

# Advisor Handbook for the Doctor of Education Degree



**Educate, Serve and Lead**

**Fall 2016/Spring 2017**

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

Chair, Windee Weiss, PhD

Robert Boody, PhD

Christopher Edginton, PhD

B. Scott Ellison, PhD

Susan Etscheidt, PhD

Kim Huckstadt, PhD

Linda Fitzgerald, PhD

Jolene Teske, MAE

And special thanks to the University of Northern Iowa Graduate College for allowing us to use information directly from the Graduate College website.

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## Introduction

This handbook serves as a reference for advisors of the University of Northern Iowa's [Educational Doctorate \(EdD\) program](http://uni.edu/coe/graduate/eddprogram), located online at [uni.edu/coe/graduate/eddprogram](http://uni.edu/coe/graduate/eddprogram). Information, related resources, facilities available to students, and helpful information to aid in one's progress through the degree is included.

## Intensive Study Area Graduate Studies Committee

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.

## Doctoral Advising

Please read the handbook carefully. It is meant to correspond with the student doctoral handbook. Much of the information here is from that source. Refer to it often and utilize it to advise your students. Keep yourself knowledgeable and up-to-date on matters concerning the UNI EdD program. Your advisor role is more than a signature on a registration process form. You can help make your advisees' doctoral experiences more meaningful and significant. The mission statement of UNI's College of Education (COE) is "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." Our efforts support teaching, research, and service in the following ways:

1. the College exists to prepare educational and human service professionals for a variety of direct service and human leadership roles in the school and community settings;
2. faculty members in the College conduct applied and basic research in the areas of teaching and learning, human performance, human health promotion, human growth and development, leisure and community services, and education policy, and;
3. the College provides service on local, state, regional, national, and international levels. By doing so, the College of Education effectively serves the profession by assuming leadership roles for the improvement of education and human services. Your help will make this happen on the doctoral level.

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 and each doctoral student should bookmark the [UNI 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. In addition to this bookmark, you and each doctoral student should bookmark the EdD Home Page, [EdD Program](#). This page and its links will provide all of the information you'll need as your doctoral students moves through the program as well as the forms to complete the different steps. It will assist in keeping yourself and your doctoral student(s) organized.

The University publishes a [Dean of Students Student Handbook](#). 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 each doctoral student should be familiar with the current policy statement each year.

Thank you for being a doctoral advisor. With your help, UNI will graduate EdD students who will be able to educate, serve and lead. You are a member of the University of Northern Iowa faculty who has responded favorably to an invitation to serve as advisor for your Intensive Study Area (ISA). The advisor serves as the student's academic navigator for the doctoral program. The role of the EdD faculty advisor includes:

1. Assisting the student in planning an academic program consistent with the student's abilities and interests.
2. Monitoring student progress in periodic evaluation of his/her academic progress.
3. Assisting the student in clarifying and developing realistic career and professional plans, referring him/her to sources for specialized assistance.
4. Interpreting and providing rationale for academic policies, procedures, and requirements.
5. Approving designated educational transactions such as schedule, drops/adds, withdrawals, waivers, graduation petitions, etc.
6. Informing students of the nature of the advisor/advisee relationship.
7. Informing students of special services available to them for remedial and academic assistance, financial aid, health and psychological aids, etc.
8. Developing a caring relationship with the student.
9. Advocating for the student within the department and university.
10. Requesting reassignment of advisee to another advisor if necessary.
11. Keeping advising hours.
12. Maintaining confidentiality of student records.
13. Upholding UNI's values, policies, and procedures.

## Doctor of Education Degree Program

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.

## 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 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)

***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)

***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.

## Initial Meeting with Advisee

The doctoral advisor's first meeting with the student is an important one. This meeting can help the student connect to one of his/her most helpful mentors and help the student answer important questions. Listed below are some points to cover during that first meeting. The advisor will:

