The University of Findlay
College of Education
Doctor of Education Program

Student Handbook

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 Doctor of Education Program.

The handbook is divided into five sections: Doctor of Education Program Summary; University and Program Policies; Student Expectations and Responsibilities; Student Support Services, and Appendices. Within those sections, topics are listed in alphabetical order. You can click on a section or topic in the Table of Contents to go directly there. Please note that the faculty reserves the right to update the handbook and rubrics to reflect changes in curriculum and program goals.

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SECTION I: DOCTOR OF EDUCATION PROGRAM SUMMARY

Mission Statement

The mission of the Doctor 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 program is aligned with the [Carnegie Project on the Education Doctorate](#) whose vision is "a future where equity-minded educational professionals lead lasting and positive change for the learning and benefit of everyone" (Carnegie Project on the Education Doctorate, 2022).

Doctoral Program Standards: The University of Findlay's Ed.D. program was designed based on the Carnegie Project on the Education's (CPED) Framework, which supports creating quality, rigorous practitioner preparation while honoring the local context of each member institution. The CPED Framework© consists of three components—a new definition of the EdD, a set of guiding principles for program development, and a set of design-concepts that serve as program building blocks.

1. Definition of the Education Doctorate: "The professional doctorate in education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and for the stewardship of the profession."

2. Guiding Principles for Program Design: The Professional Doctorate in education:

- Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
- Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
- Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
- Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
- Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, which links theory with systemic and systematic inquiry.
- Emphasizes the generation, transformation, and use of professional knowledge and practice.

3. Design-Concepts Upon Which to Build Programs

- **Scholarly Practitioner:** Scholarly Practitioners blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice. They use practical research and applied theories as tools for change because they understand the importance of equity and social justice. They disseminate their work in multiple ways, and they have an obligation to resolve problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals.
- **Signature Pedagogy:** Signature Pedagogy is the pervasive set of practices used to prepare scholarly practitioners for all aspects of their professional work: "to think, to perform, and to act with integrity" (Shulman, 2005, p.52). Signature pedagogy includes three dimensions as articulated by Lee Shulman (2005):
   1. Teaching is deliberate, pervasive, and persistent. It challenges assumptions, engages in action, and requires ongoing assessment and accountability.
   2. Teaching and learning are grounded in theory, research, and in problems of practice. It leads to habits of mind, hand, and heart that can and will be applied to authentic professional settings.
   3. Teaching helps students develop a critical and professional stance with a moral and ethical imperative for equity and social justice.

- **Inquiry as Practice:** Inquiry as Practice is the process of posing significant questions that focus on complex problems of practice. By using various research, theories, and professional wisdom, scholarly practitioners design innovative solutions to address the problems of practice. At the center of Inquiry of Practice is the ability to use data to understand the effects of innovation. As such, Inquiry of Practice requires the ability to gather, organize, judge, aggregate, and analyze situations, literature, and data with a critical lens.
- **Problem of Practice:** A Problem of Practice is as a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes.

The Doctor 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 their full potential in their 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 their 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 Doctor of Education Program, graduates will:

1. Identify problems within organizations and use strategic planning to make informed decisions that build trust (EDUC 705, 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)

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. 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 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 they work, 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 their 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 their problem and begin investigating the current research literature. EDUC 760: Research II: Quantitative Research and Measurements and EDUC 765: Research II: Qualitative Research and Measurement are the next courses in the dissertation sequence. EDUC 770: Research III: Research Design and Proposal Development follows and is the course in which the research design is developed and finalized. The Dissertation Proposal Defense (which encompasses Chapters 1-3, Reference page, and all instrument/communication involved in the study) is worked on during 770 and the student schedules their Dissertation Proposal Defense with the Chair and committee members. Once the Dissertation Proposal Defense is successfully completed, students may submit an IRB Proposal. In EDUC 780: Research IV: Data Analysis Coaching, students will create the results section of their 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. The completed dissertation is submitted and made available online in EDUC 791.

Core and Elective Curriculum Requirements

The Doctor of Education degree requires a total of 60 semester hours of coursework including the dissertation. All students in the Doctor 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: Data 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 Doctor 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 Educational Leadership, Superintendent, and Student Support Services Strand.

The **Educational Leadership Strand** includes the following courses:

EDSP 631: Collaborative Grant Writing (3 semester hours)
EDSP 632: Evidence-Informed Decision Making (3 semester hours)
EDSP 633: Educational Leaders as Mentors (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)

The **Superintendent 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 Superintendent Strand, students seeking the five-year superintendent licensure are required to have three years of successful experience in a position requiring a principal or administrative specialist license. Superintendent licensure students must pass an FBI/BCI background check.

Superintendent licensure students are not required to take the Pearson OAE 015 Educational Leadership Test if they have taken the OAE Test or the previous Praxis II 0411 Test to obtain a principal's 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 Superintendent Strand is based on the standards of the National Educational Leadership Preparation Standards (NELP) and the Ohio Leadership Advisory Council (OLAC).

The **Student Support Services Strand** includes the following courses:

EDPY 604: Issues and Practices in Special Education (3 semester hours)
EDPY 611: Counseling Theories and Techniques (3 semester hours)
EDPY 616: Human Growth and Development (3 semester hours)
EDPY 618: Behavior Management: Classroom Discipline and Positive Behavioral Interventions and Support (3 semester hours)
EDSP 645: Educators as First Responders: Crisis, Counseling, and Trauma Informed Support (3 semester hours)

Course Descriptions

EDUC 700: Writing as a Doctoral Scholar (3 semester hours)
Co-requisite: EDUC 701 Orientation to Doctoral Study
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)
Co-requisite: EDUC 700: Writing as a Doctoral Scholar
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 their professional settings and what research evidence suggests as solutions. Candidates will explore the kinds of evidence that practitioners draw upon as they inform their 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 their 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 their 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 their 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)
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.

EDUC 765: Research II: Qualitative Research and Measurement (3 semester hours)
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.

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 their 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: Data Analysis Coaching (3 semester hours)
Prerequisite: EDUC 770, EDUC 771, completion of Dissertation Proposal Defense with a score of Pass and Data Collection Completion Form
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.

EDUC 781: Research IV Dissertation (1 semester hour)
Co-requisite: EDUC 780: Research IV: Data 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 their 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 780, EDUC 781

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 their 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 negation 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 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 633: Educational Leaders as Mentors (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, including issues of diversity and equity in the classroom. They will develop, implement, evaluate and engage in professional development activities for teachers that promote cultural competence and reflective practices. They will examine professional, ethical behavior (equity, integrity, honesty, fairness, dignity, etc.) and determine ways to model it and support it in others.

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.

EDPY 604: Issues and Practices in Special Education (3 semester hours)
This course aims to develop professional understanding and skills in the areas of special education and child advocacy. The content presented in this course will facilitate the growth of students into educational leaders and advocates through exploration into current challenges and controversies in special education. The course will consist of readings, reflections, and research of current and historical issues that are of major importance to children with special needs and the personnel that support them.

EDPY 611: Counseling Theories and Techniques (3 semester hours)
This course is designed to teach the fundamental principles of providing a helping relationship through counseling and interviewing. Techniques are integrated in a conceptual framework for subsequent professional study. Personal and professional development is attained through skills training in techniques.

