



Ed.D.

**DOCTOR OF EDUCATION
IN EDUCATIONAL LEADERSHIP**

LEARNING ASSOCIATES' HANDBOOK

*Revised
Summer 2020*

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Northern Kentucky University

Ed.D. in Educational Leadership

Mission Statement

The Doctor of Education (Ed.D.) in Educational Leadership Program is designed for experienced, fully-employed educational and civic leaders. The program is designed to enhance the development of *practitioner scholars* and their effectiveness as leaders by: 1) *increasing their knowledge, skills, and dispositions*; 2) *enhancing their ability to inspire others within their organization and community to excel*; and 3) *engaging themselves and their institutions to increase the educational attainment, economic viability, and livability of their organizations and communities.*

The Core Elements of the Ed. D. Program

The Ed.D. in Educational Leadership:

- is a cohort- based, practitioner-scholar degree designed to strengthen the learning associates' impact in their workplace and community;
- promotes both collaboration among learning associates and, at the same time, focuses on improving individual performance ;
- develops leadership skills by integrating theory and practice using job-embedded puzzles of practice;
- focuses on the knowledge, skills and dispositions necessary for transformational leadership;
- is designed to achieve personal/professional goals and enhance career opportunities;
- focuses on local, regional and global issues;
- culminates with an action research dissertation designed to positively impact the workplace and/or greater community.

PROGRAM OF STUDY

Foundations Core Requirements – 12 Semester hours

EDD 801 Leadership: Personal and Professional Perspectives (3)

EDD 802 Contemporary Issues in Regional Stewardship (3)

EDD 803 Transformative Leadership (3)

EDD 829 Regional Stewardship: A Collaborative Project (3)

Research/Dissertation Requirements – 21 Semester hours

EDD 810 An Introduction to Action Research, Academic Writing, and the Dissertation Process (3)

EDD 811 Qualitative Research (3)

EDD 812 Understanding Statistics (3)

EDD 849 Dissertation Seminar: Advanced Educational Research (3)

EDD 898 Dissertation Research (9-12)

Specialization Requirements — 12 Semester hours

EDD 821 Organizations as Social Systems (3)

EDD 825 Performance Appraisal: Evaluating People and Programs (3)

EDD 832 Leading through Technology (3)

EDD 833 Leadership in a Multi-Cultural Society (3)

Cognate (Endorsements, Certificates, Themes) – 15 Semester hours

The cognate is designed to provide flexibility in choosing options through which additional areas of interest can be studied. Additional certification areas, certificates, and/or post-masters coursework from across the university may be included in this area. Please consult with your advisor about suggested courses and areas of study.

EDD Cognate Options

EDD 822 Legal and Ethical Issues for Educational Leaders (3)

EDD 830 Transformative Curriculum Design (3)

EDG 685 Best Practices in College Teaching (3)

EDD Higher Education Cognate Options

EDD 840 History of US Higher Education & Current Issues (3)

EDD 841 Understanding the US College Student (3)

EDD 842 Organization and Administration of Higher Education (3)

EDD 843 International Higher Education (3)

EDD 894 Special Topics in Doctor of Education in Ed. Leadership (1-3)



Ed.D. Course Descriptions

FOUNDATIONS CORE

(12 semester hours)

EDD 801 Leadership: Personal and Professional Perspectives (3)

This course introduces learning associates to the educational leadership doctoral program and the multiple facets of leadership from an interdisciplinary perspective. The seminar provides a framework for the learning associate to further develop the knowledge, skills, and dispositions required of leaders for 21st century educational organizations. It is designed to encourage the investigation of the learning associate's leadership assumptions, behaviors, and goals and to begin planning to improve leadership effectiveness.

EDD 802 Contemporary Issues in Regional Stewardship (3)

Explore contemporary issues in education as they impact regional stewardship and civic engagement. The course is designed to examine the existing and emerging knowledge base for stewardship and service learning within community organizations. Special emphasis is given to the impact of the interaction among organizational culture, leadership styles and change, and how they affect the community.

EDD 803 Transformational Leadership (3)

This course is designed for learning associates with knowledge and strategies to foster "transformative" change in schools, organizations, and in individuals. It will focus on the human or dispositional elements that allow educational leaders to foster higher levels of performance with clearly above average results. Participants will explore their own dispositions as well as those of great leaders and will create personal Dispositional Growth Plans to enhance their effectiveness.

EDD 829 Regional Stewardship: A Collaborative Project (3)

This course is experiential in nature and focuses on leadership and group processes through collaboration on a regional educational leadership project. Learning associates will acquire and apply knowledge, skills, and dispositions in an immediate and relevant setting. Topics include examining core values in the leadership process, group problem solving, leadership styles, decision making, power and influence, conflict management, ethical dilemmas, and community building.

