th>Conclusions are at target level and also include the larger context of the study and its possible contribution to the literature base of the topic and the profession. Future related research is described.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional appearance</td>
<td>Incorrect or lack of APA use. Multiple grammatical or stylistic errors.</td>
<td>Proper use of APA style throughout. Nearly error-free which reflects clear understanding and proofreading of content.</td>
<td>Paper is error free.</td>
</tr>
<tr>
<td>Presentation at Oral Defense</td>
<td>Presentation is unclear or incomplete.</td>
<td>Student uses technology to present the results of his/her dissertation research. Presentation is clear and well organized. Student is articulate about all parts of the dissertation.</td>
<td>Presentation is at target level, plus the student demonstrates a through understanding of the contribution that his/her study makes to the literature base related to the topic, as well as to the larger context of the project.</td>
</tr>
<tr>
<td>Student fields questions during the Oral Defense</td>
<td>Student is unprepared to answer the questions of the committee.</td>
<td>Student fields all questions to the satisfaction of the committee. Student is articulate in answering all questions.</td>
<td>Student clearly demonstrates a deep understanding of all aspects of the dissertation study, including its larger context and contribution to the literature base related to the topic.</td>
</tr>
</tbody>
</table>
Appendix G: Directions and Rubric for Submission of Dissertation Research for Publication in Peer-Reviewed Journal

- Students will investigate peer-reviewed journals, their publication requirements, and upcoming themes (if appropriate) to determine an appropriate journal to which to submit an article about their dissertations.
- Students will turn their dissertation research into a journal article following the publication guidelines of the journal to which they would like to submit their article.
- Students will write appropriate cover letters to include with their article submissions.
- Students will create a presentation of their dissertation research.
- Students will present to the class what they will present at the COE Summer Institute.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Needs Improvement</th>
<th>Target</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students investigate peer-reviewed journals, their publication requirements, and upcoming themes (if appropriate) to determine an appropriate journal to which to submit an article about their dissertations.</td>
<td>Student’s journal exploration is incomplete or publication requirements are not clear.</td>
<td>Student provides a list of two-three possible journals that might publish his/her dissertation research. For each publication, student explains the requirements, upcoming themes, and an explanation for how he/she believes that journal will be appropriate for his/her article. Student selects one publication to target as he/she writes his/her article.</td>
<td>Student is at target level plus has selected possible journals that would have the greatest potential for disseminating his/her research.</td>
</tr>
<tr>
<td>Students turn their dissertation research into a journal article following the publication guidelines of the journal to which they would like to submit their article.</td>
<td>Journal article inadequately addresses the guidelines of the targeted publication.</td>
<td>Journal article clearly and professionally translates the dissertation research into a publishable article following the criteria of the targeted journal. Student follows APA format and has few, if any, errors.</td>
<td>Journal article is at target level plus is accepted for publication.</td>
</tr>
<tr>
<td>Students write appropriate cover letters to include with their article submissions.</td>
<td>Cover letter is not appropriate to the article and publication, is not professionally formatted, and contains errors.</td>
<td>Cover letter is appropriate to the article and publication and is professionally formatted with no errors.</td>
<td>Cover letter is at target level and displays a high degree of professionalism related to the content of the article.</td>
</tr>
<tr>
<td>Students create a presentation of their dissertation research.</td>
<td>Student’s presentation lacks clarity or is not clear, concise, and well organized.</td>
<td>Student’s presentation is clear, concise, and well organized.</td>
<td>The content of the student’s presentation is at</td>
</tr>
<tr>
<td>Students present their presentation of their dissertation research to the class.</td>
<td>Presentation skills are not at the professional level. Technology is poorly used or not used at all.</td>
<td>Student’s presentation skills are at a professional level. Student uses technology effectively.</td>
<td>The student’s presentation is at target level plus is at the level of professionalism expected at state, regional, and national conferences.</td>
</tr>
</tbody>
</table>
### The UF Doctorate of Education Program Dissertation Process
#### A Checklist for Working with Committee Chair and Members

**Important Note:** This document should only be used as a guide and not as a definitive and complete list of tasks that should be accomplished. It is important that each student work with the dissertation Chair to customize this checklist according to each student's individual process.

