

# **University of Northern Iowa Student Handbook for the Doctor of Education Degree**



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**College of Education Intensive Study Areas Doctoral Committee:**

Chair, Windee Weiss, PhD

Christopher Edginton, PhD

B. Scott Ellison, PhD

Susan Etscheidt, PhD

Kim Huckstadt, PhD

Audrey Rule, PhD

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## Introduction

This handbook serves as a reference for students pursuing doctoral study. As an informational document, it contains policies and procedures specific to the University of Northern Iowa's (UNI) Doctor of Education (EdD) program. Information, related resources, facilities available to students, and helpful information to aid in one's progress through the degree is included.

Please read this handbook carefully. Refer to it often and utilize it throughout your studies. Keep yourself knowledgeable and up-to-date on matters concerning the UNI EdD program. Play an active role in pursuing your degree. Make your doctoral experiences meaningful and significant.

Please keep in mind that other units within the university also provide useful documents that are worthy of your attention. For example, the Graduate College provides the [Thesis and Dissertation Manual](#). This manual contains information about the requirements specific to the final form of the dissertation. Along with the *Publication Manual* (6<sup>th</sup> edition) of the American Psychological Association, the *Thesis and Dissertation Manual* provides complete information on the details of form and style to be used in papers written for doctoral courses, the dissertation, and papers submitted for publication.

You should also have a copy of the [University of Northern Iowa Catalog](#) for the year of admission to the EdD program. This catalog contains the official statement of regulations, standards, and requirements common to all graduate programs. It also contains the official statement of many of the requirements for the doctoral degree. **Catalog information will always take precedence over other doctoral information since it is the most current with official updates.**

Each fall the University publishes [Student Conduct Resources](#). Information about expectations for student conduct and other policy matters affecting students are described here. The policies are subject to review and change and their publication does not forfeit that right. You and your advisor should acquire and retain a copy of the current policy statement each year. Official policies specific to the EdD program are adopted by the College of Education Intensive Study Areas Doctoral Committee, the faculty committee responsible for the doctoral program. This committee includes the Chair of the committee (Associate Dean of the College of Education), three ISA Coordinators (representatives from each of the three Intensive Study Areas), doctoral faculty representatives, and a doctoral student representative.

“As a premier professional college of education, the University of Northern Iowa's College of Education believes that the preparation of professionals for school and community settings is a moral imperative as the future of our nation depends on the success of this effort.” This mission statement of the College of Education (COE) has been crafted to assist in the development of caring and effective professional educators for diverse settings by linking theory, scholarship, and democratic practices. Enjoy your doctoral journey ahead.

## Doctor of Education Degree General Regulations and Requirements

The Doctor of Education (EdD) program is intended to provide practicing educators, in formal and informal settings, the opportunity to continue their study and earn the terminal professional degree in their field.

The EdD degree requires **60 semester hours of credit beyond the master's degree, including a minimum of 45 hours of coursework at the 6000 level or 7000 level**. Recency regulations give EdD students up to ten years to complete their degrees. This starts with the date the first EdD course begins after the student is admitted to the EdD program.

By design, *all* students are required to study in basic areas that undergird and define educational practice and develop skills of problem definition, data collection and analysis, and interpretation. The three areas of intensive study provide for a specialized focus on practice. The three intensive study areas (ISAs) are:

- *Allied Health, Recreation, and Community Services*
- *Curriculum and Instruction*
- *Educational Leadership/Special Education Director*

There are three components to the program:

**Professional Common Core** (27 credit hours) in educational foundations, fundamentals, and research for every intensive study area. Note this contains substantive and research components.

**Advanced Professional Study** (27 credit hours) in one of three areas of intensive study that provide for a specialized focus on practice.

**Dissertation** (6 credit hours)

It is possible to combine doctoral degree study with work toward an endorsement to perform a particular role in K-12 education. While there are discrete elements in the program, ideally all of the work should be seen as interrelated and focused on a professional career interest. Especially the dissertation should be seen as an integrating, culminating experience focused on a problem of practice rather than an “add on” following course work.

Students interested in the Doctor of Education (EdD) degree must submit a completed [Application for Admission to Graduate Study](#) as well as an appropriate [Intensive Study Area \(ISA\) Application](#).

## College of Education EdD Student Outcomes and Benchmarks

The outcomes and benchmarks for the EdD program provide the framework for course development and for the knowledge that graduates should acquire upon completion of this program.

1. Students will apply leadership skills to empower individuals and groups with diverse goals to fulfill common goals, envision new possibilities, and transform ideas into action following the principles of ethical leadership.
  - 1.1 Students will demonstrate skill in collaborative team building, shared decision making, and conflict resolution.
  - 1.2 Students will articulate a process and implement a vision for the future of an organization.
  - 1.3 Students will effectively transform ideas into action using applicable data.
  - 1.4 Students will develop a personal philosophy which reflects an understanding of the social and ethical responsibility that underlies leadership in the profession.
2. Students will demonstrate a commitment to professional development and growth incorporating adaptation and creative responses to changes in a global society.
  - 2.1 Students will utilize reflective practice techniques to stimulate their own professional growth.
  - 2.2 Students will identify the components of social change and their relationship to professional education.
  - 2.3 Students will understand the leader's role as a steward of democratic ideals.
3. Faced with a situation in professional practice, students will make practical decisions using a wide variety of perspectives including sociological, philosophical, psychological, and historical premises of schooling in formal and informal settings.
  - 3.1 Students will demonstrate knowledge of sociological premises of schooling.
  - 3.2 Students will demonstrate knowledge of philosophical premises of schooling.
  - 3.3 Students will demonstrate knowledge of psychological premises of schooling.
  - 3.4 Students will demonstrate knowledge of historical roots of schooling.
4. Students will integrate and apply theories of organizations and organizational processes, and conflict mediation skills as applied to organizational change.
  - 4.1 Students will demonstrate knowledge of change theory and conflict management theory, processes, and research.
  - 4.2 Students will be skilled in employing conflict mediation theory, skills and research in situations of practice.
5. Students will evaluate research on effective practice and apply that research in assessment of individuals, organizations, and programs in a way that stimulates professional growth.

- 5.1 Students will utilize reflective practice techniques to stimulate their own professional/organizational/programmatic learning and growth.
  - 5.2 Students will demonstrate knowledge of current research on effective teaching and learning to impact the profession.
  - 5.3 Students will identify, describe, and implement effective models of professional practice.
6. Students will implement and integrate knowledge, theory, practice, and research in order to make pedagogical decisions.
- 6.1 Students will use knowledge of best practices to develop, implement, and evaluate curriculum and programs.
  - 6.2 Students will be able to explain and demonstrate the interface of content and teaching and learning.
  - 6.3 Students will understand program structure, resources, and delivery models and their implications for practice.
  - 6.4 Students will be able to formulate and integrate research into pedagogical decisions and demonstration programs.
7. The student will conduct methodologically-sound original scholarly research.
- 7.1 The student will demonstrate the ability to identify an educational or community problem requiring study, situate it within the existing literature, address relevant theoretical frameworks, and validate its potential to improve professional practice.
  - 7.2 The student will collect, synthesize, analyze, and utilize information and appropriate research methods to resolve an educational question or situation.
  - 7.3 The student will demonstrate that the conclusions drawn from the scholarly research were warranted by the evidence collected and make appropriate recommendations for professional practice along with future research.

## **Intensive Study Area (ISA) Descriptions**

[College of Education: EdD](#)  
[Catalog: Doctor of Education Degree](#)

### **Allied Health, Recreation, and Community Services ISA**

This area of intensive study is designed to provide students with advanced planning, management, supervision and evaluation of programs in the community and its institutions. The combined areas of allied health, recreation and community services are diverse professional areas knitted together by a unified commitment to enhancing, enriching and sustaining individual well-being and quality of life. Each of these areas contributes unique and different professional perspectives, yet, at the same time, focus on the individual and collective well-being of people, communities and society as a whole. Graduates are prepared for careers as applied scholars, evaluators, athletic administration, administrators of community nonprofit organizations, youth serving agencies, public parks and recreation agencies, foundations, and government agencies. The program of study will be based upon student's needs, interests, and upon approval by an academic advisor and program of study committee.

