

**Idaho State**  
**UNIVERSITY**  
**College of Education**

Doctor of Education in Educational Leadership  
with a Concentration in Higher Education Administration

**Policies & Procedures Handbook**

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The College of Education at Idaho State University offers two doctoral degrees: the Doctor of Education (Ed. D.) in Educational Leadership and the Doctor of Philosophy (Ph. D.) in Instructional Design. This Handbook addresses policies and procedures for the Doctor of Education (Ed.D.) in Educational Leadership with a concentration in Higher Education Administration only. Separate handbooks are available for the K-12 Educational Administration program and the Ph.D. in Instructional Design.

Knowing that students enter the program with substantial knowledge, skills, abilities, and experience, the Ed.D. seeks to support the development of education professionals as scholars, researchers, and practitioners. This three-part whole provides the grounding from which all benchmarks of the doctoral candidate's educational journey, from admissions to advancement to candidacy and ultimately to program completion, are assessed.

As scholars, those who hold the Ed.D. demonstrate content mastery. As researchers, they demonstrate the application of content mastery through scholarly contributions reflecting the necessary dispositions and skills to successfully conduct meaningful education research. Finally, through guided practicum experiences, they demonstrate their ability to use acquired knowledge, dispositions, and skills as scholars and researchers in applied educational leadership settings.

#### Ed.D. Educational Leadership Standards

The mission of the Higher Education concentration in Educational Leadership in the College of Education at Idaho State University is to strengthen the State's and Nation's higher education systems and provide opportunities for current and future higher education professionals by providing a program of study that equips participants with a broad understanding of professional practice and knowledge of both history and current conditions while developing skills and dispositions fundamental to successful leadership practice. We assist in the development of knowledgeable, caring, ethical, socially-conscious, reflective educational leaders and scholar-practitioners, committed to lifelong learning and scholarship, who are able to make significant contributions to the organizations and communities they serve.

Our mission is accomplished by consciously providing highly interactive learning opportunities that foster a learning bond between faculty and students. The program incorporates high-quality, research-based, stimulating, and intellectually challenging educational experiences, utilizing available technology and appropriate assessments.

### **Belief Statements**

We believe in --

- \* the continual pursuit of excellence
- \* the crucial role of higher education as a doorway of opportunity for all of our citizens
- \* the power of higher education as an economic force locally, nationally, and globally
- \* the ability of our graduates to serve as transformational leaders
- \* honoring the experience and knowledge our students bring to the learning forum
- \* establishing lifelong relationships of service, responsibility, collegiality, and advocacy
- \* pursuing discovery, discussion, and dissemination of ideas, innovation, technology, and leadership
- \* the vitality of a program led by experienced professionals whose backgrounds blend scholarship with leadership experience
- \* continuous curricular and programmatic improvement
- \* vigorous academic research in the search for truth
- \* pursuing scholarship that explores the complexities of higher education.

The Ed.D. in Educational Leadership is aligned with two sets of standards and one set of proficiencies: The Idaho State University College of Education's Core Standards for Advanced Professionals, the Standards for the Higher Education Administration Concentration in Educational Leadership, and the Proficiencies for Advanced Professionals in the Programs in Educational Leadership at Idaho State University (Appendix H).

## I. Admissions

### A. Criteria for Admission to the Doctoral Program in Educational Leadership

1. A master's degree in education or a related field from a regionally accredited institution.
2. At least one year of professional experience in a higher education setting.
3. A minimum of a 3.5 GPA (on 4.0 scale) in all graduate courses.
4. A minimum score at the 40<sup>th</sup> percentile on the Miller Analogies Test or a minimum score at the 40<sup>th</sup> percentile on either the Verbal or Analytical Writing section of the Graduate Record Examination (GRE).