EDPY 616: Human Growth and Development (3 semester hours)
This course explores the different stages of human life (i.e., prenatal, infancy, childhood, adolescence, adulthood) and the biological, psychological and social changes occurring in individuals during these stages. Topics include theories of development; genetics and development; birth and the neonate;

cognitive and brain development; early experience, attachment, motor and language development; social, sex-role and moral development; aging and death.

EDPY 618: Behavior Management: Classroom Discipline and Positive Behavioral Interventions and Support (3 semester hours)
This course is designed to explore best practices in effective classroom management and individual behavior intervention strategies. Emphasis will be given to creating proactive learning environments through positive behavioral interventions and support. Functional behavioral assessments and behavior intervention plans will be explored.

EDSP 645: Educators as First Responders: Crisis, Counseling, and Trauma Informed Support (3 semester hours)
This course is designed to provide students with an understanding of the research-based foundations of educators' roles in crisis situations. Acute and chronic trauma and their impact on children and educators will be addressed, along with crisis counseling skills as well as legal and ethical issues. Social-emotional learning and the neurological consequences of trauma will serve as foundational concepts for this course.

Admissions Criteria

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

- Possess a master's degree from an accredited institution, with the possible exception of first-professional doctoral 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.
- Submit an online application.
- Supply two letters of recommendation, which will include an assessment of the student's ability to perform doctoral-level work.
- Submit a Writing Sample.
- Submit official transcripts 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.

Ed.D. Support Materials Webpage

The University of Findlay intranet includes the Ed.D. Support Materials webpage, which contains most of the forms, rubrics, templates, and documents that students will need as they progress through the program. The site also features links to various websites selected to support doctoral students.

Ed.D. Degree Progress and Tentative Plans

The Doctor of Education Program offers several plans for program completion: Three-Year UF Ed.D. Degree Progress & Tentative Plan, Four-Year UF Ed.D. Degree Progress & Tentative Plan, and Five-Year UF Ed.D. Degree Progress & Tentative Plan. ***There is no guarantee that the Doctoral degree can 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.*** Additionally, students may elect to take five or six years, provided that the student completes all degree requirements within seven years.

There are no additional fees or penalties for deviating from the three-year, four-year, or five-year plans; however, the university may increase tuition rates and other fees during the extended time. It should be noted that course offerings are scheduled to facilitate the three-year plan and therefore courses may not always be available for students at the desired semester. Students should plan their academic program carefully and consult their advisor (the Ed.D. Program Chair) to ensure that they are completing the program in a timely fashion. Students who are not enrolled in courses for three semesters will have to reapply to the university.

Grade Challenge

The following procedure is provided to students who believe they 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](#).

Step One: The student and the faculty member will provide a brief summary of their 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 meets with the Program Chair. 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 they 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 meets 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 their 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.

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).

Graduate Program Policies

Graduate students at the University of Findlay are responsible for understanding and adhering to ALL the graduate policies located in Graduate Policies webpage. Policies include academic load, attendance, degree time limit, graduate minimum progress, minimum progress by program, grade of extended course, change of grades, human and animal subjects research, re-admission, directed/independent study, repeat policy, resources and support services, second degrees, transcripts, faculty advisers, grades, grade challenge, student acknowledgement of university honor code, student responsibility statement, grade of incomplete, university honor code, graduation policies, commencement ceremony, degree conferral date, and student services policies (i.e., ID card & parking).

Minimum Progress Policy for Program

The Doctor of Education Program abides by the general Graduate Minimum Progress policy described in the UF Graduate Catalog. In addition, students are expected to maintain a minimum pace of completion of at least 75%. Pace of completion is calculated by dividing the cumulative hours earned by the cumulative hours attempted.

Incomplete/Extended Course Grade

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

X – Incomplete Grade

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 coursework within the prescribed time period, the "X" grade will automatically convert to an "F".

Once the remaining course work is completed, the instructor must initiate the Grade Change process in Workday, which routes to the appropriate department chair and college dean for approval, and then routes to the Office of the Registrar for processing.

At the graduate level, a maximum of three "X" grades or nine semester hours will be permitted. If a student should carry four or more "X" grades, the student will NOT be permitted to register for additional courses until the "X" grades are reduced to a maximum of three "X" grades or nine semester hours.

EC - Extended Course Grade

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."

Key Assessments and Dissertation Requirements

The Chair of the Doctor of Education Program in collaboration with the Dean of the College of Education ensures that the program is measuring student success in the program. The Dean of the College of Education, working with the Chair of the Program, makes sure that all key assessments and their rubrics are entered in Watermark, the University of Findlay's software system for program assessment. The Dean of the College of Education and the Chair of the Doctor of Education Program train faculty in the use of the Watermark assessment system and monitor courses to make sure that the system is being used as a repository of key assessments. They also collect data from the system to share with the Education Advisory Council once per year and with the College of Education faculty once per semester.

University of Findlay Doctor 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 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 Doctor of Education Program Key Assessments

- Grade Requirement (B- or higher in EDUC 700: Writing as a Doctoral Scholar)
- Embedded Comprehensive Exams (in EDUC 703, 705, 707, 711, 713, 715)
- Passing of Dissertation Proposal Defense (EDUC 771: Research III Dissertation)
- Passing of Final Dissertation Defense (EDUC 781: Research IV Dissertation)
- Creation of Manuscript for Peer-Reviewed Journal (EDUC 790: Dissemination of Research)
- Submission of Dissertation Research to OhioLINK/ProQuest (EDUC 791: Dissertation Submission)

Milestone One: Embedded Comprehensive Exams & Dissertation Proposal Defense

Students must successfully complete the Embedded Comprehensive Exams and the Dissertation Proposal Defense as part of the requirements for the Doctor of Education degree.

Part I: Embedded Comprehensive Exams

Embedded Comprehensive Exams are embedded within the core courses (EDUC 703, 705, 707, 711, 713, and 715). In each of these courses, students will complete an assignment that asks them to evaluate a problem, challenge, or opportunity in their current or future workplace, evaluate this situation in light of what they've learned in the program, and use the theoretical and research-based knowledge they've gained to create a comprehensive plan to address that problem, challenge, or opportunity. In other words, as scholarly-practitioners, students will demonstrate their ability to apply the literature to a problem of practice.

To complete the Embedded Comprehensive Exams, students will successfully complete an assignment in each core course that requires them to do the following:

1. Identify a problem, challenge, or opportunity related to their professional context.
2. Describe in detail the nature of that problem, challenge, or opportunity.
    a. Describe the circumstances (symptoms) and
    b. Analyze the systems, policies, and interpersonal and/or group dynamics, practices, or other root causes of the problem, challenge, or opportunity.
3. Analyze and synthesize at least three primary research articles relevant to their problem, challenge, or opportunity.
4. Describe in detail how they will apply what you have learned from the literature to solve or resolve the problem, challenge, or opportunity.