### **Curriculum and Instruction ISA**

This area of intensive study is designed to prepare scholar practitioners to plan, implement, evaluate, and supervise educational programs for children, from infancy through adolescence, as well as adult learners, inclusive of a wide variety of diversity. Faculty in this intensive study area come from many departments and disciplines, including but not limited to prekindergarten through tertiary curriculum and pedagogy; foundations of education in psychology, philosophy, social sciences; disability studies, gifted and talented, and multicultural education; literacy education; instructional technology, school library studies; and P-12 content areas such as mathematics, physical education, science, social studies, and language arts.

### **Educational Leadership/Special Education Director ISA**

This area of intensive study in education administration, prepares personnel for leadership positions in PK-12 schools, post-secondary institutions, and other educational services or settings. Typical positions held by educators with the terminal degree focused on educational leadership include principals, superintendents, school district central office administrators, professors of educational leadership, special education directors at the Area Education Agency level or Department of Education administrators and consultants.

## Doctoral Program Research Threads

Research threads are areas of expertise to create thematic communities of practice for faculty and student research endeavors. These themes will help you identify potential ongoing research areas to work with faculty for interdisciplinary and/or increased scholarship. Each ISA has its own research threads. Listed below are the major research threads from each ISA. Students will have the opportunity to individualize within the Intensive Study Areas. For further information, please contact the ISA coordinator in your intensive area of study.

### Allied Health, Recreation and Community Services Research Threads

#### *Thread: Community Engagement in Health, Physical Education and Leisure Services*

Research topics include but are not limited to experiential learning, service learning, higher education outcomes and standards, integrating theory and practice, reflective thinking, student competencies and development, and engaged campus.

#### *Thread: Healthy Communities and Active Lifestyles*

Research topics include but are not limited to policies that spur an increase in active transportation, the role of municipal management in creating healthy communities, barriers to building infrastructure enabling healthy behaviors, impacts if tourism-oriented active transport on community health and leisure, impact of active transport on disease incidence, and the impact of living in area with active transportation on leisure time.

#### *Thread: Consumer Behavior and Service Delivery*

Research topics include but are not limited to participation constraints of adults in recreational sports, constraints to participation in leisure within diverse ethnic minorities, motivation to participation in leisure: dominant culture vs. minority cultures, motivating high school students to participate in leisure activities, and examining constraints of ethnic (non-Caucasian) women to participate in recreational activities.

#### *Thread: Efficacy, Coaching, and Youth Leadership*

Research topics include but are not limited to coaching efficacy, youth leadership efficacy, efficacy perception, coaching competency, coaching effectiveness, youth leadership efficacy demographics, youth leadership efficiency psychometrics, other efficacy beliefs, and relation inferred self-efficacy.

### Curriculum and Instruction Research Threads

#### *Thread: Prekindergarten through Tertiary Curriculum and Pedagogy*

Research topics include but are not limited to issues and trends in curriculum, analysis and design of curriculum, methods and materials, incorporating technology, assessment, disability studies, gifted and talented, and multicultural education. We have faculty whose scholarly work and teaching relate to teacher education and to the preparation of teacher educators for tertiary and inservice settings.

*Thread: Foundations of Education in Psychology, Philosophy, Social Sciences*

Research topics include but are not limited to philosophy of education, instructional psychology, and educational research.

*Thread: Literacy Education*

Research topics include but are not limited to assessment and evaluation of literacy, children's literature, methods of teaching literacy, and language development and emergent literacy.

*Thread: Instructional Technology*

Research topics include but are not limited to educational technology and design, creating technology-enhanced learning environments, developing and directing online learning, issues and trends in instructional technology, visual literacy, and planning and producing instructional media.

*Thread: School Library Studies*

Research topics include but not limited to school library curriculum, library resources, administration of the school library program, reference services and information retrieval, and technologies for libraries.

*Thread: P-12 Content Areas*

Research topics include but are not limited to mathematics, physical education, science, social studies, and language arts.

## **Educational Leadership/Special Education Director Research Threads**

*Thread: Principalship*

Inquiry will be encouraged on the principalship and research topics such as the effective use of technology; social justice; continuous improvement of the educational experience; process collaboration with stakeholders; cultural competency and appreciation of diversity; fostering culture of high expectations; effective use of data; and personal and professional growth of self, educators, and students. Research topics will be grounded to the Department's mission of promoting Leader of Learning, Leader of Service, and Leader of Change.

*Thread: Special Education Director*

Research topics will emphasize but are not limited to inquiry on evidence-based pedagogy; administrative and organizational practices; special education administration skills and dispositions; special education law; inclusion; research/evaluation methodologies; improving the academic and functional outcomes for children with disabilities; and improving the productivity and outcomes from local education agencies.

*Thread: Superintendency*

Inquiry will be encouraged but not limited to uncovering long-term organizational practices within districts; promoting systemic change to improve student achievement; historical and current issues surrounding district financial practices; the superintendency and power, politics, and ethics; human resource management; cultural competency and appreciation of diversity; effective use of data; and personal and professional growth of self, educators, and students.

Research topics will be grounded to the Department's mission of promoting Leader of Learning, Leader of Service, and Leader of Change.

*Thread: Teacher Leadership*

Inquiry will be framed around but not limited to the Teacher Leader Model Standards that encourages a collaborative culture to support educator development and student learning; systemic efforts to improve practice and student learning; promoting professional learning communities for continuous improvement; facilitating improvement in instruction and student learning; promoting the use of assessments and data for school improvement; improving outreach and collaboration with families and community; and advocating for student learning and the profession. Research topics will be grounded to the Department's mission of promoting Leader of Learning, Leader of Service, and Leader of Change.

## Doctor of Education Professional Common Core for All Intensive Study Areas

The 27-hour EdD professional common core for all intensive study areas consists of two components: the substantive component and research methods (Tuesday and Thursday evenings).

<b>Substantive Component:</b>	<b>18 credit hours (3 credits per course)</b>	<b>18</b>
INTDEPED 7303 (190:303)	Foundations of Inquiry	
INTDEPED 7318	Evidence-Based Practices, Assessment, Accountability, and Program Evaluation	
INTDEPED 7320	Leadership in Formal and Informal Learning Environments (OR EDLEAD 7311 or EDLEAD 6245 if taken for an Advanced Studies Certificate in Educational Leadership/Special Education Director)	
INTDEPED 7322	Organizational and Community Transformation (OR EDLEAD 7319 or EDLEAD 6247 if taken for an Advanced Studies Certificate in Educational Leadership/Special Education Director)	
INTDEPED 7324	Critical Analysis of Social and Cultural Contexts in Education	
INTDEPED 7389 (190:389)	Doctoral Seminar	
<b>Research Methods</b>	<b>6 credit hours (3 credits per course)</b>	<b>6</b>
INTDEPED 7314	Inquiry I	
INTDEPED 7316	Inquiry II	
<b>Advanced Methods</b>	<b>3 credit hours (Course choice)</b>	<b>3</b>
Choose one or more	of the following 3-credit-hour courses:	
MEASRES 6270 (250:270)	Educational Program Evaluation	
MEASRES 7301 (250:301)	Advanced Quantitative Research in Education	
MEASRES 7310 (250:310)	Advanced Qualitative Methods in Educational Research	
<b>Total hours</b>	<b>Professional Common Core</b>	<b>27</b>