5. Submission of a letter of interest, stating why the applicant is interested in the Ed.D. program with an emphasis in Higher Education Administration.
6. Submission of current resume, including names and contact information for two professional references.
7. Successful completion of an interview with faculty in the Higher Education Administration concentration. The purpose of the concentration area interview is threefold: (a) to verify the “fit” between the applicant and program; (b) evaluate the applicant’s oral and writing skills; and (c) provide information relative to the applicant’s commitment to the educational leadership profession and doctoral study.
8. Successful performance on an on-site writing sample completed in conjunction with the interview.
9. International students who have not graduated from an accredited college or university in the United States and whose native language is not English, normally must achieve satisfactory scores on the Test of English as a Foreign Language (TOEFL) or on the International English Language Testing System (IELTS). Satisfactory TOEFL requirements for Classified admission are: **(1) Internet-based test (iBT):** a total score of 80 with a score of at least 20 on each Section (graduate assistants who teach courses must score 23 or above on the Speaking Section) on the iBT; or **(2) Computer-based test:** a total score of 213 with a score of at least 21 on Section 1 (Listening Comprehension) on the computer test; or **(3) Paper-based test:** a total score of 550 with a score of at least 55 on Section I (Listening Comprehension) on the paper test. Information about the TOEFL, including test dates and locations in international countries, can be obtained from Educational Testing Service (ETS) at [www.ets.org](http://www.ets.org). Satisfactory IELTS performance for Classified admission include scoring 6.5 or higher on the total band score. Graduate assistants who teach courses must score 6.5 or above on the speaking test component. An international student may also meet the English language proficiency requirement by achieving a Level 112 from an ELS Language Center.
10. International students who have not graduated from an accredited college or university in the United States must submit a degree equivalency evaluation.

B. Admission Process

1. The applicant must obtain application forms and directions for admission from (a) [the Idaho State University \(ISU\) Graduate School – graduate application materials](#), and (b) [the Department of School](#)

Psychology and Educational Leadership application materials (i.e., application form).

2. Applicants must submit the following application materials to the appropriate offices by the graduate application deadlines listed in the ISU Graduate Catalog.

a. The official ISU graduate application to the ISU Graduate School for admission as a classified graduate student.

b. Official transcripts of all graduate and undergraduate academic work to the ISU Graduate School.

c. The official scores of Graduate Record Examination or Miller Analogies Test to the ISU Graduate School.

d. The College of Education –Department of School Psychology and Educational Leadership application for admission and required documents to the Department of School Psychology and Educational Leadership.

3. When an application for admission to the Doctoral Program in Educational Leadership is received, it will be examined for completeness by the ISU Graduate School and Department of School Psychology and Educational Leadership proposed concentration area. If items or information are missing, the applicant will be informed in writing. Completed applications are reviewed by faculty in the proposed concentration area.

4. The department administrative assistant will schedule an interview and writing session with the applicant. Interviews and writing sessions will generally be in person; however, telephone, online, or video conferencing interviews may be utilized under special circumstances, as determined by the program area leader in the concentration. The interview and writing session will take approximately 2 hours.

5. The faculty in the proposed area of concentration will evaluate the eligibility of the applicant and submit a recommendation through the Department of School Psychology and Educational Leadership to the Dean of the College of Education and then to the ISU Graduate School.

6. The College of Education Department of School Psychology and Educational Leadership reviews admission exception requests and appeals to the admission process.

7. Upon admission to the program and completion of the first course in the program after admission, the program requirements outlined in the current academic year's Graduate Catalog will apply to a candidate. Alternatively, a candidate may choose a subsequent catalog year.

C. Notification of Admission

1. Applicants making application for graduate program admission will be notified of their acceptance or rejection via a letter from the ISU Graduate School.

2. Upon acceptance, the Department of School Psychology and Educational Leadership will inform applicants of the following:

- a. Assigned advisor's name, office address, telephone number, and email.
- b. Any performance conditions of admission.

3. Upon receipt of admission information, it is the doctoral candidate's responsibility to contact and set up an initial meeting with her/his assigned advisor during the first semester of doctoral study. At that meeting, the student and advisor shall begin to develop a Program of Study.

4. It is the doctoral candidate's responsibility to file an initial Program of Study form with the Department of School Psychology and Educational Leadership upon completion of 18 semester hours of doctoral course work. The advisor's signature is required. Program of Study forms can be obtained from the student's advisor.

II. Program Requirements

A. Program Planning and Approval

1. It is the doctoral candidate's responsibility to work with her/his advisor to ensure that College of Education – Educational Leadership core and concentration area course requirements are completed. Substitutions are normally not allowed for core courses. Concentration area substitutions must be approved by the candidate's advisor and concentration area faculty prior to the candidate registering for such classes.

2. Students may change advisors at any time during the program. The initial advisor assignment is to provide the student with assistance in completing the Program of Study. Requests to change advisors must be

made in writing and submitted to the Department of School Psychology and Educational Leadership.

3. The advisor, in consultation with the concentration area, is empowered to:

- a. Plan the Program of Study with the candidate.
- b. Determine deficiencies, if any, and prescribe their remediation.
- c. Determine applicable transfer of credit where appropriate.
- d. Assist the candidate in identifying and securing a dissertation committee chair or co-chairs. The dissertation chair may or may not be the candidate's originally assigned advisor. The dissertation chair should be a faculty member who has either background or interest in the student's proposed dissertation topic.