RESEARCH/DISSERTATION

(21 semester hours)

EDD 810 An Introduction to Action Research, Academic Writing, and the Dissertation Process - (3)

Learning associates will be introduced to the process of dissertation action research including the development of their proposal that will become the focus of their research. Learning associates will develop academic writing skills and skills in critiquing their research literature as well as strategies for developing research ideas.

EDD 811 Qualitative Research - (3)

Learning associates will be introduced to qualitative research related to the development of an action research dissertation study. Topics will include research paradigms for qualitative designs; developing surveys/questionnaires; developing questions for and analyzing interviews; and interpreting qualitative research studies. Learning associates will analyze readings that focus on qualitative research designs.

EDD 812 Understanding Statistics - (3)

Learning associates will understand how to use, apply, and interpret t-tests, correlation and regression, one-factor ANOVA, and Chi-Square. Learning associates will also examine and be able to interpret multi-factor ANOVA, regression and ANCOVA. Learning associates will analyze readings that focus on inferential statistics as well as those which focus on mixed methods (qualitative and quantitative research designs). This course spans multiple semesters.

EDD 849 Dissertation Seminar - (3)

Learning associates will develop their action research dissertation proposal. Topics will include integration of research methodology, measurement, and statistics; research ethics; IRB training; time management; and navigating through the dissertation process.

EDD 898 Dissertation Research (9-12)

Learning associates will continue to develop their dissertation topics with their Leader Scholar Community. The LSC will meet monthly during the fall and spring semesters and as needed during the summer sessions during the dissertation research process.

SPECIALIZATION REQUIREMENTS

(12 Semester hours)

EDD 821 Organizations as Social Systems (3)

This course examines contemporary theories, practices and research in planning, managing and assessing change in organizations as social systems. Particular emphasis will be placed on assessing the utility of theories based on previous and emerging research and deriving implications for professional practice.

EDD 825 Performance Appraisal: Evaluating People and Programs (3)

This course addresses the theories, professional approaches, and understandings from various psychological perspectives as they relate to developing, leading, and managing people and programs. Emphasis will be on best practices from the educational, social sciences and management professions for sustaining an organization's capacity for continuous growth.

EDD 832 Leading through Technology (3)

This course explores theories, models, research, practical applications, current issues, and current approaches to educational technology leadership. By focusing on the integration of technology into curriculum, pedagogy, school/organization management, and school/organization leadership, the course exposes leaders to a wide variety of 21st century technology issues. The course covers current topics and research in educational technology as well as practical applications of technology skills essential for all school/organization leaders in the digital age.

EDD 833 Leadership in a Multi-Cultural Society (3)

This course is designed to prepare learning associates at all levels of leadership to be able to understand cultural adaptability and critical race theory. Learning associates will develop new and analyze existing curriculums and policies that focus on multiculturalism and social justice. They will explore dimensions of gender, race, and social-class equity in the workplace. Learning associates will develop approaches to multicultural reforms by completing a site specific proposal with a strategic action plan that will address multicultural issues in their workplace.

COGNATE OPTIONS

EDD 830 Transformative Curriculum Design (3)

This course focuses on an in-depth study of current theory and research about curriculum design and its relationship to developing and sustaining professional learning communities.

Through a process of discussion, reflection, reading, discovery, designing, and sharing of experiences, learning associates will develop a platform of beliefs about curriculum design. They will develop an authentic curriculum for their workplace and engage in the analysis of data to determine learning needs and outcomes of their clients. They will design a substantive, ongoing professional development plan for their workplace.

EDD 822 Legal and Ethical Issues for Educational Leaders (3)

This course provides a case study approach to understand current legal and ethical issues for leaders in educational environments.

EDG 685 Best Practices in College Teaching (3)

This is a seminar-based, interactive class for new and aspiring instructors, adult educators, and adjunct faculty to address challenges often encountered by college teachers. Getting started effectively in the classroom, principles of course design and planning, strategies for increasing significant learning and engagement with college students.

HIGHER EDUCATION COGNATE OPTIONS*

The Northern Kentucky University Doctorate in Educational Leadership is designed to enhance the leadership effectiveness of learning associates employed in a broad range of fields, many of whom work in colleges and universities as well as public policy environments related to higher education. The higher education cognate is designed to provide learning associates an opportunity to immerse themselves in a broad range of higher education topics that touch on many of the leadership challenges confronting today's colleges and universities. Drawing on program faculty, visiting faculty, and each other, learning associates will focus on the challenge of leading the modern American college and university and the forces that will shape the future. Learning associates will have the opportunity to design individual areas of emphasis while pursuing a set of shared programmatic experiences.

EDD 840 History of US Higher Education and Current Issues

An examination of the development of American higher education, its origin, major characteristics, trends, distinctive features and challenges; current research, theory, policies and practices and critical issues facing higher education today.

EDD 841 Understanding the US College Student: Access and Equity

Examines the changing demographics and characteristics of the American college student with a focus on strategies for enhancing student success.