**Doctor of Education Professional Common Core with Pre-Requisites**

<b>Course Number/Title/Hrs</b>	<b>Description</b>	<b>Pre-Requisites</b>
INTDEPED 7303 Foundations of Inquiry ( <i>Foundations</i> ) 3 hrs	Introduction to the major philosophical schools of thought that underpin the practice of social and educational inquiry. Includes empiricism, critical theory, hermeneutics, and constructivism perspectives.	Admission to EdD program or consent of college
INTDEPED 7314 Empirical Inquiry I ( <i>Inquiry I</i> ) 3 hrs	Covers initial elements of identifying, understanding, and solving complex problems of practice. Focus on developing conceptual understandings of the problem, ethics in inquiry and practice, and logic and design of an inquiry plan. Student proposes a research study.	MEASRES 6205 (250:205) or HPELS 6290 (440:290) or equivalent and a substantial intro to statistics course, MEASRES 4180/5180 or HPELS 6210 (440:210) or equivalent
INTDEPED 7316 Empirical Inquiry II ( <i>Inquiry II</i> ) 3 hrs	Focus on the collection, analysis, and synthesis of data to solve complex problems of practice. Includes reporting results and use of data in practice, and broader dissemination of findings via conference presentations or journal publications. Student finishes and reports on full empirical study.	INTDEPED 7314
INTDEPED 7389 Doctoral Seminar 3 hrs	This course supports EdD students in examining the facets of the doctoral degree, setting of scholarly agendas, and in the development of publication skills. More specifically, the course will focus on doctoral core and intensive study area requirements, advisor selection, dissertation committee selection, and general and specific expectations for the completion of the EdD.	Admission to EdD program, INTDEPED 7303, INTDEPED 7314, INTDEPED 7316
INTDEPED 7318 Evidence-Based Practices, Assessment, Accountability, and Program Evaluation ( <i>Accountability</i> ) 3 hrs	In today's world of professional practice, simply running a program is not good enough. Modern practice must use assessment and evaluation results. This course provides the needed tools with multiple theoretical perspectives as well as hands-on practice.	Admission to EdD program, INTDEPED 7303 (190:303), INTDEPED 7314, INTDEPED 7316
INTDEPED 7324 Critical Analysis of Social and Cultural Contexts in Education ( <i>Contexts</i> ) 3 hrs	Examination of issues and problems of concern to educational practitioners from the perspective of educational philosophy, history, and sociology.	Admission to EdD program or consent of college
INTDEPED 7320 Leadership in Formal and	This course examines leadership, theory, and practice in formal and	Admission to EdD program, INTDEPED 7303 (190:303),

Course Number/Title/Hrs	Description	Pre-Requisites
Informal Learning Environments ( <i>Leadership</i> ) 3 hrs [OR EDLEAD 7311 OR EDLEAD 6245 if taken for an Advanced Studies Certificate in Educational Leadership/Special Education Director]	informal learning environments and promotes comprehensive application strategies to such settings as schools, human services, and leisure, tourism, and environmental organizations.	INTDEPED 7314, INTDEPED 7316
INTDEPED 7322 Organizational and Community Transformation ( <i>Transforming</i> ) 3 hrs [OR EDLEAD 7319 or EDLEAD 6247 if taken for an Advanced Studies Certificate in Educational Leadership/Special Education Director]	Exploration of transformational processes and the forces that shape change in communities and organizations on a macro, meso, and micro scale within the context of promoting and responding to social, cultural, political, economic, and environmental change including institutions and agencies.	Admission to EdD program, INTDEPED 7303 (190:303), INTDEPED 7314, INTDEPED 7316
MEASRES 6270 Educational Program Evaluation 3 hrs	Examination of models, data-gathering methods, analysis, & report preparation for educational program evaluation; attention to application of evaluation research to specific school and non-school settings.	Admission to EdD program, INTDEPED 7303 (190:303), INTDEPED 7314, INTDEPED 7316
MEASRES 7310 Advanced Qualitative Methods in Educational Research 3 hrs	In-depth examination of the practice of qualitative inquiry. Focus on field-work project leading to potentially publishable paper.	INTDEPED 7303 (190:303), INTDEPED 7314, INTDEPED 7316, consent of department
MEASRES 7301 Advanced Quantitative Research in Education 3 hrs	Relationships between scientific research, theory construction and ethical principles; true-experimental and quasi-experimental designs; univariate, factorial, and multivariate analyses with appropriate computer applications; critical review of experimental literature and preparation of research manuscripts.	INTDEPED 7303 (190:303), INTDEPED 7314, INTDEPED 7316, consent of department

## Intensive Study Area Requirements

### Allied Health, Recreation, and Community Services ISA Requirements:

I. *Professional Common Core* 27 hrs

II. *Advanced Professional Studies* 27 hrs

- A. HPELS 7410 (430:310) Critical Theories and Practices I (3 hrs.)
- B. HPELS 7412 (430:312) Critical Theories and Practices II (3 hrs.)
- C. HPELS 7329 (430:329) Research and Evaluation Seminar (6 cr, 1 hr each semester)

*Academic Specialization:* Select one primary area for 12 credits and 3 credits of electives

- A. Health Promotion and Education
- B. Leisure, Youth and Human Services
- C. Rehabilitation Studies

III. *Dissertation Research* 6 hrs

- A. INTDEPED 7399 (190:399) (6 credits)

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**Total Credit Hours for Allied Health, Recreation, & Community Services ISA 60 hrs**

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### Curriculum and Instruction ISA Requirements:

I. *Professional Common Core* 27 hrs

II. *Advanced Professional Studies* 27 hrs

Curriculum and Instruction: (6 credits)

- A. ELEMECML 7352 (210:352) Curriculum Theory and Development
- B. ELEMECML 7354 (210:354) Curriculum Implementation and Evaluation

Curriculum and Instruction Seminar: (3-12 credits)

- A. ELEMECML 7389 (210:389) Seminar in Curriculum and Instruction

Curriculum and Instruction Practicum: (1-4 credits)

- A. ELEMECML 7397 (210:397) Practicum in Curriculum and Instruction

Instructional Technology (choice): (3 credits)

- A. INSTTECH 7340 (240:340) Designing Instructional Systems OR

- B. INSTTECH 6240 (240:340)

Electives (2-14 credits) Electives must be added to reach a total of 27 credits.

III. *Dissertation Research* 6 hrs

- A. INTDEPED 7399 (6 credits)

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**Total Credit Hours for Curriculum & Instruction ISA 60 hrs**

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### Educational Leadership/Special Education Director ISA Requirements:

This intensive study area is available in two tracks:

the Superintendentship/Principalship track and the Special Education Director track.

#### Superintendentship/Principalship Track

I. *Professional Common Core* 27 hrs

II. *Advanced Professional Studies* 27 hrs

Seminar (3 credits)

- A. POSTSEC 7389 (170:389) Seminar in Postsecondary Education OR
- B. EDLEAD 7389 (270:389) Seminar in Educational Leadership/Special Education Director OR
- C. EDLEAD 6289 (270:289) Seminar in Educational Leadership/Special Education Director

Practicum or Internship (3 credits):

- A. POSTSEC 7397 (170:397) Practicum: Postsecondary Education OR
- B. EDLEAD 7397 (270:397) Practicum in Educational Leadership/Special Education Director OR
- C. EDLEAD 6290 (270:290) Practicum in Educational Leadership/Special Education Director OR
- D. POSTSEC 7391 (170:391) Internship in Postsecondary Education OR
- E. EDLEAD 7391 (270:391) Internship in Educational Leadership/Special Education Director OR
- F. EDLEAD 6291 (270:291) Internship in Educational Leadership/Special Education Director

Electives (Choice for 21 credits):