B. Program of Study

a. The candidate's program of doctoral studies must include minimum credits of course work as specified in the following areas:

(1) Doctoral Core Courses (18 credits)

- EDLP 7700 Change Strategies 3 cr
- EDLP 7721 Intermediate Statistics in Education Or approved equivalent 3 cr (prereq: EDUC 6610 or equivalent)
- EDLP 7703 Leadership & Organizational Development 3 cr
- EDLP 7705 Advanced Research Design (qualitative) 3 cr
- EDLP 7706 Advanced Research Design (quantitative) 3 cr (prereq: EDLP 7721 or equivalent)
- EDLP 8800 Seminar 1 cr
- EDLP 8801 Capstone Seminar 1 cr
- EDLP 8830 Comprehensive Examination 1 cr (see E below)

(2) Higher Education Admin. Concentration (24 credits)

- EDLH 7730 History and Philosophy of Higher Education 3 cr
- EDLH 7731 Law in Higher Education 3 cr
- EDLH 7732 College and University Curriculum 3 cr
- EDLH 7733 Finance in Higher Education 3 cr
- EDLH 7734 Issues/Trends in Higher Education 3 cr

EDLH 7736 Instructional Leadership and Faculty Affairs in  
Higher Education 3 cr

EDLH 7737 Practicum 3 cr

EDLH 7738 Assessment/Accountability in Higher Ed. 3 cr  
Higher Education Administration Electives (3 credits)

Possible electives:

COUN 6680 Foundations of Student Affairs 3 cr

EDLC 7730 The Modern Community College 3 cr

EDLH 7735 Government and External Relations 3 cr

EDLH 7739 Higher Education Leadership: Strategies and  
Enrollment Planning, Governance, and Institutional  
Research 3 cr

Other approved Higher Education course

(3) Cognate Courses (9 credits)

A minimum of 9 graduate level credits (500 level or above);  
MAY include up to three (3) credits taken as part of a  
previous graduate degree, if appropriate. The cognate  
should be a cohesive set of courses outside the program  
that either builds upon an area of expertise or introduces the  
candidate to a new area. The cognate and the courses that  
are to comprise it are to be determined prior to cognate  
study enrollment in consultation with the student's advisor  
and confirmed by the Higher Education Administration  
faculty. A candidate who holds a second master's degree  
fulfills the cognate with that degree.

(3) Dissertation (minimum of 10 credits) EDLP 8840 /  
8850.

(4) As stated, course substitutions are normally not  
allowed in the core course area, while equivalent courses  
are acceptable. Concentration area substitutions may be  
considered in consultation with the candidate's advisor and  
concentration area. Appeals for exception to this policy are  
brought to the Department of School Psychology and  
Educational Leadership.

b. A minimum of 30 semester credits of coursework and 10  
dissertation credits must be completed at ISU to receive the Doctor  
of Education in Educational Leadership from ISU.

c. The recommended sequence for core and concentration courses is in Appendix (I). Although there are no formal pre-requisites for most core (exceptions: EDLP 7706 and 7721) or concentration courses, the content of the program will be clearer to students who take the courses in the recommended sequence.

C. Grade Point Average

The student must maintain a 3.2 grade point average to qualify for the Doctor of Education. During the program, two grades of C+ or below during the entire program will result in Department of School Psychology and Educational Leadership review of student performance with the possibility of dismissal.

D. Residency & Continuous Enrollment

The student must meet [the University](#) and [College of Education residency requirements](#), which include completion of a minimum of 30 doctoral course work credits and a minimum of 10 dissertation credits at ISU. Continuous enrollment in doctoral coursework from matriculation to program completion is expected of all doctoral students. Exceptions to the continuous enrollment requirement, either in the form of a “leave of absence” or a “furlough,” may be granted by a majority vote of the departmental faculty for special situations and must be requested in writing. A leave of absence for one semester/summer term must be requested in writing, include rationale, and approved by the advisor, program leader, and department chair. Furloughs for more than one semester/summer term must be requested in writing, include rationale, and be approved by a majority vote of the concentration area faculty. Once a candidate enrolls in dissertation credits, any “leave of absence” or “furlough” must also be approved by the ISU Graduate School.