The Embedded Comprehensive Exams can take several forms, at the discretion of the professor **provided that students can demonstrate their proficiency in the objectives, outlined above.** Student work is graded by the professor using the rubric that incorporates the objectives for the Embedded Comprehensive Exams. The student will upload their Embedded Comprehensive Exams into Watermark for each individual course.

The rubric for the Embedded Comprehensive Exams can be found in Appendix A.

Part II: The Dissertation Proposal

The Dissertation Proposal is an explicit, valid research plan to address a clearly identified problem of practice. The research design must be built upon the literature of the field and include completed drafts of Chapters 1-3 of the dissertation as well as references and appendices such as recruitment material/script, data collection instruments (e.g., interview protocol, survey), consent/assent forms, and other requested documentation.

In order to successfully complete the Dissertation Proposal Defense, the student will**:**
- Evaluate an education-related problem, challenge, or opportunity and create a research proposal based on the synthesis of their doctoral program research coursework
- Apply the knowledge and skills attained in the following courses: EDUC 700, 750, 760, 765, and 770
- Use proper APA format and all sections and subsections of the appropriate UF Ed.D. Dissertation Template in the Dissertation Proposal
- Include references and appendices such as recruitment material/script, data collection instruments (e.g., interview protocol, survey), consent/assent forms, and other requested documentation
- Incorporate feedback from their Chair, committee members, and professors to make relevant modifications to their research design, Chapters 1-3, and appendices
- Defend the decisions they've made, justify the design of their study, and prove that their data

collection and analysis methods are sound. The following are examples of questions that a student might encounter during the Dissertation Proposal Defense:
- o How do you know your study is justified?
- o How has the literature informed the design of your study?
- o Why did you choose to use method X to answer your research questions and not method Y?
- o How can you be certain your research design will produce valid findings?
- o Can you describe the meaning and purpose of your data analysis?

During the Dissertation Proposal Defense, the committee will meet privately after the student's presentation and defense to determine the student's score, which is determined by a majority vote of the Dissertation Committee using the Dissertation Proposal Defense Rubric. Committees will then bring the student back into the meeting to inform the student of their decision. Students will receive one of three scores on the Dissertation Proposal Defense:

1. PASS. This score indicates that the student has met all the requirements.
2. PASS WITH MODIFICATIONS. The score indicates that the dissertation proposal is acceptable but not complete until specific modifications are made (typically within two weeks). PASS WITH MODIFICATIONS will be scored as PASS once all specified modifications have been made to the satisfaction of the committee by August 15. If the required modifications are not completed to the satisfaction of the committee by the stated deadline, then the Dissertation Proposal Defense will default to a score of REVISE AND RE-DEFEND and the student will be ineligible to enroll in EDUC 780.
3. REVISE AND RE-DEFEND. The dissertation proposal does not meet the requirements, so Dissertation Proposal Defense needs to be re-defended. Additionally, the student must meet with dissertation Chair to determine future steps, up to and including restarting the dissertation proposal. When receiving this score, a student is ineligible for enrolling in EDUC 780 until a score of PASS has been achieved.

The rubric for the Dissertation Proposal Defense is in Appendix B.

Students may not progress in the program until **both the Embedded Comprehensive Exams and Dissertation Proposal Defense are successfully completed**. Once the student has earned a PASS score, the student needs to submit IRB approval and can continue with collecting data only after IRB approval.

Milestone Two: The Final Dissertation Defense

All students in the Doctor of Education program are required to design, implement, and defend a dissertation study that meets the standards of professional scholarship. No student may earn the Ed.D. degree until their dissertation has been successfully completed and defended to the satisfaction of their committee, they've signed a Declaration of Authorship form attesting that their dissertation is their original contribution to the field, their raw data has been submitted on a flash drive to the Doctor of Education Program office in accordance with federal law, and has passed EDUC 790: Dissemination of Research and EDUC 791: Dissertation Submission.

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

The student will:

- Complete a scholarly study based on the synthesis of your doctoral program research coursework to address a problem, challenge, or opportunity
- Successfully design, implement IRB approved study protocols and data collection, analyze the data,

and report findings, conclusions, and recommendations
- Reference application of the knowledge and skills attained in the following courses: EDUC 700, 750, 760, 765, and 770
- Include Chapters 1-5, appendices, and reference pages
- Use proper APA format and the appropriate UF Ed.D. Dissertation Template
- Incorporate feedback from their Chair, committee members, and professors to make relevant modifications
- Defend the decisions they've made, justify the design of their study, and prove that their data collection and analysis methods are sound. The following are examples of questions that a student might encounter during the Final Dissertation Defense:
  o How do you know your study is justified?
  o How has the literature informed the design of your study?
  o Why did you choose to use method X to answer your research questions and not method Y?
  o How can you be certain your research design will produce valid findings?
  o Can you describe the meaning and purpose of your data analysis?
  o How do you know your findings are valid and not attributable to other factors?
  o What recommendations would you make to the field based on your findings and conclusion and how do you plan to disseminate your findings and recommendations?

The student must provide the Dissertation Chair and Committee Members a final, completed dissertation (meeting the above requirements) at least two weeks prior to the scheduled oral defense. The committee will use the Final Dissertation Defense Rubric Part I to evaluate the oral dissertation. The committee will also use Part II of the Final Defense Rubric to score the student's written defense. After the oral defense, the committee will meet privately to determine the student's score, which is determined by a majority vote of the Dissertation Committee. If the Committee is tied, then the Dissertation Chair holds the final decision on the score of the Final Defense. Committees will then inform the student of their decision.

Students will receive one of three scores on the Final 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 by **May 15**. If the required modifications are not completed to the satisfaction of the committee by the stated deadline, then the Final Defense will default to a score of REVISE AND RE-DEFEND and the student will be ineligible to enroll in EDUC 790.
3. REVISE AND RE-DEFEND. The dissertation does not meet the requirements, so Dissertation Defense needs to be re-defended. Additionally, the student must meet with dissertation Chair to determine future steps, up to and including restarting the data analysis. When receiving this score, a student is ineligible for enrolling in EDUC 790 until a score of PASS has been achieved.

The rubric for the Final Dissertation Defense is found in Appendix C.

Creation of Manuscript for Peer-Reviewed Journal (EDUC 790: Dissemination of Research)

The student will:

  o Investigate peer-reviewed journals, their publication requirements, and upcoming themes (if

appropriate) to determine an appropriate journal for which to create an article about their dissertation.

- o Turn their dissertation research into a manuscript following the publication guidelines of the selected journal.

Submission of Dissertation Research to OhioLINK/ProQuest (EDUC 791: Dissertation Submission)

The student will:

- o Upload successfully completed, defended, approved, and accessible dissertation to the OhioLINK/ProQuest database.

Program Quality Assurance

The University of Findlay is accredited by the Higher Learning Commission (HLC). The Doctor of Education Program was approved by the Ohio Board of Regents (OBR, now the Ohio Department of Higher Education or ODHE) and the College of Education maintains Council for the Accreditation of Educator Preparation (CAEP) accreditation. The Superintendent Licensure Program, which includes the Superintendent Strand, is approved by the National Educational Leadership Preparation Standards (NELP). Approval by these outside agencies assures students that the Doctor 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 Watermark to track assessments. Key assessments in the Doctor of Education program will be assessed through Watermark. It is the responsibility of the Dean of the College of Education and the Chair of the Doctor of Education Program to enter assessment tasks and rubrics, train faculty in how to use them, track resulting data, and report it to the faculty.