- A. EDLEAD 6206 (270:206) Orientation to ISSL & Educational Leadership/Special Education Dir
- B. EDLEAD 6232 (270:232) School Governance, Law and Intersystems Relations
- C. EDLEAD 6249 (270:249) Leading Learning, Teaching, and Curriculum
- D. EDLEAD 6282 (270:282) Leading School Growth and Improvement
- E. EDLEAD 6284 (270:284) Evaluator Approval for Improved Student Learning
- F. EDLEAD 6285 (270:285) Readings in Educational Leadership/Special Education Dir \*
- G. EDLEAD 6289 (270:289) Seminar in Educational Leadership/Special Education Dir \*
- H. EDLEAD 6290 (270:290) Practicum in Principalship
- I. EDLEAD 6291 (270:291) Internship
- J. EDLEAD 6292 (270:292) Capstone ISSL
- K. EDLEAD 7310 (270:310) Human Resource Administration
- L. EDLEAD 7315 (270:315) Leading Teaching, Learning and Assessment
- M. EDLEAD 7318 (270:318) Evaluation of Administrators
- N. EDLEAD 7319 (270:319) Power, Politics, and Ethics in School District Leadership
- O. EDLEAD 7340 (270:340) Funding the Educational Program for Improved Student Achievement
- P. EDLEAD 7346 (270:346) School Business Management
- Q. EDLEAD 7354 (270:354) Collective Bargaining in the Public Sector
- R. EDLEAD 7385 (270:385) Readings in Educational Leadership/Special Education Dir \*
- S. EDLEAD 7389 (270:389) Seminar in Educational Leadership/Special Education Dir \*
- T. EDLEAD 7391 (270:391) Internship in Educational Leadership/Special Education Dir
- U. EDLEAD 7397 (270:397) Practicum in Educational Leadership/Special Education Dir
- V. Other courses as approved by ISA

\*1-3 units – may be repeated with Intensive Study Area approval

*III. Dissertation Research*          6 hrs

**Total Credit Hours for Superintendency/Principalship Track          60 hrs**

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**Special Education Director Track**

*I. Professional Common Core*          27 hrs

*II. Advanced Professional Studies*          27 hrs

- A. EDLEAD 6232 (270:232) School Governance, Law and Intersystems Relations
- B. EDLEAD 6282 (270:282) Leading School Growth and Improvement
- C. EDLEAD 6284 (270:284) Evaluator Approval for Improved Student Learning
- D. EDLEAD 7311 (270:311) Educational Leadership/Special Education Dir & Systems Change
- E. SPED 6260 (220:260) Special Education Law and Policy
- F. SPED 6278 (220:278) Administration of Special Education

G. SPED 6290 (220:290) Practicum

Electives: Choice for 27 credits:

- A. EDLEAD 6245 (270:245) Leadership for Effective Schools
- B. EDLEAD 6249 (270:249) Leading Learning, Teaching, and Curriculum
- C. EDLEAD 6289 (270:289) Seminar in Educational Leadership/Special Education Dir \*
- D. EDLEAD 7310 (270:310) Human Resource Administration
- F. EDLEAD 7315 (270:315) Leading Teaching, Learning and Assessment
- G. EDLEAD 7318 (270:318) Evaluation of Administrators
- H. EDLEAD 7319 (270:319) Power, Politics, and Ethics in School District Leadership
- I. EDLEAD 7385 (270:385) Readings in Educational Leadership/Special Education Dir
- J. MEASRES 6279 Educational Program Evaluation
- K. SPED 7385 (220:385) Readings in Special Education
- L. SPED 7386 (220:286) Studies in Special Education
- M. SPED 7301 (220:397) Internship in Special Education Administration
- N. SPED 6285 (220:285) Readings in Special Education
- O. SPED 6286 (220:286) Studies in Special Education
- P. Other courses as approved by ISA

\* 1-3 units: may be repeated with Intensive Study Area approval.

*III. Dissertation Research 6 hrs*

***Total Credit Hours for Special Education Director Track 60 hrs***

## Academic Advisement Report

The Academic Advisement Report is a valuable tool for charting your progress towards your degree. This is prepared by the Office of the Registrar and made available to the students in your Student Center in MyUNIverse. Please check this report at least once every semester and discuss your progress with your advisor. Linked here is a [document](#) showing how to navigate the system.

## Graduate Student Policies

The policies and procedures below are specific to graduate students at the University of Northern Iowa:

- [Course Grades of Incomplete](#)
- [Formal Academic Grievance Form for Students \(PDF file\)](#)
- [Graduate Credit for Undergraduate Students](#)
- [Student Academic Grievance Policies](#)
- [Graduate Transfer Credit](#)
- [Non-academic Discipline](#)
- [Academic Requirements Report and Student Requests](#)
- [Program of Study Regulations](#)
- [Registration Regulations](#)
- [Suspension and Probation](#)

## Textbooks

Textbook information is viewable within the [Schedule of Classes](#) (Online Public Search). To view this information, click on the appropriate section, and then scroll down to the Textbook/Other Materials information. This information will also be available on the [University Bookstore](#) website as soon as it becomes available. Please contact the University Bookstore or the [departmental office](#) with any textbook-related questions.

## Institutional Review Board

Doctoral students who are going to be involved in human subject research at UNI must provide documentation that they have received training in human research participant protections. In order to meet institutional review board (IRB) requirements, the student must complete the Human Subject Course (not the Responsible Conduct of Research Course).

Information about the IRB can be obtained from the Office of Sponsored Programs at 213 East Bartlett, by phone 319-273-3217, or the [IRB website](#). The website contains the information pertaining to IRB training and the IRB forms and samples.

Doctoral students are encouraged to begin IRB certification as early as possible in their program of study.

## Graduation Requirements

### 1. Scholarship

A cumulative grade point average of 3.00 or above (on a 4.00 scale) must be maintained for all coursework taken toward the Doctor of Education degree at the University of Northern Iowa. No more than 6 semester hours of C credit (C-, C, C+) may be applied toward credit for graduation. A course with a grade lower than C- may not be used to fulfill degree requirements. See also the [Academic Requirements Report and Student Requests](#).

### 2. Hours of Credit

A minimum of 60 semester hours of credit beyond the master's degree is required. Students must complete the 27-credit Professional Common Core, the 27-credit Advanced Professional Study in one of three intensive study areas, and 6 credits of Dissertation Research.

- **Level of Courses:** Credit earned as part of the candidate's degree will be earned in courses that are at the graduate level (5000 level, 6000 level, or 7000 level). A minimum of 45 hours of coursework at the 6000 level or 7000 level must be completed. No more than 15 hours of credit at 5000 level may apply toward the minimum hours. Some intensive study areas may require more hours of 6000 level or 7000 level course work.
- **Dissertation Research Credit:** Not more than 6 hours of research [INTDEPED 7399] may be registered for the degree. Master's level research courses xxx:29R/629R may be taken after all hours of INTDEPED 7399 (190:399)/7399 have been registered for, but for no more than 12 hours total and for no more than 6 hours in a given term. xxx:29R/629R cannot be applied to the required minimum hours for the degree or the required minimum hours of 6000 level or 7000 level for the degree.
- **Time Limitation (Recency of Credit):** Courses taken more than ten years prior to the granting of the degree cannot be used to meet degree requirements. See the Common Regulations and Requirements for All Graduate Programs for information on extensions for military active duty or FMLA-type circumstances.
- **Correspondence Credit (specified as Guided Independent Study at UNI):** See the Common Regulations and Requirements for All Graduate Programs.
- **Workshop Credit:** See the Common Regulations and Requirements for All Graduate Programs.

### 3. Residence Requirement

See [Program of Study Regulations](#) for All Graduate Programs.

### 4. Assessments

All students enrolled in the Doctor of Education program are required to complete a doctoral comprehensive examination and dissertation.

## **Doctoral Comprehensive Requirement**

The candidate requests permission to complete the comprehensive examination requirement (i.e., comprehensive examination or alternative comprehensive by completing the [Application to Complete EdD Comprehensive Requirement](#) through an Intensive Study Area office. Normally, such a request is made during the term prior to the administration of the comprehensive examination or completion of the alternative comprehensive requirement.