E. Comprehensive Written Examination

1. The following conditions must be met prior to the student taking the Comprehensive Written Examination:

a. The student must have completed all course work and have no "Incomplete" grades outstanding. Exceptions are considered in cases in which the ongoing or remaining course work is not addressed in the examination (e.g., practicum or cognate).

b. The candidate must have at least a 3.2 grade point average. The advisor checks the GPA prior to signing the NOI and POS.

c. The candidate and the advisor must complete and sign a Program of Study (POS). Refer to the Appendix or [http://ed.isu.edu/elid/elid\\_resources.shtml](http://ed.isu.edu/elid/elid_resources.shtml).

d. The candidate must work with her/his advisor to submit an official Comprehensive Exam Notice of Intent (NOI) (see [Appendix E](#)), and a Program of Study in the area of concentration, no later than 30 days in advance of the scheduled examination date. The Notice of Intent and Program of Study will then be sent, with appropriate signatures, to the Department of School Psychology and Educational Leadership, then forwarded to the Dean of the College of Education for signatures. Copies of the Notice of Intent and the Program of Study will be kept by the candidate, the area of concentration, and the Department of School Psychology and Educational Leadership.

e. The NOI and POS serve as formal notification from the candidate and advisor of the candidate's readiness to sit for the Comprehensive Written Examination.

f. Candidates register for EDLP 8830 Comprehensive Examination 1 credit for the semester in which they write the comprehensive examinations. If candidates fail the examinations and must retake them in a subsequent semester, they register again for EDLP 8830.

2. The following format will be followed in the delivery of the Comprehensive Written Examination:

a. The comprehensive examination shall be written on two days (usually the third Friday/Saturday of each semester), unless the alternative concentration exam option is chosen. Each examination day will consist of two, four-hour sessions (typically 8:00 a.m. to 12:00 p.m. and 1:00 p.m. to 5:00 p.m.).

b. The prompts on the first examination day address the Educational Leadership core curriculum. The core prompts may be integrated, covering more than one area of the core curriculum. If the candidate chooses the alternative concentration exam option, the alternative exam packet will be handed to the candidate at the close of the first examination day.

The prompts on the second examination day address the Higher Education Administration concentration area curriculum. The

concentration area prompts will be developed by instructors in each concentration area.

c. Comprehensive Written Examinations are conducted on campus, using ISU computers to word-process examination responses. Basic computer competency (word processing, file management) is expected. Exceptions to this condition must have the approval of the Department of School Psychology and Educational Leadership.

d. Alternative Doctoral Comprehensive Examination Process

The alternative exam process is in the form of a case analysis. A case, selected by the candidate's advisor, in coordination with one other concentration area faculty member, will be distributed to the student upon completion of the Core examination session (generally the first day). Specific case analysis instructions and the case analysis rubric will be distributed with the case to help guide the production of the written case analysis document. A candidate will have 4 weeks to prepare and submit the case analysis. The written analysis will be reviewed and assessed by the same faculty committee of two (the student's advisor and one other concentration area faculty member).

3. The following criteria are used to evaluate the Comprehensive Written Examination:

a. Comprehensive exam responses are evaluated by at least two faculty members per question.

b. Response rubrics are utilized for each prompt to evaluate the responses.

c. A minimum score of 80 out of 100 is required to pass each response. An average score of at least 90 constitutes a **high pass**. In instances when one faculty member scores the exam as passing and the other does not, the two faculty will meet to review the response and attempt to reach consensus as to whether or not a passing score has been achieved. In cases where disagreement persists, a third faculty reader will be recruited to evaluate the response.

4. The following criteria are used to determine whether a candidate has passed the Comprehensive Written Examination and may advance to candidacy (please see Appendix F):

- a. Candidates must pass all of the responses in each section (core and concentration area) to pass the exam and advance to candidacy.
- b. Candidates who fail 50% or more of the responses in a section (core or concentration area) fail that section and must sit for (retake) that section of the examination within one calendar year, during the regularly scheduled Comprehensive Written Examination.
- c. Candidates who fail less than 50% of the responses in a section (core or concentration area) will be required to rewrite a response to the prompt that was not passed within six weeks of notification of the scoring. The Comprehensive Examination Coordinator will schedule the rewrite date in consultation with candidates who must rewrite a response. A candidate who fails only one response in each section, core and concentration, will rewrite each response on the scheduled date.
- d. Candidates are allowed one exam retake/rewrite (i.e., two tries at the Comprehensive Written Examination). The candidate and advisor review the failed exam responses to assist the candidate in understanding how the exam needs to be improved. The retake/rewrite is scored by two faculty readers. If the response earns two failing scores, the readers determine whether the response's weaknesses need to be addressed in an oral examination. If that decision is reached, the candidate's advisor will work with the candidate, exam coordinator, and the readers to schedule the oral examination. The readers may determine that the failed response will result in the departmental review described in section f. below.
- e. Failure to pass the alternative case analysis will result in a) revision and resubmission of the analysis, b) scheduling an oral examination, or c) both.
- f. Failure to pass the Comprehensive Written Examination in the second attempt will result in a review of the candidate's doctoral program status by the faculty of the Department of School Psychology and Educational Leadership. The faculty shall make recommendations for such options as an oral examination, remediation with additional course work, or dismissal from the program, depending on the situation.