EDD 842 Organization and Administration of Higher Education

Shared governance, the role of governing and coordinating boards, unit and university level responsibilities, organizational alignment, strategic planning, policy development, resource procurement and management, change management, crisis management.

EDD 843 International Higher Education

A comparative study of higher education systems throughout the world and their relationship to American higher education. Best practice in the internationalization of higher education.

EDD 894 Special Topics in Higher Education Leadership

An opportunity for learning associates enrolled in the higher education cognate to select a particular topic of interest for in-depth focused inquiry. Learning associates will work with a faculty mentor to select the topic and develop a learning plan designed to deepen their understanding. May be repeated for additional credit when topic varies. May be repeated for up to a total of 12 semester hours.

*Learning associates may choose five courses from the list above or propose other courses that align with their learning interests related to higher education leadership.

Learning Associates

Candidates admitted to the Ed.D. program are referred to as “learning associates” rather than the more typical “students” designation. The reason for this is that the University recognizes the significant practical experiences that candidates bring with them into the program. Faculty and candidates will work together as associates in the learning enterprise by forming communities of inquiry designed to meld theory with practice. The outcome will be practitioner-scholar graduates better informed by the application of theory and research and faculty enhanced by current real-life practice.

Cohort Model



The Ed.D. program utilizes a cohort model in which learning associates will progress through the program with a common group of peers. A key element of the cohort design is a “systems” orientation that leverages individual talent to address larger regional educational issues. As part of the University’s regional stewardship focus, a significant part of the core and specialization coursework incorporates team-based activities in which learning associates will be involved in exploring regional educational issues and then, as a team, attempting to positively impact an important concern chosen by the learning associates. Further, a key assumption in this approach is that most of the important educational issues cannot be resolved through individual and isolated efforts such as are common in many traditional doctoral programs but rather must come from team and interagency efforts that increase the efficacy of the initiative.

Admissions Policy

Program Goal: The program faculty and staff will recruit and enroll educators who possess the following characteristics: demonstrated leadership ability, a capacity for academic excellence, creativity, critical and analytical thinking ability, intrinsic motivation, high standards for personal and professional performance, excellent time management and prioritization skills, communication skills, technology proficiency, collaborative skills, ability to motivate others, and a commitment to improving the quality of education for all members of the greater community.

Ed.D. in Educational Leadership Admission Requirements:

To be considered for admission to the Ed.D. program, an applicant must have:

1. A master's degree or equivalent in an applicable field from a regionally accredited institution of higher education with a minimum graduate GPA of 3.25 (on a 4.0 scale).
2. Evidence of significant professional leadership experience normally achieved over a minimum of five years.
3. In addition to the two criteria above, applicants will be evaluated for their:
 - Level of organizational or civic ambition
 - Leadership trajectory
 - Timing for pursuit of an Ed.D.
 - Fit between the candidate's hopes and aspirations and the features of our Ed.D. program

Application Process

The application process has two parts. The first consists of submission of required documents. The second part is an interview with educational leadership faculty and a writing evaluation, which includes an on-demand response to a case study or issue. Visit <http://edd.nku.edu> for more information.

A. Documents to Be Submitted

All materials for admission must be submitted to NKU's [Office of Graduate Programs](#). You may either mail application and supplemental materials to the Office of Graduate Programs or scan and e-mail them to graduate@nku.edu. A complete application for admission must include:

1. Application and paid application fee for admission to Northern Kentucky University's Graduate Programs (see Office of Graduate Programs Website for [Online Application](#)).
2. All transcripts of graduate and undergraduate courses and degrees forwarded to NKU's Office of Graduate Programs.
3. A letter of intent addressing candidate's reasons for applying to the program. In the letter, specifically address the following four prompts:

- In your role as a leader, what do you hope is your impact in your community and/or organization
 - Help us (the Ed.D. admissions committee) understand where you are in your leadership trajectory. What leadership roles have you held? What types of leadership roles do you hope to assume?
 - What makes this the right time for you to pursue an Ed.D.?
 - What makes NKU's Ed.D. program the right program for you to pursue?
- The letter should be addressed to the Admissions Committee
4. A professional vitae/resume (including educational background, employment history, awards, and accomplishments).
 5. Recommendations on Ed.D. Recommendation Form. When asking for recommendations, e-mail the Ed.D. recommendation form to three (3) people (e.g. colleague, supervisor, professor, mentor). These people will submit the form via email to edd@nku.edu. Applicants will not be able to view the recommendation forms once they are submitted.
 6. Leadership Situation Essay (500 words): Describe a significant experience in which you played a leadership role. Include as much detail as possible when answering the following questions:
 - Describe the situation as it occurred at the time.
 - What did you do in that particular situation?
 - How did you feel about the situation at the time you were experiencing it?
 - How do you feel about the situation now?
 - What would you change, if anything?
 7. If applying to the Nurse Educator Ed.D.:
 - A master's degree in nursing from a regionally accredited institution of higher education with a minimum graduate GPA of 3.25 (on a 4.0 scale).
 - Five (5) or more years of nursing leadership experience.