The doctoral comprehensive requirement is governed by the following conditions:

- Candidate will have completed a minimum of 80 percent of the program for comprehensive examination or 40 percent of the program for alternative comprehensive.
- The candidate will have satisfied the research proficiency requirement.
- The examination requirement is prepared within the guidelines established by the student's specific Intensive Study Area and document by the advisor with the [Completion of Comprehensive Requirement](#) form.
- A candidate may be permitted to take the doctoral comprehensive examination a second time.

**Note:** Upon successful completion of the Doctoral Comprehensive Requirement, the degree candidate achieves the status of active candidate.

### ***Educational Leadership/Special Education Director***

One Intensive Study Area, Educational Leadership/Special Education Director, requires that all candidates take both a written and an oral comprehensive examination when all courses are completed or when candidates are registered for their last course. The written examination is administered during one day, and the oral examination is administered in a two-hour session about two weeks after the written examination. The content of the examinations includes the candidate's area of intensive study.

### ***Curriculum and Instruction/Allied Health, Recreation, and Community Services***

The other two Intensive Study Areas, Curriculum and Instruction and Allied Health, Recreation, and Community Services, offer students three options for meeting the doctoral program comprehensive requirement: (1) completion of traditional written exam, (2) preparation and submission of two scholarly papers for publication in a refereed professional journal, or (3) preparation and submission of a federal grant proposal, following guidelines and criteria as specified in the grant competition's Request for Proposal (RFP) document.

Doctoral students in the C&I and AHRCS are strongly urged to complete the alternatives to the comprehensive examinations. However, if conditions warrant the student taking the comprehensive examinations, the candidate will need to request permission to take the comprehensive examination through her/his ISA office.

## Doctoral Comprehensive Requirement Options

### Option 1: Comprehensive Exam

EdD students who opt for the traditional written examination will work under the direction of the student's dissertation chair. The dissertation chair may also require an oral examination. The written comprehensive examination is administered according to a schedule arranged with the dissertation chair. Together the student and dissertation chair will determine the dates and times. The examination is to be held over a three-day period with a four-hour block of time each day. In conjunction with the dissertation committee, the dissertation chair will solicit questions from appropriate faculty. The student has the right to request information on how best to prepare for the exam from professors. The first examination session is devoted to the common professional core areas of study, the second session is devoted to the ISA common core, and the third examination session is devoted to the student's area of advanced professional study. Each session typically includes from one to three questions.

The responsibilities of the student are as follows:

- Submit to the dissertation chair and ISA Coordinator, no later than one month prior to the administration of the examination, the [Application to Complete EdD Comprehensive Requirement](#).
- Provide the dissertation chair and ISA Coordinator copies of the Student Advisement Report.

The dissertation chair will:

- Consult with student to identify an examination period of 3 days for 4-hours per day.
- Reserve a room or faculty office where the student will complete the examinations.
- Request the ISA departmental secretary reserve a laptop for the student to use when writing examination responses.
- Contact professors (see list of courses and professors provided by student) to request submissions of comprehensive examination questions.
- Coordinate comprehensive examination sessions as follows:
  - Day 1: Doctoral Core Coursework.
  - Day 2: Three questions from the ISA required core.
  - Day 3: Questions related to student's research, dissertation, or other coursework.
- Obtain copies of the comprehensive examination evaluation cover sheet from the ISA departmental secretary.
- Distribute to each member of the dissertation committee a complete set of written student responses with evaluation cover sheet attached to each set.
- Collect evaluation responses from each dissertation committee member.
- Schedule a meeting of the dissertation committee to evaluate the student's comprehensive examination and to make a pass/fail determination. Complete [EdD Comprehensive Requirement Decision](#) (use to generate GF-3 on lavender for Graduate College).
- File the committee's pass/fail determination with the ISA departmental secretary.
- The student should be notified in writing detailing the committee's decision regarding the student's alternative comp materials. Dissertation chair(s) should submit a copy of this letter to the ISA departmental secretary as well for documentation purposes.

### Option 2: Article Alternatives to the Comprehensive Exam

As an alternative to the comprehensive requirement, students may prepare and submit two scholarly papers for publication in a national/international refereed professional journal.

Student responsibilities for the comps alternative are to:

- Submit to the dissertation chair and ISA Coordinator the [Application to Complete EdD Comprehensive Requirement](#)
- Submit two (2) scholarly papers for publication.
  - The student must be **first author** on both papers but **does not need to be sole author on any**. (Being the sole author on one or both papers is fine.)
  - One paper needs to report on a research study; the other article can be an editorial, teaching idea, literature review, or another research article.
  - The articles can be submitted manuscripts that meet the approval of the dissertation committee, ISA Coordinator, and Associate Dean of the College of Education for submission to national or international journals. The standards for approving a submitted manuscript should be the same standards applied by the faculty member when serving as a peer-reviewer for highly respected national or international journals in one's field. We do not want to prejudice journal editors against UNI submissions due to an influx of manuscripts that do not meet the stringent publication criteria of a journal. The submission may not be accepted, but it should meet peer-review standards.

Dissertation Chair responsibilities for the comps alternative are to:

- Meet with the Dissertation Committee to approve the articles to be submitted by the student or the published articles. Articles published in national or international journals as described above (first author on both; one research study, one other) should meet the requirements.
- Schedule a meeting of the dissertation committee to evaluate the student's comprehensive examination alternative of two journal articles or manuscripts and to make a pass/fail determination. Complete the [EdD Comprehensive Requirement Decision](#) form for passing the comprehensive requirement.
- The dissertation committee will evaluate the alternative comp materials. If the student passes, then the committee members will sign the [EdD Comprehensive Requirement Decision](#) form. This form should also be signed by the ISA Coordinator. The ISA Coordinator will then use this information to generate the GF-3 form (lavender color) for the Graduate College.
- The student should be notified in writing detailing the committee's decision regarding the student's alternative comp materials. Dissertation chair(s) should submit a copy of this letter to the ISA departmental secretary as well for documentation purposes.

### Option 3: Submission of a Federal Grant Proposal

A third option to the comprehensive requirement is the preparation and submission of a federal grant proposal, following guidelines and criteria as specified in the grant competition's Request for Proposal (RFP) document.

The responsibilities of the student for the federal grant proposal are to:

- Submit to the dissertation chair and ISA Coordinator the [Application to Complete EdD Comprehensive Requirement](#).
- Submit to each member of the dissertation committee a copy of the grant competition's RFP.
- Submit to the UNI Office of Grants and Contracts all required paperwork.

Dissertation Chair responsibilities for the federal grant proposal are to:

- Meet with the Dissertation Committee to approve the type of application to be submitted by the student.
- Receive approval for the grant application from COE Associate Dean of Graduate Studies prior to the student's approval request submission to the UNI Office of Grants and Contracts.
- Receive approval from Office of Sponsored Programs prior to student's approval request submission to the UNI Office of Grants and Contracts.
- Schedule a meeting of the dissertation committee to evaluate the student's comprehensive examination alternative of two journal articles or manuscripts and to make a pass/fail determination. Complete the [EdD Comprehensive Requirement Decision](#) form for passing the comprehensive requirement.
- The dissertation committee will evaluate the alternative comp materials. If the student passes, then the committee members will sign the [EdD Comprehensive Requirement Decision](#) form. This form should also be signed by the ISA Coordinator. The ISA Coordinator will then use this information to generate the GF-3 form (lavender color) for the Graduate College.
- The student should be notified in writing detailing the committee's decision regarding the student's alternative comp materials. Dissertation chair(s) should submit a copy of this letter to the ISA departmental secretary as well for documentation purposes.

### **Post-comprehensive Registration**

Doctoral students who have completed all of their program but the dissertation and who have passed their comprehensive requirement must be continuously registered until the degree is completed. Students reaching this stage will be automatically registered for INTDEPED: 7300 Post Comp Registration and assessed a fee. Students who have completed their coursework but have not yet passed the comprehensive examination will also be automatically registered and assessed a fee for INTDEPED: 729C Continuous Registration.