g. Candidates will be notified in writing regarding their Comprehensive Written Examination results. A copy of this notice will be sent to the candidate's advisor, Department of School Psychology and Educational Leadership, and if/when advanced to candidacy, forwarded to the ISU Graduate School along with the Program of Study.

h. See Comprehensive Examination flow chart in [the Appendix](#).

i. Academic Honesty: "Dishonest conduct is unacceptable. Academic dishonesty includes (but is not limited to) plagiarism and cheating." For more information refer to the ISU Student Handbook: <http://www.isu.edu/studenta/handbook/conduct.shtml>.

Also, see the ISU Faculty and Staff Handbook, Part 6, Sec. IX, page 6.9.1 for definitions of cheating and plagiarism: [http://www.isu.edu/fs-handbook/part6/6\\_9/6\\_9.html](http://www.isu.edu/fs-handbook/part6/6_9/6_9.html).

#### F. Advancement to Degree Candidacy

1. The candidate may be considered for Advancement to Candidacy when the following criteria have been met:

- a. Comprehensive Examinations have been passed.
- b. All course work has been completed and grades of "I" and/or "IP" in courses taken have been removed. There should be no 8850s.
- c. The approved Program of Study has been filed with the Department of School Psychology and Educational Leadership forwarded to the ISU Graduate School.

2. A letter of notification of Advancement to Candidacy will be sent to the candidate by the Department of School Psychology and Educational Leadership once the above criteria have been met.

### III. Dissertation

#### A. Dissertation Committee

1. A Dissertation Committee comprised of at least five members, all of whom must have at least Allied Graduate Faculty status at ISU, shall be formed for each candidate and shall include the following:

- a. Typically, 3-4 faculty members from the College of Education, normally at least two of whom are from the area of concentration (one of whom is the major advisor).
  - b. A Graduate Faculty Representative (GFR), as requested by the candidate, advisor, and concentration area, or assigned by the ISU Graduate School.
  - c. Additional members may be added, providing they have ISU Allied Graduate Faculty status and are acceptable to the candidate, dissertation committee chair, area of concentration, Dean of the College of Education, and Dean of the Graduate School.
2. The candidate shall select members of the dissertation committee with the advice and consent of the major advisor and concentration area.

B. Dissertation Proposal

1. Candidates should refer to the Graduate School's [\*Instructions for Preparing Theses, Dissertations, DA Papers and Professional Projects\*](#) in preparing the dissertation proposal and final dissertation.
2. The candidate submits a pre-proposal prospectus to his/her advisor (guidelines will be available in EDLP 8801) outlining the proposed study.
3. The formal dissertation proposal may take place **ONLY after** the candidate has been advanced to candidacy and generally should take place within one calendar year of advancement to candidacy. Dissertation proposals may be presented twice. The second presentation must be within six months of the first presentation. Failure to gain Dissertation Committee approval to move forward from the proposal can result in dismissal from the doctoral program. Typically the dissertation proposal is comprised of the first three chapters of the proposed dissertation in substantially final form (inclusive of [the human subjects approval application](#) and all associated documents—approval may be pending).
4. The dissertation proposal meeting shall take place with the candidate and all members of the Dissertation Committee. It is the candidate's responsibility (in coordination with her/his advisor) to schedule this meeting.
5. The candidate will present the dissertation proposal to the Dissertation Committee for review, suggestions, and formal approval.

6. A copy of the approved dissertation proposal will be placed in the candidate's concentration area file.

7. A dissertation proposal approval form will be completed at the conclusion of this meeting (assuming the proposal has been approved), and placed in the candidate's concentration area file, with copies forwarded to the Department of School Psychology and Educational Leadership and Dean of the College of Education. A copy of this form appears in [Appendix G](#).