The Education Advisory Council assists the College of Education in monitoring data from the Doctor 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 Doctor 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 Watermark. Other Doctor 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 improvements and adjustments can be made.

Course evaluations are 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 Doctor of Education Program with the assistance of the Chair of the Doctor 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 their 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 their stories with the UF Alumni Magazine, speak to our undergraduate and graduate students, share their work at our Summer Institute, and perhaps join the Education Advisory Council. Please send a non-UF email address to the Administrative Coordinator so that we can keep in contact!

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 Doctor of Education Program and appropriate changes. Graduate Council approves changes in graduate programs and post-baccalaureate licensure programs.

Repeat Policy

Students may register for a non-repeatable course with the understanding that the last grade received will be used to determine grade point average.

In general, students are limited to registering for a graduate course two times. A student who elects to register for a course more than twice may see an impact on his/her eligibility for federal financial aid (e.g., loans/grants), tuition remission, visa status and/or athletics; he/she is limited to register for only the repeated course. A course is considered a repeat when a student is registered for the course after the last day to add a class. Therefore, students withdrawing from a course after the first week of classes will be subjected to the repeat policy.

A student has the right to appeal the repeat policy with the Graduate Student Academic Standards Committee.

Time Limits and GPA Requirement

Time Limits

The University of Findlay requires students to complete all graduate program requirements within seven years of taking the first core course. No course more than seven years old may be used for meeting the degree requirements. Students who do not complete their 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 in fall 2021 may only apply credits earned between fall 2014 and summer 2021 towards degree requirements. Any course completed outside of this time period will need to be repeated or replaced with a course approved by the Chair of the Doctor of Education Program. If a class is no longer available, a comparable or substitute class of a corresponding number of credit hours may be selected by the Doctor of Education 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 their academic adviser (the Program Chair) when making exception requests.

Students pursuing a Doctor of Education degree are eligible for an exemption to the degree time limit policy if they hold a current superintendent's license during their enrollment at The University of Findlay and the courses exceeding the degree time limit were part of the student's superintendent license requirements (i.e., UF's or another accredited institution's equivalent courses of **EDAD 610**, **EDAD 611**, **EDAD 612**, **EDAD 613**, **EDAD 614**).

GPA Requirement

All students must maintain a 3.0 average and must have no more than one C (C+, C, or C-) grade during the course of the program. If a student earns a second C (C+, C, or C-) or a D or an F, they must retake the course the next time that it is offered (unless the student has initiated a leave of absence) and raise the grade to a B or better (which will replace the lower grade in the GPA calculation). If a student earns a third C (C+, C, or C-) or a D or F, they will be removed from the program for one academic year and must reapply to the program if they wish to continue. If a student doesn't retake the course on the first opportunity, then they are suspended from taking courses in the program until the course has been re-taken and passed with a grade of B or better. Additionally, students are only allowed one opportunity to retake a course (see Repeat Policy above). If a student does not raise the grade in the course to B or better, they will be removed from the program for one academic year and must reapply to the program if they wish to continue.

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.** Potential transfer credits must be for graduate work completed at another institution provided the credit is equivalent to doctoral-level education courses offered in the chosen strand or the coursework was completed at the master's level and was not used to meet the student's master-degree requirements. Credits can only be applied to elective courses; **core courses and research courses are not eligible for transfer 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. **The Chair of the Doctor of Education program is responsible for completing the transcript evaluation and informing the Registrar's Office of the number of hours approved for transfer once a student informs the Program Chair that they are requesting transfer credit.**

Credits earned towards an Ohio superintendent's license will transfer towards degree requirements, even if they are more than seven years old**.**

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."

University of Findlay Title IX Policy

Sex Discrimination, Sexual Harassment, and Other Forms of Sexual Misconduct; Designation of Title IX Coordinator

Title IX prohibits the University from discrimination on the basis of sex in the education programs or activities that it operates. This prohibition extends to admission and employment. The University has adopted a policy that provides for the prompt and equitable resolution of complaints alleging any action prohibited by Title IX and explains the process that the University will use for doing so. A copy of this policy is available on the University's website at: https://www.findlay.edu/offices/student-affairs/title-ix/title-ix-policy.

The Title IX Coordinator has been designated and authorized to coordinate the University's efforts to address concerns relating to discrimination and harassment on the basis of sex, gender, gender, gender identity, and sexual orientation. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person who experienced the conduct that could constitute sex discrimination or sexual harassment), at any time including non-business hours by contacting the Title IX Coordinator.

Inquiries about Title IX may also be directed to the U.S. Department of Education's Office for Civil Rights by contacting 1-800-421-3481 or emailing ocr@ed.gov.

Notice of Non-Discrimination Policy

The University of Findlay strives for an environment in which all individuals are treated with respect and dignity. Each individual has the right to study and work in an atmosphere which promotes equal opportunities and prohibits discriminatory practices and harassment based upon age, race, ethnicity, national origin, color, religion, sex, gender identity, handicap, sexual orientation, genetic information, veteran or military status and physical or mental disabilities. Harassment of any kind, whether verbal, physical, or environmental, is unacceptable and will not be tolerated.

The University does not engage in discrimination in its programs, activities and policies against students, prospective students, employees or prospective employees. The University is required by Title IX and its implementing regulations not to discriminate in such a manner. The University prohibits and will not tolerate any such discrimination or harassment at its facilities, programs and activities. Inquiries about the application of Title IX and its implementing regulations may be referred to the Title IX Coordinator, the Office of Civil Rights Assistant Secretary, or both.

The University's Non-Discrimination Policy can be found here: http://catalog.findlay.edu/en/current/Undergraduate-Catalog/Copy-of-University-Policies/Non-Discrimination-and-Anti-Harassment-Policy

Please see the University of Findlay's Equity & Title IX Team webpage for the list of individuals who have been designated to handle inquiries regarding the University's Non-Discrimination Policy. Additional resources include:

University of Findlay Harassment Hotline
(419) 434-6777

U.S. Department of Education's Office for Civil Rights 1-800-421-3481
ocr@ed.gov

Inquiries regarding non-discrimination in employment may be directed to:
U.S. Equal Employment Opportunity Commission 800-669-4000
Ohio Civil Rights Commission 888-278-7101

SECTION III: STUDENT EXPECTATIONS AND RESPONSIBILITIES

Advising

The Chair of the Doctor 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 Doctor of Education Program.

Communication

All email communications with anyone at the university must be done through University of Findlay's email accounts. Do not communicate with faculty or other members of the university community via your personal or professional email address. Students must check their University of Findlay email account daily. Every semester, students should communicate with their Dissertation Chair to discuss possible dissertation topics, their plan of study, or other relevant issues. If a personal or professional issue threatens to impede their progress in a course or in the Program, students should reach out immediately to the faculty member and their Dissertation Chair. Communications should include proper email etiquette per the University of Findlay policy, be grammatically correct, and free of spelling errors. Proper APA format is required in all communication that takes place as part of a course.