1. **Greet** the student and make him/her feel welcome.
2. **Introduce** self. Share some general background information with the student such as hometown, colleges attended, areas of study, topics of interest, job description, research conducted, articles written, etc. Share any points of interest the advisor and the student may have in common.
3. **Attempt to become acquainted** with the student in as many aspects as possible. Knowing the academic abilities, interests, thinking, background, etc. of the student is important. Develop a rapport with the student.
4. **Explain** the **difference between** the **EdD** and **PhD** degrees.
5. **Make sure the student has access to the doctoral handbook.** It can be found on the UNI EdD web site: [Post-Admission EdD Student Handbook](#).
6. **Explore** the student's **life goals**.
7. **Explore** the student's **career/educational goals**.
8. **Explain** how the UNI EdD **degree will fit/not fit** in with the student's **goals**.
9. **Explain** other **career** and **professional options** the UNI EdD degree will offer.
10. **Explain** your **advisor role** to the student.
11. **Explain** the **student's** role and **responsibilities**.
12. Go over the student's **Academic Advisement Report on MyUNIverse** with the student and plan a course of study.
13. **Help the student register** for the first semester of classes. Keep in mind the appropriate amount of hours the student needs to register for. (Note: the student must be registered for at least nine (9) hours if he/she has an assistantship. The student must have a minimum of five (5) hours for financial aid.)
14. **Tell** the student 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.
15. **Tell** the student what **technology requirements** are needed. Minimal technology requirements include high speed Internet access, UNI email access, Power Point, Excel, and the ability to use word processing. Remind doctoral students to follow netiquette. Please consult the [Albion Core Rules of Netiquette](#) for the basic rules. Technical support can be found at [Informational Technology Services \(ITS\)](#) or by phone at 319-273-5555. Make sure student **gets** a **UNI email address**. Visit [ITS Google Apps](#) if questions.
16. **Tell** the student to become familiar with the **eLearning program Blackboard 9**. UNI eLearning is UNI's centrally supported Learning Management System (LMS). The

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

17. **Share university rules, policies, regulations, and procedures** the student needs to know before starting the doctoral program. Some helpful insights are student parking information, getting the university photo ID, grade point to maintain, hours credit requirements, and immunization records. More information can be found in the [Dean of Students Student Handbook](#).
18. **Describe** what **life** is like **for** the typical doctoral **student**. Some information might be how texts for class can be purchased or rented online or at the local University Book and Supply, the amount of time studying, etc. You might share UNI doctoral student demographics such as most students commute. You might encourage doctoral student to set up a meeting with a research librarian at Rod so they understand the system and how valuable the UNI librarians can be. This is part of a class in KAHHS (Kinesiology, Allied Health and Human Services).
19. If possible, try to have a **follow-up** after the initial meeting a few weeks after classes start the first semester. Schedule an exact time and place for the follow-up.
20. Document visits through **notes** kept in the advising folder or file.
21. Ask if the student has any **questions**.
22. Further support for advising can be found at [Support for EdD Advising](#).

## Advisee Responsibilities

During the initial meeting, please advise the student of his/her responsibilities. The official statements of doctoral student rights and responsibilities can be found in the *University of Northern Iowa Graduate College: [Graduate Student Policies](#)*. Advisee responsibilities include:

1. The student should clarify his/her personal values, abilities, interest, and goals.
2. The student should contact and make an appointment with the advisor when required or when in need of assistance. If the student finds it impossible to keep the appointment, the student will notify the advisor. Stress to the student the importance of maintaining regular contact with the advisor in regard to specific requirements and progress toward the degree.
3. The student will become knowledgeable of and adhere to institutional policies, procedures, and requirements.
4. The student should prepare for advising sessions and should bring appropriate resources or materials.
5. The student should follow through on actions identified during each advising session.
6. The student should evaluate the advising system, when requested, in order to strengthen the advising process.
7. The student should request reassignment to a different advisor if necessary.
8. The degree student shall 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. The student must comply with the academic ethics policy of the Graduate College. This appears in the [Graduate Student Policies](#). NOTE: A plea of ignorance is not considered to be a compelling defense of violations of academic ethics.
10. The student should accept final responsibility for all decisions.

## UNI College of Education EdD Program Checklist

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="#">Intent to Defend EdD Dissertation by Graduate College deadline</a>
9	Solicits Dissertation Committee with pre-proposal application	25	Submits <a href="#">EdD Dissertation Announcement for Defense</a> to COE Dean's secretary at least two weeks prior to defense
10	Files <a href="#">EdD Dissertation Committee Appointment Form</a> with Graduate College	26	Participates in pre-defense committee meeting (can be 1 of the 2 required)
11	Receives Committee Appointment Letter from Graduate College Dean	27	Completes application for graduation <a href="#">by Graduate College deadline</a>
12	Completes <a href="#">Application to Complete EdD Comprehensive Requirement</a>	28	Receives registrar record analysis (deficiencies)
13	Advisor completes <a href="#">Completion of Comprehensive Requirement</a>	29	Public Oral Defense <a href="#">by Graduate College deadline</a>
14	<a href="#">Comprehensive Requirement (EdD): Pass/Fail Decision</a> filed and submitted to Graduate College	30	Final revisions completed and <a href="#">EdD Dissertation Submission Form</a> submitted to Graduate College <a href="#">by Graduate College deadline</a>
15	Admitted to candidacy	31	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>
16	Checks Advisement Report for course completion	32	Graduation