B. Admission Interview

After a thorough review of the completed application materials, the admissions committee will select candidates to be interviewed. Interviews will be conducted in groups or individually and will take place at times that accommodate working applicants. Following the interviews, the committee will review all available data to assess the fit and overall potential of the candidate for success in the program before making a final offer for admission. Applicants will be notified of decisions via e-mail. Questions? E-mail us at edd@nku.edu or call (859)572-7899

Initial Admission

Candidates are admitted to doctoral study on a probationary basis before being formally admitted to degree study. The decision to admit a candidate to doctoral work constitutes major commitments from the candidate, employer, and the university faculty who will advise, instruct, evaluate, and guide the candidate in the courses and dissertation studies. Candidates will take and successfully complete 18 semester hours in selected courses prior to gaining regular admission status.

Program of Study

Each learning associate, in consultation with his/her program advisor, will develop an individual Curriculum Contract . The contract will be designed to ensure completion of core and specialization areas as well as a cognate that provides a coherent emphasis in an area of interest to the learning associate. The Curriculum Contract and any revisions must have the approval of the Doctor of Education Program Director and will be filed in the Doctor of Education Office.

Comprehensive Assessment

The purpose of the Ed.D. comprehensive assessment is to evaluate the candidate's knowledge, skills, and dispositions. The specific knowledge assessed will be in the field of educational leadership. The skills assessed are in the areas in problem solving, organizing concepts and ideas, and writing effectively. Learning associates must complete the requirements for the comprehensive assessment prior to being admitted to candidacy.

The comprehensive assessment will include each of the following components:

- The determination of whether a learning associate should become a candidate to complete the program occurs during the first year.
- A learning associate (LA) must complete the required first year courses with no more than one course with grade lower than a B and a minimum 3.0 GPA. If the candidate earns an F or second course lower than a B during the first year, the LA shall be removed from the program.
- The course requirements for 810, 811, and 812 will include required assessments that must be successfully completed to pass the course.
- EDD 810 has the APA Competency Assessment. EDD 811 has the Review of Literature Assessment. EDD 812 has the Basic Statistics Assessment. Each assessment can be attempted twice.
- If the above conditions are met, the LA will be admitted as a candidate at the end of the summer of the first year. If one or more conditions are not met, the LA shall be removed from the program.

Learning associates must successfully complete each of the components of the comprehensive assessment prior to Admission to Candidacy. Learning associates will be given only one additional opportunity to pass any one of the three components if they are not successful with their initial submission(s).

(For unique and homogenous cohorts alternative assessment processes might be applied.)

What is Action Research?

There are many different definitions for action research. Some are included below. After reading these and others, you must develop your definition grounded in those cited by published researchers. You may choose to consider definitions other than those listed here. **The definition that the researcher chooses must be included in Chapter I of your dissertation proposal and dissertation.**

Although there are many types of research that may be undertaken, action research specifically refers to a disciplined inquiry done by professionals with the intent that the research will inform and change his/her/an organization's practices in the future. This research is carried out within the context of the professional's environment—that is, within the context in which the professional works—on questions that focus on substantive issues and/or challenges.

References

Craig, D. V. (2009). *Action research essentials*. San Francisco, CA: Jossey-Bass.

Action research focuses on process in order to improve practice. It is participatory in nature. It is systematic and structured. It focuses on problems, issues, or concerns present in the practicing environment. It is premised on the principle that the parties in an environment carry out the investigation themselves (Chapter I).

Ferrence, E. (2000). *Action research*. Providence RI: Brown University.

Action research is a process in which participants examine their own practice systematically and carefully, using the techniques of research. It is based on the following assumptions:

- Professionals work best on problems they have identified for themselves.
- Professionals become more effective when encouraged to examine and assess their own work and then consider ways of working differently.
- Professionals help each other by working collaboratively.
- Working with colleagues helps professionals in their professional development (p. 118).

Herr, K. & Anderson, G. L. (2005). *The action research dissertation: A guide for students and faculty*. Thousand Oaks, CA: Sage.

Action research is inquiry that is done *by* or *with* insiders to an organization or community, but never *to* or *on* them. It is a deliberate, cyclic, systematic, reflective, collective, collaborative process to a particular problematic situation. It generally requires some form of evidence be

presented to support assertions. The cyclic aspects include a plan of action, action, observation, and reflection on the observed effects (p. 3).

James, E.A., Milenkiewicz, M.T. & Bucknam, A. (2008).*Participatory action research for educational leadership: Using data-driven decision making to improve schools.* Los Angeles, CA: Sage.