8. If the research involves human subjects, approval must also be received from the [ISU Human Subjects Committee](#). This approval must come prior to data collection. (The human subjects approval process/application is typically initiated at the pre-proposal stage and presented during the dissertation proposal meeting.)

#### C. Dissertation Preparation

Candidates will complete the dissertation as follows:

1. Meet with their Dissertation Committee Chair as necessary during the process of the research to report progress and to discuss questions or problems.

a. The Dissertation Committee Chair and other committee members must reach consensus as to when the dissertation and the candidate are ready for the oral defense.

b. The dissertation must follow the latest APA guidelines and must follow the ISU Graduate School [Instructions for Preparing Theses, Dissertations, Doctor of Arts Papers and Professional Projects \(using the digital/electronic guidelines\)](#).

c. The ISU Graduate School requires that the final dissertation draft be submitted two weeks prior to the oral defense. This program requires an additional two weeks. Thus the candidate shall submit the final draft to the full Dissertation Committee at least **four weeks** prior to the oral defense. Each committee member will be asked to submit any major concerns about the draft to the chair at least two weeks prior to the oral defense. Major concerns may necessitate a postponement of the oral defense, which the chair will determine after consultation with committee members.

D. Dissertation Defense

1. As required by the ISU Graduate School, the oral defense must be held at least **two weeks** prior to the end of the semester in which the candidate plans to graduate; the program policy is to defend four weeks prior.
2. Candidate responsibilities prior to the defense:
  - a. Candidates are responsible for adherence to all sections of this *Doctoral Program in Educational Leadership Policies and Procedures Handbook* and must work with their Dissertation Committee Chair to ensure that all procedural and substantive requirements for the defense are met.
  - b. Candidates shall take responsibility, in coordination with their Dissertation Committee Chair, for scheduling the defense at a time when all members of the committee can attend.
  - c. Candidates shall work with their Dissertation Committee Chair to ensure that all requirements have been met, a room has been reserved, and a two-hour time block scheduled for the dissertation defense.
3. The purposes of the dissertation defense include:
  - a. Demonstrating knowledge of the research and methodologies employed in the study.
  - b. Interrelating the research with course work in educational leadership and the area of concentration.
4. Announcement of the Defense
  - a. The area of concentration shall distribute the announcement of the oral defense to the Department of School Psychology and Educational Leadership, Dean of the College of Education, Graduate School, and the ISU faculty at least **two weeks** prior to the scheduled defense (ISU faculty announcement to be achieved by posting to [the on-line faculty bulletin board](#)).
  - b. This announcement shall include the candidate's name, the title of the dissertation, a copy of the abstract, the names of the Dissertation Committee members, and information as to the date, time, and place of the defense. The Graduate School encourages

the use of the Dissertation Flyer announcement templates available on the Graduate School webpage.

5. Participation at the Defense

- a. Family members, friends, other doctoral students, and interested others may attend the presentation part of the dissertation defense. A short question-and-answer session may follow this presentation.
- b. Only members of the Dissertation Committee are present to question the candidate during the dissertation defense stage; other audience members are asked to leave prior to the defense. Only members of the Dissertation Committee may vote upon the award of the degree.
- c. ISU Graduate Faculty members are invited to attend the oral defense as observers and may participate as authorized by the dissertation chair.
- d. dissertation defense:
  - (1) Opening remarks and explanation of defense format – chair
  - (2) Candidate dissertation presentation
    - The dissertation presentation should last no more than 30 minutes.
    - The presentation should include visual aids (e.g., a PowerPoint presentation)
    - Typical presentation content:
      - Title of the study
      - Statement of purpose
        - Research questions, goals, hypotheses
        - Definitions – as needed
        - Limitations/ delimitations/ assumptions
      - Highlights of the literature reviewed
      - Brief outline of the methodology used
      - Results review
      - Key points – discussion

- Conclusions & recommendations
- Questions for further inquiry

(3) Questioning: After guests leave the room, the chair shall determine the order in which members will question the candidate. Members may ask questions out of turn for points of clarification.

e. In cases of emergency when a committee member cannot attend the defense, the Dean of the Graduate School in consultation with the chair of the Dissertation Committee will appoint a substitute.

## 6. Deliberations

a. Following the presentation and questioning and any final summary comments by the candidate, all persons (including the candidate) except the Dissertation Committee members will be excused from the room.

b. The deliberations provide the Dissertation Committee members with the opportunity to express any concerns about the integrity or quality of the dissertation and the candidate's defense.

c. When a Dissertation Committee member desires clarification of a point, the candidate may be called back to the room to address the point.

d. During the deliberations the Dissertation Committee must decide if the candidate:

(1) Successfully defended the dissertation.