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

### **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, and 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*

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

*Thread: Special Education Director*

Research topics will emphasize 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*

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

*Thread: Teacher Leadership*

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

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

The 27 hours 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> ) 3hrs	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> ) 3hrs	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 3hrs	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> ) 3hrs	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> ) 3hrs	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 informal	Admission to EdD program, INTDEPED 7303

<p>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]</p>	<p>learning environments and promotes comprehensive application strategies to such settings as schools, human services, and leisure, tourism, and environmental organizations.</p>	<p>(190:303), INTDEPED 7314, INTDEPED 7316</p>
<p>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]</p>	<p>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.</p>	<p>Admission to EdD program, INTDEPED 7303 (190:303), INTDEPED 7314, INTDEPED 7316</p>
<p>MEASRES 6270 Educational Program Evaluation 3hrs</p>	<p>Examination of models, data-gathering methods, analysis, &amp; report preparation for educational program evaluation; attention to application of evaluation research to specific school and non-school settings.</p>	<p>Admission to EdD program, INTDEPED 7303 (190:303), INTDEPED 7314, INTDEPED 7316</p>
<p>MEASRES 7310 Advanced Qualitative Methods in Educational Research 3hrs</p>	<p>In-depth examination of the practice of qualitative inquiry. Focus on field-work project leading to potentially publishable paper.</p>	<p>INTDEPED 7303 (190:303), INTDEPED 7314, INTDEPED 7316, consent of department</p>
<p>MEASRES 7301 Advanced Quantitative Research in Education 3hrs</p>	<p>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.</p>	<p>INTDEPED 7303 (190:303), INTDEPED 7314, INTDEPED 7316, consent of department</p>

## 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](#)
- [Nonacademic 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 Book & Supply](#) website as soon as it becomes available. Please contact University Book & Supply 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 Research & 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 studies.

## 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 Allied Health 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. [EdD Dissertation Approval Form](#). Please use the most recent version of this form available at . 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 UNI 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.

## 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 by you to plan for registration prior to the student's enrollment appointment. 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 the student's 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 the student's log-in credentials
- Click on the "Student Center" tab
- Under the "Student Center" pagelet, click on "Go to my Student Center"

### Academic Holds

Prior to registering, students are strongly encouraged to log into their **MyUNiverse** account to view possible **registration holds**. Students with registration holds will not be allowed to register. Students with a registration hold must contact the appropriate office to resolve the outstanding issue(s), so that the hold can be lifted. Below are some hints to prevent academic holds:

- Each ISA needs to be sure to create bundles of classes for doctoral students that will be accepted as part of their studies when the students register for the Graduate College to acknowledge avoiding academic holds. Core courses are acceptable.
- ISA secretaries can release holds.
- Student may have financial obligations.

### Student Requests

Advisors, student requests may be needed in the following cases:

- Declare which courses the student has taken as electives on his/her degree
- Substitute another course for a required course
- Register for an overload
- Request to take a course for CR/NC for the degree
- Change registration after the deadline
- Request an exception to policy
- Request to transfer a course from another institution to use on UNI degree (only after transfer evaluation form and transcript)

Requests tips:

- Check the student's Academic Requirements report BEFORE submitting a request.
- Students must be registered for the course in order to submit a request to use it on student's degree. This is a change from the old system.

- It's best to submit the request right after the student registers. This helps to remember to do it and keeps the Academic Requirements report up to date.
- Multiple courses should be included in one request. It's OK to combine electives and substitutions. This helps approvers see the big picture of what the student is doing and saves time in processing.
- Requests for exception to policy should be separate from requests to apply courses to the degree.

A student request **does not need to be submitted** when:

- the student's courses automatically apply to his/her degree (on student's Academic Requirements)
- the student is changing his/her registration within the first two weeks of the semester

**Note:** The steps in submitting a student request is available on the Power Point presentation on the [Graduate College](#) website.

- The student will get email notification at each step
  - Submission
  - When the advisor acts
  - When the graduate coordinator acts
  - When the Associate Dean acts: "Final action has been taken" (if not denied at advisor or graduate coordinator level)
  - When the graduate record analyst processes it
- The student can go into the Student Request System at any time to see the status.

**Problems:** A known glitch (unfortunately not fixable) causes some requests to go into "limbo"—it doesn't request approval at some level and just sits there.

- Symptom: There is no date under Approval Requested Date for the next level.
- What to do: Contact the person that it should be going to, tell him/her the request number and that it's in limbo, and ask that person to search for it.