The action research (AR) portion of PAR [participatory action research] is defined as a multistage type of research designed to yield practical results capable of improving a specific aspect of practice and made public to enable scrutiny and testing. This iterative process is bolstered through the strategic use of standard research methods-but AR differs from scientific research practices...the PAR view appreciates subjective reflection as a form of data, giving credence and respect to intuitively driven moments and epiphanies (p. 8).

Reason, P. & Bradbury, H. (Eds.) (2008). *The Sage handbook of action research: Participative inquiry and practice* (2nd ed.). Thousand Oaks, CA: Sage.

Action research is a family of practices of living inquiry that aims, in a great variety of ways, to link practice and ideas in the service of human flourishing... Action research does not start from a desire of changing others 'out there', although it may eventually have that result, rather it starts from an orientation of change *with* others (p. 1).

- Action research is a set of practices that responds to people's desire to act creatively in the face of practical and often pressing issues in their lives in organizations and communities;
- calls for engagement *with* people in collaborative relationships, opening new 'communicative spaces' in which dialogue and development can flourish;
- draws on many ways of knowing, both in the evidence that is generated in inquiry and its expression in diverse forms of presentations as we share learning with wider audiences;
- is values oriented, seeking to address issues of significance concerning the flourishing of human persons, their communities, and the wider ecology in which we participate;
- is a living, emergent process that cannot be predetermined but changes and develops as those engaged deepen their understanding of the issues to be addressed and develop their capacity as co-inquirers both individually and collectively (p. 3-4).

Action research is a participatory process concerned with developing practical knowing in the pursuit of worthwhile human purposes. It seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities (p. 4).

Schmuck, R. A. (2009). *Practical action research (2nd ed.)*. Thousand Oaks, CA: Sage.

Action Research	Traditional Research
Improvement	Explanation
Development	Knowledge
Perspectives	Experimentation
Local	Universal

(p. 1).

Stringer, E.T. (2007). *Action research (3rd ed.)*. Thousand Oaks, CA: Sage

Action research is a systematic approach to investigation that enables people to find effective solutions to problems they confront in their everyday lives... action research focuses on specific situations and localized solutions. Action research provides the means by which people in schools, business and community organizations; teachers; and health and human services may increase the effectiveness of the work in which they are engaged. It assists them in working through the sometimes puzzling complexity of the issues they confront to make their work more meaningful and fulfilling (p. 1).

Defense of the Dissertation

The process leading up to the defense of the dissertation includes several assessment feedback loops to measure the success of individual LAs and the impact that the process had on the success of the LA:

- ❖ The LA enrolls in EDD 849, completes a draft of the first three chapters of the dissertation proposal, and passes the course.
- ❖ The LA brings the draft dissertation feedback from the EDD 849 instructor to the LSC for discussion and recommendations.
- ❖ The LA revises the proposal. S/he requests the two faculty members of his/her Leader Scholar Community to form the dissertation committee. The committee is composed of three faculty members. One faculty member must be from outside the Counseling, Social Work, and Leadership Department.

- ❖ Once the dissertation committee approves the proposal and the IRB approves the IRB protocol, the appropriate form is completed and the proposal is filed with the Ed.D. Director. The implementation of the study may not begin prior to receiving all approvals.
- ❖ The associate enrolls in EDD 898 for the appropriate number of credit hours each semester until the dissertation is ready for defense. Semester hours are determined in consultation with the faculty who are members of the LS Community. The LA completes dissertation hours in the semesters during which the LA is completing her/his research and the writing of the dissertation.

Human Subjects Research -Review Guidelines: In accordance with federal and institutional regulations, any undertaking in which University faculty, staff, or learning associate investigates and/or collects data on human subjects for research purposes must be reviewed by the Institutional Review Board (IRB). It is the responsibility of each investigator to seek review of any study involving human subjects prior to initiation of the project. Go to <http://rgc.nku.edu/irb/IRB.php>

The Dissertation Proposal Defense: The proposal defense seminar will be open to faculty, the Leader-Scholar Community (LSC) participants, and graduate learning associates. The Leader-Scholar Community must receive the completed proposal at least one month in advance of the defense. Two copies of the proposal and a signed signature page of approval must be on file in the Ed.D. Program office. One copy and the signature page will be placed in the learning associate's file.

The approval of the dissertation proposal is reserved to the faculty who are members of the learning associate's LSC. The candidate will be notified in writing of the faculty's decision regarding the proposal. The faculty may accept the proposal in its current form, may require changes to be incorporated into the dissertation itself, or may require that the proposal be revised and resubmitted for approval. After the candidate has successfully defended the dissertation proposal, it is assumed that he/she will develop, with the guidance of the committee, a completed dissertation.

Continuous Enrollment: Doctoral learning associates must maintain continuous enrollment subsequent to passing the comprehensive assessment. Once doctoral learning associates have enrolled for dissertation credit, they must maintain continuous enrollment in a minimum of one semester hour of dissertation credit during each regular semester, including at least one summer term each year, until the dissertation has been accepted by all necessary parties.