Data Storage and Destruction

All students must submit a copy of their raw dissertation data to the Doctor of Education Program in order to complete degree requirements. Federal law requires us to keep a copy of dissertation data for a period of three years, after which point the data is destroyed. Data will be kept on the non-internet-connected, password-protected computer in the office of the Chair of the Doctor of Education program. Federal law prohibits submitting this data via email, as email is not considered secure. Data sent via email will not be accepted. Therefore, students must submit their raw data on a flash drive in person to the Doctor of Education Program's Chair or Administrative Coordinator. Please contact the Administrative Coordinator to set a time to transfer the data. For convenience's sake you may elect to do this during The Summer Institute, if possible.

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. Students must compose their dissertation using one of the approved University of Findlay Doctor of Education 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. Work in the core and research courses are considered **foundations of the various chapters, not finished products.** Students should submit dissertation drafts to their Dissertation Chair and Committee at least once per semester and continually modify their dissertation based on the feedback they receive. During the EDUC 750/751, EDUC 770/771 & EDUC 780/781 courses there are strict deadlines that students must adhere to in order to progress in the Program according to the schedule on the degree plan (see course syllabi for these deadlines).

In addition, once approved by the Chair, it is the responsibility of the student to schedule the defense of

their dissertation with the Dissertation Committee prior to the deadline of May 1. Students who earn a *Pass with Modifications* on their Dissertation defense must make the required modifications within two weeks of the defense unless otherwise directed by the Chair. Once the modifications are made to the satisfaction of the committee, the grade will be converted to *Pass*. Students who do not earn *Pass* by May 15 will be ineligible to take EDUC 790/791.

Students will upload their successfully defended, digitally accessible dissertations to ProQuest/ OhioLINK in the EDUC 791 course. OhioLINK requires that all dissertations submitted meet the [OhioLINK minimum requirements for digitally accessible PDF files](). Students should utilize the resources provided in EDUC 791 and the [Electronic Theses and Dissertations Center Submission Manual]() to prepare a digitally accessible PDF file of the dissertation.

For semester-by-semester recommendations of how to work through the dissertation process, students and Chairs should consult the *Dissertation Process Checklist* found in Appendix D.

Dissertation Committee

The student will choose their Dissertation Chair based on faculty member content expertise and research productivity relevant to the student's dissertation topic. The Chair must be a faculty member at the University of Findlay. The formation of the Dissertation Committee is a cooperative effort between the student and the Dissertation Chair. The Committee must be composed of at least two additional individuals with terminal degrees and at least one Committee member must be a faculty member in the University of Findlay College of Education. Outside experts who possess knowledge or skills relevant to the dissertation topic and who possess the appropriate qualifications may also serve as Dissertation Committee members with the approval of the Dissertation Chair. Some studies may require the participation of individuals who do not possess a terminal degree but have expertise derived from experience. Such individuals may take an active role in consulting with the student and Dissertation Committee; however, they cannot be a member of the actual committee.

The student is responsible for keeping all members of their committee informed of their progress, changes to the research plan, modifications to the dissertation, defense dates, and all other relevant information. The student should share the Ed.D. Portfolio with the Dissertation Chair and committee members as well as copy the Chair and committee members on all emails relating to the dissertation and the dissertation process.

Ethical Behavior Expectations

Beyond adhering to the UF Honor Code, students are expected to engage in professional conduct as outlined by the [Ohio Department of Education's Licensure Code for Professional Conduct for Ohio Educators](). The Department of Education's fundamental beliefs are defined in the following nine principles: 1. Educators behave in a professional manner, realizing that one's actions reflect directly on the status and substance of the profession. 2. Educators maintain a professional relationship with all students at all times, both in and out of the classroom. 3. Educators accurately report information required by the local board of education or governing board, state education agency, federal agency or state or federal law. 4. Educators adhere to federal, state and local laws and statutes regarding criminal activity. 5. Educators comply with state and federal laws related to maintaining confidential information. 6. Educators serve as positive role models and do not use, possess or unlawfully distribute illegal or unauthorized drugs. 7. Educators ensure school property, public funds or fees paid by students or the community are used in the best interest of students and not for personal gain. 8. Educators fulfill all the terms and obligations in their employment contracts. 9. Educators use technology in a responsible manner and safeguard the electronic devices and data entrusted to them.

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, they must wear the regalia required by the university. 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 guarantee the completion of the Program and/or degree. In order to officially graduate and earn the Ed.D. degree students must complete all degree requirements. Once all degree requirements have been fulfilled, the Registrar's Office will issue the degree. Students may not take the title of "Doctor" until the University has issued them the Ed.D. degree.

Diplomas are mailed to graduates immediately after the Registrar's Office determines that all requirements are complete, typically in August. Official transcripts are available through the University of Findlay's Registrar's Office.

Hardware/Software/Connectivity

Because the Doctor of Education program is online, students are required to have the hardware, software, connectivity, and bandwidth necessary for live video streaming. Students must use current versions of Microsoft Office, the current Apple or Windows operating system and an internet browser that's compatible with Canvas. Students should also adhere to additional course-related software requirements. All documents must be submitted in Word or as a pdf unless otherwise specified by the instructor or Chair.

Institutional Review Board (IRB)

N**o students may collect data or communicate with potential research participants without written approval from the University of Findlay's Institution Review Board. Any data collected without an approved IRB cannot be used in the dissertation study.** Student will create IRB proposals for dissertation study in *EDUC 770: Research III: Research Design and Proposal Development* and should work with the Dissertation Chair to get feedback on IRB proposal drafts. IRB proposals need to include all appendices, such as email communication, scripts, interview protocols, survey(s), and such. **Only after the successful completion of the Dissertation Proposal Defense** may students submit the completed IRB proposal to the Dissertation Chair and the Doctor of Education Program Chair for approval and signature. The student should submit the signed IRB forms to the University of Findlay's Institutional Review Board at irb@findlay.edu being sure to copy the Dissertation Chair, who serves as the primary investigator (P.I.) and the Administrative Coordinator. All email communications related to the research in the approved IRB must be conducted through a University of Findlay email address.

Online Ed.D. Portfolio

Students are required to maintain an online Ed.D. Portfolio on SharePoint. Once students receive an email indicating that their SharePoint folder (which contains the portfolio) has been shared, the student will use the Directions for SharePoint document to complete the steps necessary for granting access and sharing the content with their Dissertation Chair and Dissertation Committee Members. Students are responsible for uploading drafts of chapters, sharing folders or files with Dissertation Chair and/or Dissertation Committee members (see syllabi associated with EDUC 700, EDUC 751, EDUC 771, and EDUC 781), making revisions, and completing forms and checklists.

Plan of Study

Students will begin to develop a plan of study in EDUC 701. This will serve as a starting point as the student works with their advisor and their Dissertation Chair to make progress towards their dissertation and graduation goals. Students are encouraged to keep their Doctor of Education Degree Progress & Tentative Plan documents up to date in their Ed.D. Portfolio on SharePoint. 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 due to course prerequisites. Students must plan accordingly or risk a delay in their timeline. Students should use the plan of study to determine when it is appropriate to apply for graduation (one semester before graduation).