What should be put on a student request:

- Use terminology from the report in request
- If the student wants to use the RQ (requirement) and LN (line) numbers in the request, that's fine.
- The number of units (credits) required on a line are both a minimum and a maximum—additional credits cannot apply there.
- If you are requesting to increase the hours required to graduate, you must say so.
  - All credits above the minimum will be in a section titled Additional Units Required.
- An example of working with a student request form is on the [Graduate College](#) website.

What **NOT** to write on a student request:

- "Add this course to my program of study."
- "Apply this course to my degree."
  - If the student has electives available to be filled, these are fine, but if the student does not, these statements mean "Increase the required hours to graduate."
- "I want a 36 hour program" for a degree that takes fewer than 36 hours.

- The courses that are being taken above the minimum must be specified. Otherwise, there would be no way to satisfy the 36 hours.
- Substituting for a “required” course that is on a departmental worksheet but is NOT on the Academic Requirements report.
  - If it’s not an option on the Academic Requirements, there is no place to put the substitution.

**The student should always talk to his/her advisor and graduate coordinator before submitting any request that is unusual or if the student is not sure how a course is going to be used toward his/her degree. The student needs to confirm with the advisor whether an “elective” is really an elective or is a substitution for a course not being offered.** The Graduate College usually does not deny electives or substitutions approved by the department unless it violates some policy or too many courses are being requested be applied as electives (or if the student is not registered for the course).

How to get the Academic Requirements can be found at the [Graduate College](#) website.

### Independent Study

Independent study is an option that strives to provide classes that appeal to students interested in educational experiences that differ from the norm or are not offered in the course catalog. Independent study requires special planning between the doctoral student, the advisor, and the instructor for the independent study class. The University of Northern Iowa offers guided independent study courses in print and online formats. Courses can be completed entirely at a distance, no on-campus attendance required. **Online guided independent study:** After the student’s enrollment has been processed, the student will receive a link for accessing course materials, including textbook information and detailed instructions for completing the course. As the student moves through the course, he/she will submit each assignment electronically using eLearning, a computer conferencing program. The use of eLearning requires access to the Internet and a web browser. Examinations are taken under the supervision of an approved proctor. For **print-based guided independent study** enrollment, the student will receive a printed course guide that includes textbook information and detailed instructions for completing the course. The guide provides structured lessons that contain an introduction, assigned readings and written assignments. As the student moves through the course, he/she completes each assignment, noting any questions he/she may have, and mails them to the Guided Independent Study Office. Assignments are forwarded to the instructor for grading. The instructor writes any necessary comments and answers any questions before the work is returned. Examinations are taken under the supervision of an approved proctor. For further information about independent study visit [Guided Independent Study Orientation Guide](#).

## Probation, Suspension and Readmission

A student who has attempted 9 to 17 semester hours in a program of study and attained a cumulative GPA of less than 3.00 in that program will be placed on probation. If the student attempts 8 or more hours while on probation without qualifying as a degree candidate (GPA of 3.00), the student is reviewed at the end of the term for suspension from graduate degree programs. A student who has attempted 18 or more semester hours in a program of study and attained a cumulative GPA less than 3.00 in that program will be suspended. Students placed on academic suspension cannot enroll in non-degree graduate status or take courses in the student's program of study during the year of academic suspension.

**Reinstatement:** When a student is suspended, at least one calendar year must elapse before application for readmission to a graduate degree program may be made. After one full calendar year on suspension, a suspended student who wishes to enroll in classes must submit an Application for Readmission to Graduate Study and receive approval from the graduate program/department and the Graduate College for reinstatement and removal from suspension. The Application for Readmission to Graduate Study is not available online. It may only be obtained in the Graduate College. A student reinstated after suspension who fails to attain a cumulative GPA of 3.00 in the program of study for the first enrollment period will be permanently suspended from the graduate program. In determining a graduate student's grade index, all graded course work attempted at this university within the student's program of study will be used as a basis of computation. If the student does not yet have a program of study (this can occur if the student's admission file is incomplete), all graduate courses will be used as a basis of computation. If a graduate student repeats a course, both grades will be used in computing the index. If a student feels there has been some procedural irregularity concerning her/his suspension from the university, the student may request a review by the Graduate College which will be conducted by the Dean of the Graduate College (or her/his designee).

## Fellowships

The University of Northern Iowa has designated faculty advisors for selected nationally-competitive scholarships and fellowships. Please visit the individual award categories linked below for more information about available awards. The Provost's Committee for Competitive Scholarship Mentoring provides support for UNI undergraduates for any nationally-competitive scholarship or fellowship. Please send general inquiries to committee chair, [Jessica Moon](#).

- Fellowships for [International Graduate Study](#).
- Fellowships for MA/MBA/PhD studies