Time to Degree: All requirements for the doctoral degree must be completed within a period of eight (8) years. Learning associates exceeding the time limit may be required to repeat the comprehensive assessment, replace out-of-date credits with up-to-date work, and/or show other evidence of being current with regard to their program of study.

Learning associates who have not completed the dissertation four years from the semester in which s/he passed the comprehensive assessment have two options to extend the time:

- Doctoral learning associates who have completed a dissertation proposal that has been accepted by the Leader-Scholar Community prior to the expiration date will be granted a one year extension upon approval.
- For those individuals who have not had a proposal approved a two year extension may be granted contingent upon program director's approval with the completion of additional prescribed course work and the appropriate parts of the comprehensive assessment.

Dissertation Committee: A Leader-Scholar Community

The Leader-Scholar Community (LSC) concept was developed at the Arizona State University (Olson & Clark, 2009)¹. This process assumes that both faculty and learning associates are experts and shareholders in the learning process. The faculty are experts in applied research, writing and scholarly literature and the learning associates are experts and responsible leaders in the particular practices and contexts in which they conduct research and effect change (Olson & Clark, p. 217).

Prior to the semester of enrolling in EDD 849, each of our cohorts will be divided into smaller groups of approximately five learning associates. Two full-time faculty members from NKU will collaborate with each group during the dissertation process (EDD 898). Each group becomes a LSC with all members agreeing to work together throughout the development of the dissertation and until its completion for each of the learning associates. In this model both the learning associates and the faculty are experts and share in the learning process

During the first two semesters of EDD 898, the LSCs will meet face to face at least once a month. These meetings will strengthen and build learning community, and give opportunities to discuss the on-going dissertation process and its challenges. Learning associates will get feedback on their writing and help each other to stay current in knowledge and outside learning opportunities. Faculty may also meet individually with the learning associates throughout this process.

The program director will meet with the LSC faculty regularly to assess the process and initiate changes that may emerge.

We believe that the LSC is a process will (1) provide our learning associates with support and guidance, and strengthen the collaboration of each cohort; (2) result in a consistent community of peers and faculty with whom our learning associates will lead and learn; (3) promote the concept of critical friends that will result in a mutually supportive collaborative; and (4) result in a higher completion rate (Olson & Clark, 2009). The approval of the dissertation proposal is reserved to the faculty who teach EDD 849 and the faculty who are members of the LSC. The approval of the dissertation is reserved to the faculty who are members of the LSC.

¹ Olson, K. & Clark, C. M. (2009). A signature pedagogy in doctoral education: The leader-scholar community. *Educational Researcher* 38, (3), 216-221.

Graduation

GPA

Learning Associates must maintain a minimum 3.00 grade point average and earn no more than two grades of C or below to remain in good standing. (A C+ is considered above a C grade.) Unfortunately, some Learning Associates do not succeed in their graduate work. We do not think it is fair to allow students to continue in a program that is unsuited to their strengths. Standards have been set for what we consider to be the minimum requirements for students to be in good standing. Should students fall below a 3.00 GPA, they will be placed on academic probation. No learning associate will be allowed to graduate with more than two C grades or below in course work that contributes to the degree program. Learning associates who have more than two C grades or below will need to repeat some course work to be in compliance with this policy.

Degree Application Deadline

All learning associates should file an Application for Graduation with the Office of the Registrar by the following dates:

Fall semester graduation; Preceding April 22
Spring semester graduation; Preceding October 22
Summer semester graduation; Preceding April 22

Consult the Office of the Registrar and the Office of Graduate Studies for current due dates.



You may obtain the form from the Office of Graduate Programs, your program office, the Office of the Registrar, or you may download a form from the graduate programs website. There is a fee that must accompany the Application for Graduation. Your fee will be the one in effect at the time you are required to apply for graduation. All learning associates submitting an Application for Graduation after the appropriate dates will be assessed and additional late fee.

Withdrawal Policy

Add/Drop or Withdrawals

The University Schedule of Classes lists the dates when you may add or withdraw from a course after completing registration. Drop/add forms are available at the Office of the Registrar; drop/add transactions are not official unless processed by that office. The regulations below apply to regular courses in fall and spring semesters. They also apply to all short courses, especially summer offerings, in a time sequence proportional to the length of the session. When adding courses, see the course-load policy for allowable limits. Unless specified by an academic department, you do not need approval to add a course prior to the published last day to add. After the published deadline for adding a course, you will be permitted to enter a course only with approval from the instructor of the course, the program director and an assistant dean of

the college offering the course. Unless otherwise required by an academic department, you do not need approval to drop a course if you initiate the drop prior to the published deadline to drop.