## Dissertation

A dissertation is required of all candidates for the Doctor of Education degree. Students are encouraged to select the topic of her/his dissertation early in the program. The dissertation is to be prepared and submitted in accordance with the most current edition of the Graduate College [\*Thesis and Dissertation Manual\*](#). This manual should be consulted prior to writing the dissertation.

### Dissertation Committee

The dissertation committee will consist of a minimum of four members of the UNI graduate faculty. One of the four members must be from outside the student's department.

An expansion of the committee may occur if a non-faculty member or an external faculty member from a university other than UNI agrees to serve due to expertise or as a representative of an area of knowledge. Approval shall comprise a written petition submitted in the normal procedure. Non-faculty personnel will participate in all committee responsibilities except for signature decisions.

### Credit Hours

The dissertation will involve 6 hours of credit. The instructor may assign an RC for Research Continued if s(he) feels the work has not reached the stage where it can be evaluated.

Registration for the last segment of research credit should be postponed until the dissertation is near completion. The Registrar may authorize the extension of time for the completion of a Research Continued (RC) in Research INTDEPED 7399 up to one additional calendar year with consent of instructor. If at the end of that time the work has not yet been completed, the RC will be changed to an F (Failure).

### Doctoral Dissertation Proposal

The student, in conjunction with her/his dissertation chair(s), should make arrangements to present the dissertation proposal to the dissertation committee as a group. Formal work on the dissertation may not proceed without approval from this committee. An announcement of proposed defense should be disseminated by the COE Dean's Office *no less than two weeks prior to defense date*.

### Dissertation Preview

Intensive Study Area Coordinators must identify the students who should be scheduled for preview each semester and get that information to the Graduate College Thesis/Dissertation Reviewer. During the semester in which the student intends to graduate, the student must make an appointment with the Graduate College for a dissertation preview to have the style and format of the dissertation reviewed. All problems may not be detected during the preview; however, the major difficulties will be discussed. Often a brief consultation will uncover format problems that are easily remedied at this stage. The student must have an up-to-date advisement report and the Dissertation Committee approved by the Graduate Dean before a preview meeting will be scheduled. The preview must be **scheduled and completed no later than eight weeks** before the last day of the semester the student intends to graduate. No dissertation will be accepted by the Graduate College for final approval without the completion of this preview.

### **Oral Dissertation Defense**

Completion of the dissertation occurs when the student's dissertation committee and the Dean of the Graduate College have approved the dissertation. The dissertation must be in final copy form before dissertation committee members may affix their signatures for approval. The dissertation must be presented for approval to the dissertation committee three weeks prior to the Graduate College deadline for final submission.

### **Filing of Dissertation**

In addition to the printed copy of the dissertation, the manuscript must be submitted by the student to the Graduate College electronically. It should be formatted in Microsoft Word as a single document (do not convert it to a pdf). Using your UNI email account, attach the Word document to an email and send it to the Graduate College Thesis/Dissertation Reviewer, [janet.witt@uni.edu](mailto:janet.witt@uni.edu). After final approval, both the printed copy and the electronic copy will be retained by the UNI Rod Library. Check the Thesis & Dissertation Manual for information about copyrighting the dissertation. A complete submission includes:

1. Electronic dissertation, produced in one Microsoft Word document, emailed as an attachment from the student's UNI email account to the Thesis Reviewer, [janet.witt@uni.edu](mailto:janet.witt@uni.edu).
2. One printed copy of the dissertation and abstract on approved thesis paper. After receiving final approval, this copy will be bound and maintained by Rod Library at the University of Northern Iowa.
3. *Minimum* of three copies of dissertation abstract title page on approved thesis paper, each one originally signed by each committee member after the student's successful defense. The Graduate Dean will sign these forms after the dissertation receives final approval of the Graduate College. The Graduate College keeps one copy to be bound into the dissertation, sends one to the student's ISA office, and returns the extra one to the student for personal use. If the student wants more than one personal copy, extras may be submitted, and all extras will be returned to the student after final approval.
4. One dissertation title page on approved thesis paper with original signatures of all committee members. The student should prepare and obtain signatures on the same number of dissertation title pages and abstract title pages, but only one dissertation title page is needed by the Graduate College for the print copy of the dissertation. The student is expected to provide one to their ISA office and retain all extras for personal use.
5. Three blank sheets of approved thesis paper (required for binding).
6. [Graduate College Dissertation Submission Form](#). This is a "fillable" form; it should be opened in Adobe Acrobat, filled out on the computer, and then printed on plain paper.
7. [Dissertation Approval Form](#). This form should be opened in Adobe Acrobat, filled out on the computer, and printed on plain paper.

**NOTE: Handwritten forms will not be accepted.**

Following the successful defense, obtain all required signatures except the Graduate Dean before submitting to the Graduate College (the Graduate College Dean will sign when final approval is given by the Graduate College).

8. Self-addressed label (provided at time of preview) for return of extra approval pages to student.
9. Doctoral students graduating from the College of Education at the University of Northern Iowa must complete a [Survey of Earned Doctorates Form](#).
10. After the dissertation has received final approval by the Graduate College, a link to the Agreement and Permission to Preserve Thesis/Dissertation Form will be emailed to the student electronically. This completes the process for the student, and the Graduate College will submit the dissertation electronically to the Library and the printed copy will be bound. The student's ISA and the Registrar's Office will be notified of final approval after this form is submitted.
11. For further dissertation information, see the Graduate College's [Thesis and Dissertation Manual](#).

### **Dissertation Fees**

A fee of **\$25.00** is required for all students submitting a dissertation. This covers the Library's costs for binding the print copy and processing the electronic copy of the dissertation. **The fee will be charged to the student's U-bill after the final copy of the dissertation is submitted to the Graduate College.** The printed copy of the dissertation will be bound, and both the bound copy and the electronic copy will be retained by UNI's Rod Library. Check with your ISA's graduate secretary regarding the requirements and costs for printing and binding ISA copies. Additional bound copies for personal use are available for an extra fee.

## Graduation Information

### Application for Graduation

*It is the student's responsibility to make a timely application to graduate during the term the final degree requirements are completed.* Application for graduation must be completed online through MyUNiverse Student Center. Paper applications are not accepted. A non-refundable graduation fee is charged each term a student applies to graduate. **To avoid paying a late application fee, an application to graduate must be submitted by November 10 for fall terms, April 1 for spring terms, or July 1 for summer terms.** During the semesters, these dates ensure that students' names can be included in the commencement publication. After the deadline, but before the end of the term, students may still apply for degree conferral that term, but a substantial late application fee will be charged in addition to the normal graduation fee, and their names may not be included in the commencement publication. **Applications submitted after the end of the term will generally not be processed for degree conferral for the term just past.** Exceptions for post-term application will only be considered for unforeseen circumstances arising after the end of the term and require approval by the Intensive Study Area and the Graduate College on a MyUNiverse student request. If the Intensive Study Area or Graduate College does not approve a post-term applicant, the student will need to apply for graduation the next term and pay the graduation fee but will not have to pay a graduation fee for the late application.

### Graduate Student Eligibility to Participate in Commencement Ceremony

Graduate students may participate in commencement at the end of the Fall or Spring term that their final degree requirements are completed or the next later term. There is no summer commencement ceremony. Summer degree candidates may participate in Spring or Fall commencement as indicated below.

Although Application for Degree Conferral may be submitted until the end of the term, in order to ensure inclusion in the commencement program and to avoid late application fee, Applications for Graduation must be submitted by the Graduate College deadlines.

### Attendance at Commencement

The candidate for the Doctor of Education degree is expected to secure the appropriate academic regalia and appear at commencement for the awarding of the degree. The candidate is not eligible to participate in commencement before the dissertation is submitted to the Graduate College.

## Financial Aid

The best source of information on financial aid is the [UNI Financial Aid Office](#). The financial aid office is located in Gilchrist 105 (319-273-2700). The financial aid personnel will help identify sources of aid, determine eligibility, and help complete forms that go with receiving aid. A visit to the financial aid office can be well worth the effort if a student is in need of financial help.