Publication of Dissertation

Students will be required to prepare their dissertation for publication and presentation during *EDUC 790: Dissemination of Research*. In accordance with course requirements, students will create a research manuscript for a peer-reviewed journal. All students are encouraged to present their research at a professional conference.

Students may elect to have their dissertation printed and bound by an outside company. However, the university does not provide or pay for binding, nor does it recommend specific companies. Students are responsible for any arrangements made with an outside vendor.

Registration

The Doctor of Education Program Chair serves as the advisor to all students in the program. Students can email the Chair at any point to discuss their plans for the upcoming semester(s).

Summer Institute

The Summer Institute satisfies the residency requirement for the student's Doctor 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.

As a result of the Summer Institute, the students will:

- Disseminate and discuss their research
- Construct meaningful feedback on the research of other doctoral students
- Create professional relationships with faculty and doctoral students that will support their 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 their 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 their cohort as well as students from other cohorts.

Year One Students

The purpose of the Year One Presentation Roundtables is to provide students in the first year of the Doctor of Education Program with the opportunity to share and receive faculty and peer feedback on their potential dissertation topic, research questions, and methods. A roundtable session provides an opportunity for maximum interaction between presenters and participants. Each roundtable will have a designated moderator to facilitate interaction and participation. Each student will have a period of time to briefly summarize their potential dissertation topic, research questions, and methods followed by a discussion between the student and the participants. The participants will include faculty, second year students, and third year students.

Year Two Students

Year two students may defend their Dissertation Proposal Defense prior to Summer Institute or arrange to defend sometime during Summer Institute or prior to the August 1 deadline. Students are also expected to attend Year One Roundtables and Year Three Presentations to ask questions, provide feedback, and engage with faculty and peers. More details on the Dissertation Proposal Defense may be found in the Moving Forward section.

Year Three Students

Year three students will share an academic presentation based on their dissertation research. 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 on the assignment and the criteria for assessment.

Academic Services

Available student academic services at the institution include the Oiler Success Center (see Oiler Success Center), Center for Career and Professional Development (see Center for Career and Professional Development), Office of Accommodation and Inclusion (see Office of Accommodation and Inclusion) 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 Counseling Services). 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 Doctor 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 their coursework and in their 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 Doctor 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 their 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 their career settings. In the 1990's a former student of Bloom, Lorin Anderson, led 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. 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 Doctor of Education program involves students in the process of considering alternative views of problems as they work to identify and address issues in their 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 Doctor of Education students in preparation for presenting their own dissertation research at a future Summer Institute. EDUC 790 is designed to prepare students to turn their 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 their research.

Library Resources

The University of Findlay's Shafer Library staff assists students in the Doctor 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](#). 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 Doctor of Education Program should be able to acquire sufficient resources to support their study in the program and their dissertation research.

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 is handled by the Office of Graduate Admissions for Ed.D. students.

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. 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 Canvas course management system and its Watermark assessment system as well. A variety of technology support is available for all students at UF through Information Technology Services.

Tuition Costs and Other Fees

Current tuition costs and other fees can be found on the Business Office webpage.

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 via email. For more information on the writing center or to schedule an appointment, visit the Writing Center.

Appendix A: Embedded Comprehensive Exams Rubric

	Unacceptable	Acceptable	Target
Identify a problem, challenge, or opportunity related to your professional context. Describe the circumstances (symptoms)	Fails to adequately describe the problem and does not indicate a clear understanding of the situation	A complete description of the problem, challenge, or opportunity is evident	The situation is made abundantly clear by a thorough, detailed, and complete description of the problem, challenge, or opportunity
Analyze the systems, policies, interpersonal and/or group dynamics, practices, or other root causes of the problem, challenge, or opportunity	Describes symptoms of the problem but does not identify the underlying causes of the situation.	Analyzes the problem, challenge, or opportunity and identifies most of the systems, policies, and dynamics that are the root cause of the problem	Thoroughly analyzes the problem, challenge, or opportunity and accurately identifies the systems, policies, and dynamics or other root cause of the problem
Analyze and synthesize at least three primary research articles related to your problem, challenge, or opportunity	Does not select three primary research articles related to the problem, challenge, or opportunity or does not analyze them adequately	Selects three relevant primary research articles, provides a detailed analysis of each, and synthesizes their meaning	Selects three primary research articles, provides a detailed analysis of each, and synthesizes their meaning so that their relevance to the problem, challenge, or opportunity is abundantly clear
Describe in detail the application of the literature to solve or address the problem, challenge, or opportunity	Does not draw lessons from the literature or does not adequately describe how these lessons will be used to address the problem	Draws lessons from the literature and applies them to the underlying causes of the problem.	Draws specific lessons from the literature and applies them strategically to specific aspects of the underlying causes of the problem, challenge, or opportunity

Appendix B: Dissertation Proposal Defense Rubric

Criteria	Pass	Pass with Modifications	Revise & Re-Defend
Introduction	Conveyed research within context of literature; moderately strong rationale; purpose statement was clear and focused	Conveyed research within context of literature; moderate rationale; purpose statement was present	Research was not conveyed within context of literature; did not include a rationale; and/or did not include a clear and focused purpose statement
Review of Literature	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	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	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
Methods	Appropriate detail in description of subjects, design, data, data collection, instrument(s), methods, procedures, and statistical analysis	Appropriate detail in most of the description of subjects, design, data, data collection, instrument(s), methods, procedures, and statistical analysis	Lack of appropriate detail in most of the description of subjects, design, data, data collection, instrument(s), methods, procedures, and statistical analysis
Writing Quality	Written with great clarity and precision; each sentence was understandable; word choice, grammar, punctuation, and spelling were excellent; narrative was logical and coherent; correct use of 7th edition of APA	Written with clarity; each sentence was understandable; word choice, grammar, punctuation, and spelling were sufficient; narrative was logical; correct use of 7th edition of APA	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 7th edition of APA

Appendix C: Doctor of Education Final Defense Rubric: Oral Defense

Doctoral Candidate: **Date**:
Dissertation Title:

Section	Target	Yes/No	Comment(s)
Study Overview	Clearly and succinctly provides problem & purpose, rationale/significance of study, & RQs, incorporating existing research to **defend** the necessity of the study & the research "gap" the study addressed		
Theoretical Framework (if relevant)	Delineates & **defends** an appropriate conceptual/theoretical framework		
Methodology	Explicitly articulates & **defends** the research methodology, including design, participants, data collection, & data analysis; demonstrates a valid & reliable study, using sources to *justify choices*		
Results or Findings	Explicitly **justifies** analysis procedures & describes the study results/findings in detail		
Implications	Seamlessly interweaves findings, existing research, & theoretical framework (if relevant) to address the "so what" for various stakeholders		
Limitations & Recommendations	Identifies study's strengths/limitations; provides specific actions for various stakeholders & offers suggestions for future research		
Conclusion	Provides final thoughts as expert on the study		
Quality of Defense	Makes eye contact, uses appropriate tone of voice, communicates ideas clearly, & refrains from using silence fillers (um, like, ah, and…); demonstrates ability to present & defend research; provides justification & defense of study design & conclusions		
Quality of Response to Questions	Uses questions to further demonstrate understanding of the topic & elaborate on information presented; responses are complete, clear, & convincing at the scholarly-practitioner level		