<table>
<thead>
<tr>
<th>Student</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong>&lt;br&gt;EDUC 700 Writing as a Doctoral Scholar&lt;br&gt;EDUC 701 Orientation to Doctoral Study&lt;br&gt;<strong>Send request to faculty member to serve as committee Chair; get confirmation; send thank you to Chair and notification to the Doctorate of Education program Chair</strong>&lt;br&gt;<strong>Determine and begin to refine dissertation topic</strong>&lt;br&gt;<strong>Once your chair accepts, begin filling out the Dissertation Committee Petition form</strong>&lt;br&gt;<strong>____________________</strong>&lt;br&gt;<strong>____________________</strong></td>
<td><strong>Wait for that email request</strong>&lt;br&gt;<strong>Carefully consider the request</strong>&lt;br&gt;<strong>Respond to the request in a timely manner</strong>&lt;br&gt;<strong>If you accept, begin filling out the Dissertation Committee Petition form with the student.</strong>&lt;br&gt;<strong>____________________</strong>&lt;br&gt;<strong>____________________</strong></td>
</tr>
<tr>
<td><strong>Second Semester</strong>&lt;br&gt;(no direct dissertation classes)&lt;br&gt;<strong>Discuss potential committee members with your dissertation Chair</strong>&lt;br&gt;<strong>Send request to committee members; get confirmation.</strong>&lt;br&gt;<strong>Submit Dissertation Committee Petition form once the committee is complete</strong>&lt;br&gt;<strong>____________________</strong>&lt;br&gt;<strong>____________________</strong></td>
<td><strong>Meet with student face to face, online with Collaborate, Skype, FaceTime, using email, or a telephone, etc…to give suggestions on potential committee members</strong>&lt;br&gt;<strong>Plan for how you will track the progress of your dissertation student</strong>&lt;br&gt;<strong>Ensure that the student submits the Dissertation Committee Petition form.</strong>&lt;br&gt;<strong>____________________</strong>&lt;br&gt;<strong>____________________</strong></td>
</tr>
<tr>
<td><strong>Third Semester</strong>&lt;br&gt;EDUC 750 Research I Literature Review&lt;br&gt;EDUC 751 Research I Dissertation&lt;br&gt;<strong>Email Chair to set meeting date to discuss/update Dissertation Progress Plan (created in EDUC 701)</strong>&lt;br&gt;<strong>At meeting with Chair, consider items on Dissertation Progress Plan as a way to accomplish tasks</strong>&lt;br&gt;<strong>Confirm with Chair next meeting date and/or future feedback and conferencing schedule</strong>&lt;br&gt;<strong>Providing Chair with timeline of data collection to help with proper planning. Chair will help you ‘work backwards in time’ to determine your dissertation timeline</strong>&lt;br&gt;<strong>Discuss literature review and topics that might be added as background for your study</strong>&lt;br&gt;<strong>Focus research questions. Consider how research questions can be approached in methodology in preparation for EDUC 770</strong>&lt;br&gt;<strong>Incorporate modifications listed in the Passport</strong>&lt;br&gt;<strong>Give status reports to 750 professor (as required)</strong>&lt;br&gt;<strong>____________________</strong>&lt;br&gt;<strong>____________________</strong></td>
<td><strong>Review and recommend changes (as needed) to student’s Dissertation Progress Plan</strong>&lt;br&gt;<strong>Discusses initial timeline with student. Timelines should include (at a minimum)</strong>&lt;br&gt;<strong>o Data collection timeframe</strong>&lt;br&gt;<strong>o Data analysis timeframe</strong>&lt;br&gt;<strong>o Final oral defense/completion target date</strong>&lt;br&gt;<strong>o Graduation target date</strong>&lt;br&gt;<strong>Help the student to develop and refine research questions early in the semester</strong>&lt;br&gt;<strong>o These refined research questions will then lead into the development of the Lit Review outline of variables/topics to be covered</strong>&lt;br&gt;<strong>Provide feedback on Chapter 1 and 2</strong>&lt;br&gt;<strong>Ensure that student incorporates modifications listed in the Passport</strong>&lt;br&gt;<strong>Consult 751 syllabus and ensure that all objectives and assignments have been met</strong>&lt;br&gt;<strong>Submit grade for EDUC 751</strong>&lt;br&gt;<strong>____________________</strong>&lt;br&gt;<strong>____________________</strong></td>
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<tr>
<td>Semester</td>
<td>Courses</td>
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<tr>
<td>Fourth Semester</td>
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<td></td>
<td>EDUC 760 Research &amp; Measurement</td>
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<tr>
<td>Fifth Semester</td>
<td>EDUC 770 Research III Research Design &amp; Proposal Development, EDUC 771 Research III Dissertation</td>
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<tr>
<td>Sixth Semester</td>
<td>Students on the full-time plan are taking Comps this term as well.</td>
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<tr>
<td>Seventh Semester</td>
<td>EDUC 780 Research IV Statistical Analysis &amp; Coaching, EDUC 781 Research IV Dissertation</td>
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<tr>
<td>Eighth Semester</td>
<td>EDUC 790</td>
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</tbody>
</table>
| Present research at Summer Institute  
Ask your Chair and Committee about opportunities to present or review proposals and organizations to join  
____________________  
____________________ |
| Eighth Semester | EDUC 790 | Dissertation Completion |
| Upload dissertation to OhioLINK/ProQuest  
Coordinate with Ed.D Program Administrative Assistant  
Complete the Ed.D Student Exit Survey  
Meet Brady Gaskins, the COE’s alumni and Development representative  
Have your dissertation bound (optional)  
____________________  
____________________ |
| Provide advice on how to adapt dissertation to a professional conference presentation or publishable paper  
Suggest organizations to join and opportunities to present or review proposals  
____________________ |
| Ensure student has submitted final draft of Dissertation to OhioLINK/ProQuest  
Ensure that students has completed the Ed.D Student Exit Survey  
Introduce Student to Brady Gaskins, the COE’s alumni and Development representative |