### Graduate College Awards

Deadline for applications is February 1

*Graduate Assistantships.* Currently, doctoral Graduate Assistantships are awarded each year to the College of Education. Each assistantship carries a stipend. Doctoral students may receive a full scholarship and an assistantship or only an assistantship. In return, the graduate assistant provides 15-20 hours per week of service to the department or college by co-teaching under faculty supervision or assisting in faculty research. The work assignment is selected to complement the student's academic study. The Graduate Assistant stipend is taxable income. More information on assistantships from the Graduate College can be found at [Graduate Assistantships](#).

*Graduate Tuition Scholarships.* Graduate Scholarships are awarded to COE doctoral students each year. The Tuition Scholarship pays full tuition for both the fall and spring semesters. The student's liability is then limited to student fees, which vary each year. The Graduate Tuition Scholarship is a tax-free award.

An individual who wishes to apply for a Graduate Tuition Scholarship and/or a Graduate Assistant Stipend should request an application form for each award from the department from which he or she is seeking a degree or from the Graduate College. Steps in the application process are:

1. The applicant must complete all items on the Application for Graduate Tuition Scholarship Form and/or the Application for Graduate Assistant Stipend Form - [Graduate Assistantships](#)
2. An applicant can apply for a Graduate Tuition Scholarship and/or Graduate Assistant.
3. A stipend can be for both fall and spring semesters of an academic year or for the fall semester only or the spring semester only. Tuition Scholarships awarded under externally funded grants will be allocated in the same proportion to time and effort as a Graduate Assistant Stipend. For example, a graduate assistant who receives a half-time stipend would be eligible for a maximum half-time tuition scholarship as well. Exceptions may be made only with written approval of the funding agency.
4. The applicant must submit the application form(s) directly to the department or academic unit in which she or he is requesting a Graduate Tuition Scholarship and/or a Graduate Assistant Stipend. The applicant should not submit these forms to the Graduate College.
5. Before an applicant can be awarded a Graduate Tuition Scholarship and/or a Graduate Assistant Stipend, the applicant must be accepted into a degree program by a department.
6. The department or academic unit will decide which applicants to recommend to the Graduate College to be awarded a Graduate Tuition Scholarship and/or a Graduate Assistant Stipend.

7. A department or an academic unit may inform an applicant that the applicant has been recommended for a Graduate Tuition Scholarship and/or a Graduate Assistant Stipend, but under no circumstances should it be conveyed to the applicant that the applicant has received the award(s).
8. All formal letters of offer for the Graduate Tuition Scholarship and/or the Graduate Assistant Stipend will come directly from the Dean of the Graduate College.
9. To accept a Graduate Tuition Scholarship and/or a Graduate Assistant Stipend, an applicant must submit a signed and dated letter of acceptance to the Dean of the Graduate College. The letter should indicate clearly which awards are being accepted.

A student who has been awarded a Graduate Tuition Scholarship and/or a Graduate Assistant Stipend receives the award only for the duration stated in the formal letter(s) of offer from the Dean of the Graduate College. Students seeking continued support *must complete a new application* for the Graduate Tuition Scholarship and/or the Graduate Assistant Stipend and submit the form(s) directly to the department or academic unit. For first year students seeking a second year of support, the application form(s) should be submitted during February of their first year. *Failure to do so may prevent the student from being considered for further support.* At times, student financial assistance may also be available, depending on federal grant awards to the College of Education. Check with your Intensive Study Area office for information on availability, criteria, and application materials.

### **College of Education Awards**

Deadline for applications is February 1

There are a few sources of aid to doctoral students that are available directly through application to the College of Education. More information is available at [Scholarships and Assistantships](#). In order to be eligible for some of the COE Scholarships and Awards, doctoral students do not need to be full-time students. That is, part-time students are eligible to receive some of these awards.

### **Search for Scholarships**

Deadline for applications is January 15

The [UNiversity Scholarship Application \(USA\)](#) is available beginning each September, allowing students to apply for scholarships to be awarded in the upcoming academic year. Prospective students should apply for hometown scholarships through their own communities as well.

## **Appendix A: Student Resources Directory**

Listed below are some of the major resources doctoral students may need:

[UNI Graduate College](#) (phone: 319-273-2748)

[UNI Graduate Admissions](#) (phone: 319-273-2885)

[UNI College of Education](#)

College of Education: [Allied Health, Recreation, and Community Services](#)

College of Education: [Curriculum and Instruction](#)

College of Education: [Educational Leadership/Special Education Director](#)

[Thesis and Dissertation Forms](#)

[Office of Career Services](#)

[Rod Library](#) (phone: 319-273-2838)

[UNI General Information](#) (phone: 319-273-2311)

## Appendix B: Student Responsibilities

Before the initial meeting with your advisor, please be aware of your responsibilities. The official statements of doctoral student rights and responsibilities can be found in the [UNI Graduate College](#).

Student responsibilities include:

1. Be able to elaborate and explain your personal values, abilities, interests, and future goals in relation to your academic and professional endeavors.
2. You should contact and make an appointment with the advisor when required or when in need of assistance. If you find it impossible to keep the appointment, you should notify the advisor. It is important to have regular contact with the advisor in regard to specific requirements and progress toward the degree.
3. You will become knowledgeable of and adhere to institutional policies, procedures, and requirements.
4. You should prepare for advising sessions and should bring appropriate resources or materials.
5. You should follow through on actions identified during each advising session.
6. You should evaluate the advising system, when requested.
7. You should request reassignment to a different advisor if necessary.
8. You will need to obtain the academic advisor's approval for each registration. This applies to short-range, pre-candidacy scheduling as well as to any proposed change affecting the Program of Study.
9. You must comply with the [academic ethics policy](#) of the Graduate College.

**NOTE:** A plea of ignorance is not considered to be a compelling defense of violations of academic ethics.

10. You need to purchase the 6<sup>th</sup> ed. of the *Publication Manual of the American Psychological Association (APA Manual)* before classes start. The manual will not be listed as a purchase for any class.
11. You should meet technology requirements. Minimal technology requirements include high speed Internet access, UNI email access, and the ability to use a variety of software programs word processing (e.g. Excel, Open Office, Libreoffice, Power Point, and any word processing software). Follow netiquette. Please consult [Albion Core Rules](#) for the core rules of etiquette. Technical support can be found at [Informational Technology Services \(ITS\)](#) or by phone at 319-273-5555.
12. Be sure to get a [UNI email address](#).
13. Become acquainted with the eLearning program Blackboard 9. UNI eLearning is UNI's centrally supported Learning Management System (LMS).

**NOTE:** The [support site](#) for eLearning provides information for accessing and using the UNI eLearning System as well as other related eLearning technologies.

You should accept final responsibility for all decisions.

## **Appendix C: Initial Meeting with Advisor**

After being accepted to the College of Education (COE) doctoral program, you will receive a letter requesting an initial meeting with your advisor. You have taken the first step in preparing yourself to understand the types of support you desire by reading this UNI Handbook. As referenced in this handbook, advising focuses on the activities, requirements, and attainment of satisfactory progress through the steps needed to achieve a graduate degree. Please make an appointment with your advisor promptly since this is a very important meeting. The following are some first meeting suggestions:

- Introduce yourself and discuss what made you select the EdD program at UNI.
- Ask relevant questions to get to know your advisor: How did you come to be my advisor? What is your interest area? What do you feel is your main role as an advisor? What is the best way to contact you?
- Ask specific questions you may have that were not be answered by reading the handbook.
- Important questions: What do you need to know about me to advise me in my academic program? What opportunities are there to receive funding for my coursework here at UNI? Are there funding opportunities to help me with my dissertation research project? How do I learn about those options? What information will you need from me to write your semester advising note for my student file this semester? How do I take part in research opportunities?
- Request a meeting frequency and length, and suggest agenda topics for each meeting. For example: I'd like to meet with you before I register for next semester for ½ - 1 hour during my first semester in the program. May we schedule the date now? I will bring the topics I wish to discuss to our meeting. Will this plan work for you? Do you have suggestions for making our advising meetings effective?