Appendix C: Doctor of Education Final Dissertation Rubric: Written Defense

Section	Target	Yes/No	Comment(s)
Introduction	Conveys project within context of literature; strong rationale; purpose clear & focused; explains theoretical framework & approach to inquiry (if relevant); RQs; defines key terms; describes subjectivity & researcher positionality (if relevant)		
Review of Literature	Provides comprehensive review of literature relevant to the study; well-organized with nuanced critique regarding relatedness of the research & scholarship reviewed; includes specific criteria for inclusion/exclusion of various theoretical perspectives/empirical studies; clearly synthesizes research findings		
Methods	Provides appropriate detail in description of research design, participants & sampling technique, ethical considerations, instrumentation & data sources, data collection procedures, data analysis, assumptions, & trustworthiness (if relevant); cites methods sources to justify research design		
Results or Findings	Reports all pertinent results/findings in clear & concise manner; provides contextual information for findings (if relevant); describes instrument validity & reliability (if relevant); labels tables/figures appropriately		
Conclusions & Recommendations	Provides comprehensive discussion interweaving results/findings, existing research, & theoretical framework (if relevant) to address the implications for various stakeholders; provides recommendations for various stakeholders; identifies limitations & offers suggestions for future research appropriately & clearly based on findings/results		
Writing Quality	Writes with clarity & precision; each sentence is understandable; word choice, grammar, punctuation, & spelling are excellent; narrative is logical & coherent; correct use of 7th edition of APA		
General Comments			

Appendix D: Dissertation Process Checklist

This Checklist is intended to help guide students and dissertation Chairs through the various responsibilities and roles associated with each semester of the program. This should only be used as a guide and not as a definitive and complete list of tasks. Ultimately, the student should work with the dissertation Chair to communicate about and customize this checklist according to each student's individual progress.

		Student	Chair	Administrative Coordinator/Program Chair

First Semester	EDUC 700 Writing as a Doctoral Scholar / EDUC 701 Orientation to Doctoral Study	As part of EDUC 701, send request to faculty member to serve as dissertation Chair
		Once Chair accepts:
		  ○ share portfolio with Chair
		  ○ complete *Dissertation Committee Petition* form & request "signature" (by typing)
		  ○ share the document with Administrative Coordinator
		Determine and begin to refine dissertation topic
		As part of EDUC 700, upload a completed draft of Chapter 1 to portfolio at least two weeks prior to last day of semester classes (request feedback from your Chair by sharing the file)
		_____
			Wait for email request
			Carefully consider the request
			Respond to the request in a timely manner
			If you accept, student will share the online SharePoint portfolio with you & request "signature" on *Dissertation Committee Petition* form
			Provide feedback to student's completed draft of Chapter 1 in portfolio
			_____
				Administrative Coordinator: Prior to semester beginning, double check that students are registered for correct sections of classes
				Administrative Coordinator: Once student emails that *Dissertation Committee Petition* form has been signed by Chair, update master list
				Program Chair: Check for Chapter 1 feedback in online portfolio for students enrolled in EDUC 700
				_____

Second Semester	EDUC 703 Policy Analysis / EDUC 705 Strategic Planning	Begin discussion of potential committee members with your dissertation Chair _____ _____	Give suggestions on potential committee members Plan for how you will track the progress of your dissertation student _____ _____	

Third Semester EDUC 760 Research & Measurement EDUC 711 Influential Thinkers Summer Institute	Focus research questions Consider which approach is appropriate for study & identify possible methods of analysis Begin developing a theoretical framework to guide dissertation Attend Summer Institute: share dissertation plan, provide peers with feedback on their plans, & consider which faculty members might be good dissertation committee members _____	Help student to develop & refine research questions which leads into development of the Lit Review outline of variables/ topics to cover Help student consider which approach(es) might be appropriate for study & identify possible methods of analysis as well as potential theoretical frameworks _____	Administrative Coordinator: Add Summer Institute attendance to master list

Fourth Semester
EDUC 750 Research I Literature Review
EDUC 751 Research I Dissertation
EDUC 765 Qualitative Research and Measurement
EDUC 707 Global Dimensions/ Perspectives
	Email dissertation Chair to set up meeting to discuss/update topic and devise a schedule for drafts and feedback (EDUC 751 CO1)
	Discuss topics that might be added as background for study. Identify focus & subtopics of literature review. Look for possible research instruments or methods
	Continue to consider which approach is appropriate for study & identify possible methods of analysis
	Share drafts of Chapter 2 by deadlines as scheduled with dissertation Chair (EDUC 751 CO3)
	Share current draft of Chapter 2 by last day of semester (EDUC 751 CO3)
	Incorporate feedback provided by Chair
	Finalize potential committee member choices with dissertation Chair; send request to committee members, & once confirmed:
	   o share portfolio with committee members, requesting that they provide their "signatures" (typed names) & email address on the *Dissertation Committee Petition* form
	   o once form complete, share with Program Chair for signature
		Devise a schedule for drafts & feedback of Ch. 2 once student emails to set up a meeting date (if student does not email by the third week in the semester, reach out to the student & take note of associated points on EDUC 751 rubric)
		Discuss topics that might be added as background for study. Identify focus & subtopics of literature review. Discuss possible methodologies (should be becoming even more focused at this point)
		Provide feedback on Chapter 1 as student requests & on Chapter 2 as agreed
		Provide feedback to current draft of Chapter 2 once shared
		Complete EDUC 751 rubric & submit to Administrative Coordinator for EDUC 751 grade
		Ensure student has completed the *Dissertation Committee Petition* form & has shared the online portfolio with committee members
			Program Chair: Sign completed Dissertation Committee Petition form & share with Administrative Coordinator
			Administrative Coordinator: Once Program Chair shares *Dissertation Committee Petition*, update master list
			Administrative Coordinator: Send Program Chair grades for EDUC 751 students
			Program Chair: Submit official grades for EDUC 751
			Program Chair: Check for Chapter 2 feedback in online portfolio for students enrolled in EDUC 751