(2) Passed the defense, but some revisions of the dissertation are needed.

(3) Failed the defense.

e. If circumstances beyond the candidate's control are present that materially affect his/her ability to defend the dissertation, the Dissertation Committee may suspend deliberations and the candidate given a second opportunity to complete the defense at a later date.

f. A candidate failing the dissertation defense may be allowed to re-defend the dissertation if the Dissertation Committee so advises. The re-defense is to take place no sooner than the succeeding semester, and no later than the subsequent third semester.

7. Finalizing the Defense

a. Following the deliberations and the vote, the candidate will be asked to return to the room, where the Dissertation Committee Chair will announce the decision.

b. Dissertation Committee members state whether there are any necessary revisions to the dissertation and provide a complete, clear, and accurate listing of required revisions.

c. If it is determined that the candidate has passed the defense, all members of the Dissertation Committee shall sign the signature pages. The Graduate School requires that all copies of the dissertation include original signatures on the signature page.

d. The Report of Oral Examination must be returned to the ISU Graduate School by the Graduate Faculty Representative within 24 hours of the oral defense.

e. After a successful oral defense of the dissertation, the candidate will make the changes required by the dissertation committee and prepare a printed copy for the Ed.D. Program and/or electronic copy edited for final printing and binding, as dictated by Graduate School policy in force at the time of the defense.

f. If Human Subjects Committee approval was required for the research, the candidate must file a final report (HSC Protocol Reporting Form MS 8130) with the HSC.

IV. Application for Graduation

The following is a summary of the requirements of the ISU Graduate School. (Consult the [ISU Graduate Catalog](#) and [Graduate School](#) for further clarification, elaboration, and policy/procedure updates.)

A. Submission of Application for Graduation

Within the first two weeks of the semester in which the candidate expects to graduate, she/he must submit an application for graduation. This is to be done

online via the Graduate School webpage. (The summer session deadline is June 15 for summer graduation.)

B. Submission of Official Transcripts

Degree applicants must submit all official transcripts including transcripts of transfer credits to the Graduate School before advancement to candidacy.

C. Submission of Dissertation

Degree applicants must submit final copies of the dissertation to the ISU Graduate School. Stipulations and instructions are found in the ISU Graduate School manual: *Instructions for Preparing Theses, Dissertations, Doctor of Arts Papers and Professional Projects (using the digital/electronic guidelines)*, available online at <http://www.isu.edu/graduate/graduation.shtml>.

D. Submission of Required Documents to the Graduate School

It is the candidate's responsibility to see that all documents required for graduation are submitted to the Graduate School in accordance with all deadline dates published by that office.

## APPENDIX A

### CHRONOLOGY OF EVENTS

<u>Procedure</u>	<u>Deadline</u>	<u>Checklist</u>
Admission	Before Enrollment	_____
Application for admission ISU Graduate School		
-Application		_____
-Official Transcripts		_____
-Official Test(s)		_____
Application for admission College of Education/Educational Leadership		
-Application		_____
-Current Resume		_____
-Writing Sample		_____
-Letter of Interest		_____
Concentration Area Admission Interview and Writing Sample		_____
Admission Notification		_____
Advisor Assignment	Upon admission	_____
Meet with Advisor to outline expected Program of Study (POS)	Prior to start of classes	_____
Course Work <b>(continuous enrollment from matriculation to program completion – including dissertation - is required!)</b>	Typically 3-5 years	_____
Comprehensive Examination Notice of Intent (NOI)	Prior to or during or final semester of course work	_____
Final Program of Study (POS)	Filed with NOI	_____
Solidify Dissertation Committee	Upon completion of comp exams	_____
Comprehensive Examination	Normally after final semester of course work	_____
Final Transcripts	Submit official transcripts	_____