Course Withdrawal Grade Policy

Dates for dropping a course or adding a course are available to learning associates on the Academic Calendar posted on the NKU website <http://registrar.nku.edu/>. The dates are given for all terms for each semester. Please check this site for the correct information.

Withdrawing from the EDD Program

If, after midterm, you wish to withdraw completely from the program, you need to submit a late withdrawal form signed by the dean of your college. Instructors will be notified of the withdrawal on revised class lists or final grade rosters by the Office of the Registrar. The instructor may not issue a *W* as the final grade for you if you did not file or have processed a drop/add form with the Office of the Registrar prior to the ninth week of classes or check with the Office of the Registrar for exceptions to this policy. We understand that learning associates will experience a variety of circumstances that will force them to withdraw from all courses for one semester. However, when this occurs in two consecutive semesters, we will want to ensure that you have satisfactorily dealt with these circumstances before allowing you to enroll for a third semester. You will need to petition the Office of Graduate Programs explaining in writing why you should be allowed to enroll. The above regulations apply to fall and spring 16 week semesters. The dates for summer, eight-week fall and spring terms, and winter term adds/drops depend upon the session in which the course is taken. The specific dates are given in the Summer Schedule of Classes. The last dates to add or withdraw from a course will be printed in the Schedule of Classes for each semester.

Transfer Policy

All learning associates who want to transfer graduate credit from another institution to NKU must follow the guidelines listed below:

General guidelines: An official transcript must be received prior to consideration of the transfer request. The transcript must clearly show that the course work to be transferred was taken for graduate credit. Only credits earned from a regionally accredited institution may be transferred. Only courses in which a B or better was earned may be transferred. The grades in these courses will not be factored into your NKU GPA unless the courses were taken as part of the Greater Cincinnati Consortium of Colleges and Universities.

All transfer credits must have been earned within 8 years of the awarding of the doctoral degree: Documentation of course information must be submitted with request for transfer. This documentation can include a course syllabus or catalog description. NKU is on the semester system. Courses taken in a different system (such as quarter) will not be transferred hour for hour. One quarter hour is equal to .66 of a semester hour.

For transfer courses taken prior to matriculation into Northern Kentucky University: You should submit your request to transfer course work to the program director within the first semester you are enrolled in the program. Doing this will ensure that you will know the status of your transfer work early in our program. Waiting to submit your course work until you are close to graduation could result in a postponement of your graduation if the courses are not approved.

For transfer courses taken after matriculation into your NKU graduate program: Do not take a course for transfer without first getting written permission from the program director. As soon as the course grade has been entered, have an official copy of that transcript sent to the Office of Graduate Programs and to the program director. Submit the Transfer Credit Authorization form as soon as possible to ensure a timely decision.

Transfer of Courses

You may transfer a maximum of 9 semester hours into the EDD program. All semester hours must be from a regionally accredited institution, taken for graduate credit and posted to a graduate transcript, completed after your first master's degree, and completed with a *B* or better. The program director approves all courses to be allowed as transfer credit. The limit on transfer credit does not include any hours taken through the Greater Cincinnati Consortium of Colleges and Universities which will be considered NKU courses. The grades in transferred courses will not be factored into your NKU GPA unless taken as a part of the GCCCU. First Professional (e.g., law school and medical school) courses may be transferred into a graduate program only if: they fit into the program of study; a grade of *B* or better was earned; they were earned at a regionally accredited institution; and your advisor or program director approves the courses for transfer credit. No dissertation credits may be transferred. No credits applied to a previously earned first master's degree can be applied toward the doctoral degree.

Submission and Processing transfer request

- You must request transfer credit for work taken prior to matriculation into NKU during the first semester of enrollment in a program. Program directors will determine the approval status generally within four weeks. If the request is denied, the learning associate will be so notified in writing at that time.
- After initial approval by the program director, transfer course requests will be sent to the Office of Graduate Programs where the director will determine if the requested credit meets with University standards for transfer of graduate courses (see above for guidelines). The graduate dean will be the final arbiter where differences exist between the program director and the director of Graduate Programs.
- You will be notified by the Office of Graduate Programs of the final decision. The learning associate also will be told when the courses expire as credit toward the degree.
- Transfer request forms can be found at: <http://gradschool.nku.edu>.

Academic Policy

NKU is dedicated to creating an environment conducive to the development of educated and intellectually curious people. Cheating and plagiarism are in opposition to this environment. Therefore, we require that all work submitted by a learning associate be a product of that learning associate's own ideas and words. Plagiarism is defined as using someone else's thoughts and/or words and allowing other people to believe they are your own. It does not matter whether this is done intentionally or unintentionally. One is plagiarizing if one uses specific words, phrasing, or ideas of others without using quotation marks and citations. When paraphrasing an idea or sentence, the original source of that material must be cited. Cheating is defined as copying from someone else's exam, purchasing a paper to be submitted as your own, or using books and notes during exams (in class or take-home) when expressly forbidden to do so. These examples of cheating and plagiarism are not meant to be exhaustive. Rather they are to be used as basic guidelines for appropriate academic behavior. NKU takes academic dishonesty very seriously. A learning associate guilty of cheating or plagiarism may be given a failing grade for the assignment or course by the instructor, who can recommend suspension or expulsion from the University. Cheating and plagiarism will not be tolerated in any form. All work submitted by a learning associate must represent that learning associate's own ideas and effort; when the work does not, the learning associate has engaged in academic dishonesty.