Fifth Semester EDUC 770 Research III Research Design & Proposal Development EDUC 771 Research III Dissertation EDUC 713 Innovation & Information Literacy EDUC 715 Inviting Environments	Reach out within the first 3 weeks of semester to schedule at least 2 meetings with dissertation Chair to discuss progress & devise a schedule for drafts & feedback (EDUC 771 CO1) Meetings will focus on refining and refocusing study: Review of literature, research questions, appropriate research design, any changes to Chapter 1 based on changes in design (if applicable), timeline for data collection, and IRB Begin working on IRB application Provide initial & revised drafts of Ch. 3 as scheduled with dissertation Chair (EDUC 771 CO3) Continue refining & revising Ch. 1 & 2 Talk with dissertation Chair about timeframe for Dissertation Proposal Defense, which must be scheduled **prior to August 1** (EDUC 771 CO4) Share current draft of Chapter 3 by the final day of semester classes for feedback from dissertation Chair and committee members (EDUC 771 CO5) With permission of dissertation Chair, share Dissertation Proposal Defense date/location with committee and Administrative Coordinator Prepare for sharing dissertation proposal draft (including Ch. 1-3; Appendices; References) for whole committee review at least two weeks prior to scheduled defense (EDUC 771 CO6) Prepare for dissertation proposal defense	Devise a schedule for drafts & feedback of Ch. 3 once student emails to set up a meeting date (if student does not email by the third week in the semester, reach out to the student & take note of associated points on EDUC 771 rubric) Meet at least twice with student to discuss dissertation progress & provide student guidance on IRB process, appropriate research design & timeline, & necessary revisions Provide feedback on Chapter 3 as agreed Provide guidance & feedback on IRB application Ensure that student is using the correct Dissertation Template, found here: Ed.D. Support Materials Ensure that student shares Chapter 3 with committee members for feedback by the final day of semester classes for feedback Complete EDUC 771 rubric & submit to Administrative Coordinator for EDUC 771 grade Ensure that student's Dissertation Proposal Defense is prior to August 1 and **any needed modifications will be completed by August 15** Conduct student's Dissertation Proposal Oral Defense & complete Dissertation Proposal Defense rubric, get "signatures," & share completed document with Administrative Coordinator	Administrative Coordinator: Send Program Chair grades for EDUC 771 students Administrative Coordinator: Add Dissertation Proposal Defense date/ location to master list Administrative Coordinator: Add results of Dissertation Proposal Defense to master list Program Chair: Submit official grades for EDUC 771 Program Chair: Check for Chapter 3 feedback in online portfolio for students enrolled in EDUC 771

Sixth Semester Summer Institute	Attend Summer Institute Complete all required modifications to Dissertation Proposal Defense by **August 15** & work with Chair on IRB application Finalize IRB (including all appendices) & get dissertation Chair signature Submit IRB to Program Chair for signature AFTER successful Dissertation Proposal Defense <u>&</u> IRB is signed by dissertation Chair Email signed IRB to irb@findlay.edu, making sure to copy Chair & Administrative Coordinator Collect data only AFTER IRB approval _____	If relevant, ensure that all required modifications are completed, committee members have signed off on revision requirements, & share Dissertation Proposal Defense rubric with Administrative Coordinator (by Aug. 15) Coach student through IRB application & provide signature on IRB application Coach student through IRB revisions (students should not do revisions on own) Ensure student submits IRB application in a timely fashion to facilitate data collection _____	Administrative Coordinator: Add results of Dissertation Proposal Defense revisions to master list Administrative Coordinator: Add dates of IRB submission & approval to master list Administrative Coordinator: Add Summer Institute attendance to master list
Seventh Semester Electives & Collecting Data	Collect data according to IRB plan Reach out to dissertation Chair with any concerns & questions Email dissertation Chair progress with data collection Once data collection is finished, complete Data Collection Completion Form, "sign," and get dissertation Chair's "signature" (**required *before* registering for EDUC 780/781**) Share Data Collection Completion form with Administrative Coordinator	Answer questions as needed Ensure student completes Data Collection Completion Form once data collection is complete (needed prior to registering for EDUC 780/781) Once notified that data collection is complete, "sign" the Data Collection Completion Form & share with Administrative Coordinator	Administrative Coordinator: Add date of completed Data Collection Completion Form to master list & share EDUC 780/781 registration information & instructions with student Administrative Coordinator: Monitor & confirm that those registered for EDUC 780/781 have Data Collection Completion Form completed

	Student	Faculty/Chair	Administrative Coordinator/Program Chair
Eighth Semester EDUC 780 Research IV Statistical Analysis & Coaching EDUC 781 Research IV Dissertation	Reach out within the first 3 weeks of the semester to schedule at least 2 meetings with dissertation Chair to discuss dissertation progress & devise schedule for drafts & feedback (EDUC 781 CO1) Share drafts of Ch. 4 & 5 by deadlines as scheduled with dissertation Chair (EDUC 781 CO3) Provide drafts of Chapters 4 & 5 **by April 1** for feedback from dissertation Chair (EDUC 781 CO4) Revise Chapters 1-5 based on feedback With dissertation Chair, schedule Final Dissertation Defense to be conducted **prior to May 1** and share date/location with Administrative Coordinator (EDUC 781 CO5) Prepare finalized dissertation document; error free & provide final draft of complete dissertation to dissertation Chair & committee members at least two weeks prior to scheduled final dissertation defense (EDUC 781 CO5) Prepare for oral defense of dissertation Defend dissertation by **May 1** and complete any modifications by **May 15** (EDUC 781 CO6) **You cannot take EDUC 790/791 unless your modifications are successfully completed to the satisfaction of committee by May 15**	Provide feedback on Chapter 4 & 5 (specifically in terms of structure) as well as guidance on any needed revisions to other parts of dissertation Ensure that student incorporates feedback Complete EDUC 781 rubric & submit to Administrative Coordinator for EDUC 781 grade Ensure that student's Final Dissertation Defense is conducted by May 1 (if timeline cannot be met establish new timeline for dissertation completion) Conduct student's Final Dissertation Oral Defense & complete Final Dissertation Defense rubrics & "signatures" If relevant, ensure that all required modifications are completed, & complete updated Final Dissertation Defense rubrics & "signatures" are completed by May 15 Share Final Dissertation Defense documents with Administrative Coordinator & Program Chair when complete (must be by May 15) _____ _____	Administrative Coordinator: Send Program Chair grades for EDUC 781 students Administrative Coordinator: Add Final Dissertation Defense date/location to master list Administrative Coordinator: Add results of Final Dissertation Defense to master list Administrative Coordinator: Monitor & confirm that those registered for EDUC 790/791 have successfully defended dissertation Program Chair: Submit official grades for EDUC 781
Ninth Semester EDUC 790 Dissemination of Research EDUC 791 Dissertation Submission	Present research at Summer Institute Ask Chair & Committee about opportunities to present or review proposals & organizations to join Complete the *Declaration of Dissertation Authorship & Certification of APA Format* form & share with Administrative Coordinator Upload dissertation to OhioLINK/ ProQuest Complete Ed.D. Student Exit Survey Give raw data to Administrative Coordinator on flash drive Share personal email address with Administrative Coordinator Have dissertation bound and printed (optional) _____ _____	Provide advice on how to adapt dissertation to a professional conference presentation or publishable paper Suggest organizations to join & opportunities to present or review proposals Ensure student has completed the *Declaration of Dissertation Authorship and Certification of APA Format* form & submitted final draft of Dissertation to OhioLINK/ProQuest, completed the Ed.D. Student Exit Survey, & provided raw data on flash drive to Administrative Coordinator _____ _____	Administrative Coordinator: Add date of completed *Declaration of Dissertation Authorship & Certification of APA Format* form to master list Administrative Coordinator: Add date of receipt of raw data to master list Administrative Coordinator: Add date of dissertation OHIOLINK upload to master list Administrative Coordinator: Add personal email to master list Program Chair: Send out Ed.D. Student Exit Survey