## Appendix D: Registration

Since classes are limited, registration is encouraged as soon as possible. Registration planning tools are found in the student information system "Student Center" page in MyUNiverse. These tools may be used to plan for registration prior to your enrollment appointment with your advisor. The enrollment appointment date and time may also be found in Student Center. Enrollment may occur on or after the enrollment appointment and is a separate process from the planning activities. **Use of the Planner and Shopping Cart does not guarantee enrollment in class sections or add the courses to your enrollment; this takes place only during the Enroll process.**

The Schedule of Classes allows a search for course sections offered for a specific "term" (formerly known as a "semester"). There are various options (e.g., by day, by time, by instructor, by type of course, etc.) for searching for course sections in the new student information system. The Step-by-Step Instructions on Accessing "Student Center" are:

- Navigate to MyUNiverse.
- Enter your log-in credentials.
- Click on the "Student Center" tab.
- Under the "Student Center" pagelet, click on "Go to my Student Center".

The tools identified below may be used to plan for registration. Your Enrollment Appointment (i.e., the exact day and time you may begin registering for courses) can be found in your Student Center in MyUNiverse. Enrollment may occur any time on or after your Enrollment Appointment. Please note that use of the Planner and Shopping Cart does not guarantee enrollment in class sections or add the courses to your schedule.

- **Schedule of Classes**  
(Online - Click on the "My Page" tab)

The Schedule of Classes allows you to search for course sections offered for a specific term. There are many options for searching for course sections (e.g., by day, by time, by instructor, by type of course, etc.), so be sure to check it out!

- **Planner**  
(Quick Reference Guide)

This feature allows you to select courses from the Academic Catalog and plan which term(s) you would like to enroll in them. As such, this is intended to serve solely as a "planning" feature for you during your time at UNI. (*Note.* While the Academic Catalog displays what term a course is typically offered (e.g., Fall or Spring), the specific course you have "planned" to take may not actually be offered. As such, please refer to the Schedule of Classes for the official listing of courses offered in a given term).

- **Shopping Cart**  
(Quick Reference Guide)

This feature allows you to select course sections from the Schedule of Classes for a given semester (e.g., Spring 2015), to plan which sections you will attempt to enroll in once the Enroll (please see below) function becomes available. Please note, when you add courses to your Shopping Cart, it does not guarantee that you will be able to enroll in them until you actually take the Enroll step. (*Helpful Hint*: Think of the shopping cart like online shopping - you don't actually own anything in your Shopping Cart until you take the step to buy (or "Enroll" in the case of Registration) your items).

- **Enroll**  
(Quick Reference Guide)

This function becomes available during - and after - your Enrollment Appointment, and it allows you to actually enroll (i.e., register) in course sections for a given term.

### **Search for Available/Closed Classes**

When you utilize the Schedule of Classes (Online Public Search), you have the ability to filter your search by checking the "Show Open Classes Only" flag. Additionally, when browsing the course selection. It displays whether the course is in Open (Noted by a Green Circle), Closed (Noted by a Blue Square), or in Wait List (Noted by a Yellow Triangle) mode.

### **Academic Holds**

Prior to registering, you are strongly encouraged to log into your MyUNiverse account to view possible registration holds. Students with registration holds will not be allowed to register. Therefore, students with a registration hold must contact the appropriate office to resolve the outstanding issue(s), so that the hold can be lifted.

### **Approvals**

If you would like to request approval to enroll or if you would like to register for a class for which you do not meet the prerequisite(s), you will need to go to the department offering the course. Academic Departments are able to enter approvals into the system electronically, which will allow you to register for course(s). When a department enters approvals electronically, an Add/Drop slip is not required. In the event this is not an option, please complete an Add/Drop slip.

### **Registering for Courses not in the Schedule**

Courses done one-on-one (e.g., INTDEPED 7399) must first be added to the schedule by the ISA secretary, and then the secretary must register the student for the course.

## **Appendix E: The Job Search for Post-Doctoral Positions**

In the United States, the vitae is used primarily when applying for academic, education, scientific or research positions as well as fellowships or grants. The vitae is not the same as a resume. The vitae should be longer and be a more detailed synopsis of background and skills. The vitae includes a summary of educational and academic backgrounds as well as teaching and research experience, publications, grants and fellowships, presentations, awards, honors, professional associations and licenses, as well as other information relevant for the position. You should start by making a list of all your background information and organize the information into categories. Make sure to include dates on all the publications you include. Look at samples before you start writing.

The Office of Career Services offers various [helpful tools](#).

Here are some hints for creating the curriculum vitae:

- Start the vitae from a template.
- Take the time to write a custom vitae, especially when applying for jobs that are a good match for experience and skills.
- Include a cover letter with the vitae. The cover letter provides detailed information on why you, the candidate, are qualified for the job and explains the reasons for interest in the company or institution.
- The vitae should include research and teaching experience, publications, grants and fellowships, professional associations and licenses, awards and other information relevant to the position.
- Review vitae samples, formats and templates.

## Appendix F: UNI College of Education EdD Program Checklist

All forms linked below are available at [coe.uni.edu/edd-forms](http://coe.uni.edu/edd-forms)

1	Admission & Advisor Assigned	17	Hearing to defend proposal publicly
2	Reviews EdD Student Handbook	18	<a href="#">EdD Dissertation Proposal Approval</a>
3	Consults and meets with Advisor to review Advisement Report in MyUNiverse	19	Consults with Dissertation Committee at least twice during, after data collection, & as necessary
4	Pursues program of study & with advisor, checks Advisement Report status before and after every registration period.	20	Conducts and Submits Results of Research to Dissertation Committee
5	Completes 40% of course work	21	Notifies ISA Coordinator of intent to defend at start of semester
6	Satisfies Pre-Dissertation Research Requirement (Inquiry I, Inquiry II, Seminar)	22	Submits <a href="#">EdD Dissertation Announcement for Proposal</a> to COE Dean's secretary at least two weeks prior to hearing
7	Meets with advisor to finalize pre-proposal & identify potential Dissertation Committee	23	Schedules preview meeting with Graduate College and completes <a href="#">by Graduate College deadline</a>
8	Completes and submits <a href="#">EdD Dissertation Pre-Proposal Application</a> with pre-proposal to ISA Coordinator	24	Submits <a href="#">EdD Dissertation Announcement for Defense</a> to COE Dean's secretary at least two weeks prior to defense
9	Solicits Dissertation Committee with pre-proposal application	25	Participates in pre-defense committee meeting (can be 1 of the 2 required)
10	Files <a href="#">EdD Dissertation Committee Appointment Form</a> with Graduate College	26	Completes application for graduation <a href="#">by Graduate College deadline</a>
11	Receives Committee Appointment Letter from Graduate College Dean	27	Receives registrar record analysis (deficiencies)
12	Completes <a href="#">Application to Complete EdD Comprehensive Requirement</a>	28	Public Oral Defense <a href="#">by Graduate College deadline</a>
13	Advisor completes <a href="#">Completion of Comprehensive Requirement</a>	29	Final revisions completed and <a href="#">EdD Dissertation Submission Form</a> submitted to Graduate College <a href="#">by Graduate College deadline</a>
14	<a href="#">Comprehensive Requirement (EdD): Pass/Fail Decision</a> filed and submitted to Graduate College	30	Submits final copies of Dissertation and <a href="#">EdD Dissertation Approval Form</a> to Graduate College and COE <a href="#">by Graduate College deadline</a>
15	Admitted to candidacy; Check Advisement Report for Course Completion	31	Graduation
16	Complete and Submit: <a href="#">Dissertation Proposal Announcement</a> form--submit to Dean's office 2 weeks prior to presentation		