Graduate Honor Code

This *Graduate Student Honor Code* (referred to as the Honor Code) is a commitment by graduate learning associates of Northern Kentucky University, through their matriculation or continued enrollment at the university, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the graduate learning associates of NKU will uphold professional standards of research, writing, assessment, and ethics in their areas of study.

The purpose of the Honor Code is to establish standards of academic integrity for learning associates at NKU and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each NKU learning associate is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. Learning associates must conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which learning associates uphold the letter and the spirit of the Honor Code.

By enrollment at Northern Kentucky University, all learning associates accept and acknowledge the following pledge:

"I do hereby acknowledge the existence of the Northern Kentucky University Graduate Student Honor Code. I understand that the Graduate Student Honor Code supports an environment that values integrity, honesty, and ethical conduct for all Northern Kentucky University Students. I understand that by my enrollment at Northern Kentucky University, I confirm my agreement and understanding of the policies and procedures outlined in the Graduate Student Honor Code."

Further information on the graduate code of conduct can be found at the Office of Graduate Programs website. <http://gradschool.nku.edu/>

Tuition

Program Goal: Provide a high quality, innovative, and cost-sensitive Ed.D. in Educational Leadership for fully employed regional educational leaders.

Tuition: Please refer to the [NKU tuition schedule](#) for official due dates. Tuition is non-refundable.

Other Program Provisions and Requirements

Time Limits and Leaves of Absence

The following time limits will apply for doctoral programs:

- Learning associates must complete all course work and be admitted to candidacy within 6 years of beginning the program.
- Learning associates must complete the entire program, including the dissertation, within 8 years of beginning the program.
- All transfer credits must have been earned within 8 years of the awarding of the degree.

Learning associates may petition for a leave of absence of up to one year for personal or family medical conditions. An approved leave of absence stops the clock for the learning associate's degree.

Course Repeat Option

Doctoral learning associates may repeat no more than two separate courses, and a specific course may be repeated only once.

Continuous Registration

Doctoral learning associates must be enrolled for at least one graduate credit each fall, spring and summer after being admitted to candidacy.

Waiver of Course Requirements

A program director may waive a program requirement only if the proposed waiver is not in violation of any pertinent university regulation, procedure or policy. A course might be waived under the following circumstances:

- The learning associate has already met the required course objectives through some experience which was not in the form of a transferable course.
- The program director determines that the learning associate would not benefit from the requirement.

An appropriate course waiver form must be signed by an Ed.D. program director and a copy submitted to the graduate office. If a program requirement is waived, the minimum number of hours required for the program is unaffected. In other words, another course must be substituted for the course that was waived.

Campus Resources

Library Services

Steely Library is your place for finding information, studying quietly, getting a bite to eat, working on group projects, making an appointment for research consultation, checking your e-mail, and much more. The library contains books, periodicals, and government documents in addition to providing access to e-books, electronic journals, and numerous full-text resources both on and off campus. Services include research assistance (by phone, in person, by e-mail, or by instant messaging during selected hours), interlibrary loan, access to the Internet and e-mail, and electronic reserve materials.

Facilities include computer labs on the first and fourth floor, workstations and food in the outer lobby, two computer-equipped group-study rooms, and wireless laptops for use in the building. With a current ID, learning associates may also borrow materials from area libraries in the Greater Cincinnati Library Consortium. See the homepage (<http://library.nku.edu/>) for a complete listing.

Hours will vary during University holiday periods, in summer sessions, and between semesters. For additional information about the library and its services, log on to the home page at library.nku.edu or call the information desk at (859) 572-5457. Questions may be e-mailed to refdept@nku.edu.

Kentucky Virtual University Library

All NKU students are automatically members in the Kentucky Virtual University Library, which allows access to databases and holdings of university libraries across the state. There are other

special services available as well. To learn more about these resources consult the KYVU website at www.kyvu.org and click on the link “For KYVU students.”

Kentucky Licensure

The **Education Professional Standards Board** is responsible for issuing and renewing certificates for all Kentucky teachers and administrators. The EPSB works closely with local school districts in the hiring process to ensure a properly credentialed educator in every professional position in Kentucky schools. Staff also works with Kentucky colleges and universities, out-of-state institutions, and national evaluation agencies. For detailed information on licensure procedures and standards for Kentucky, please visit their website at <http://www.kyepsb.net>.