Advancement to Candidacy -POS forwarded to the ISU Graduate School	Upon successful completion of the comprehensive examination	_____
Dissertation Pre-Proposal	After successful completion of the comprehensive examination	_____
Dissertation Proposal	After successful completion of the comprehensive examination	_____
Human Subjects Application	Prior to data collection	_____
Dissertation Research	Candidates have <b>5 years</b> to complete doctoral work after advancement to candidacy	_____
HSC Form 8130	Candidate files Form 8130 with the HSC update after six months and annually after approval	_____
Dissertation Defense	Candidate responsibility -coordinate scheduling (date, time, location, etc.), with advisor & dept. secretary -finalize & distribute defense draft at least <b>4 weeks</b> prior to the defense -draft & approve defense announcement in coordination with advisor and dept. secretary at least <b>2 weeks</b> prior to the defense -prepare defense presentation	_____ _____ _____ _____ _____
Graduation	Candidate responsibility: Apply for graduation through the ISU Grad School ( <b>due 2 weeks into the semester</b> ) -finalize approved dissertation -submit approved dissertation as directed by the ISU Graduate School ( <b>due within 2 weeks of successful defense</b> ) <b>-file HSC Form 8130 Final Report</b>	_____ _____ _____ _____ _____
Celebrate!!!	Graduate Responsibility!!!	_____

**APPENDIX B**

**APPLICATION FOR ADMISSION TO  
THE COLLEGE OF EDUCATION DOCTORAL PROGRAM  
IN EDUCATIONAL LEADERSHIP**

**ISU College of Education  
Doctoral Program in Educational Leadership**

**Application for Program Admission**

**Personal Information**

Name: \_\_\_\_\_  
Last Name First Name Middle Initial

Address: \_\_\_\_\_  
Number and Street

\_\_\_\_\_ City State Zip Code Phone

Social Security Number: \_\_\_\_\_ Email: \_\_\_\_\_

**Planned Area of Concentration** (check one)

\_\_\_\_\_ Educational Administration \_\_\_\_\_ Higher Education Administration  
\_\_\_\_\_ Instructional Technology

**Educational History** (list the highest degree first)

Degree	University or College	Year Degree Conferred

**Employment History**

<b>Position Held</b>	<b>Location (City and State)</b>	<b>Years in Position</b>

**References** (Individuals who can comment on your employment and academic experience)

<b>Name</b>	<b>Address</b>	<b>Telephone</b>

**Documents Required**

1. Current curriculum vitae.

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_

It is the policy of ISU to provide equal educational and employment opportunities, services, and benefits to students and employees without regard to race, color, sex, religion, or handicap in accordance with Title VI of the Civil Right Act, Title IX of the Education Amendments, the Vietnam Era Veterans Readjustment Assistance Act, Section 504 of the Vocational Rehabilitation Act, and Sections 799A and 845 of the Public Health Service Act, where applicable. ISU is an Equal Opportunity Affirmative Action Institution and complies with the Family Education Rights and Privacy Act.

## **APPENDIX C**

ADMISSIONS AND APPLICATION PROCESS FOR [GRADUATE STUDIES AT ISU](#)

(ISU Graduate School Application)

<http://www.isu.edu/graduate/admissions.shtml>

[APPLICATION FOR GRADUATION FROM ISU](#)

<http://www.isu.edu/graduate/gradapp.shtml>

## **APPENDIX D**

[PROGRAM OF STUDY](#)

(NEXT PAGE)

**College of Education Program of Study  
Doctor of Educational Leadership in Higher Education**

**Bengal ID**  **Last Name**  **First Name**

**Address**     **Telephone**

**Major Advisor**  **Second Member**

**Graduate Faculty Representative**  **Planned Graduation Date**

Plan		Plan Notes				
Course	Title	Credits	Grade	Semester	Year <i>(four digit)</i>	Institution or Substitution
<b>Required Core Professional Studies (18 Credits)</b>						
EDLP 7700	Change Strategies	3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
EDLP 7701	Advanced Statistics in Education (or Equivalent)	3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
EDLP 7703	Leadership & Organizational Development	3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
EDLP 7705	Advanced Research Design I (qualitative)	3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
EDLP 7706	Advanced Research Design II (quantitative)	3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
EDLP 8800	Doctoral Seminar	1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
EDLP 8801	Capstone Seminar	1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
EDLP 8830	Comprehensive Exam	1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Dissertation (10 Credits)</b>						
EDLP 8850	Dissertation	10	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Higher Education Administration (24 Credits)</b>						
EDLH 7730	History and Philosophy of Higher Education	3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
EDLH 7731	Law in Higher Education	3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
EDLH 7732	College and University Curriculum	3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
EDLH 7733	Finance in Higher Education	3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
EDLH 7734	Issues/Trends in Higher Education	3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
EDLH 7736	Instructional Leadership/ Faculty Affairs in HE	3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
EDLH 7737	Practicum	3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
EDLH 7738	Assessment/Accountability in Higher Education	3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Cognate Study (9 Credits)</b>						
<input type="text"/>	<input type="text"/>	3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Electives (3 Credits)</b>						
<input type="text"/>	<input type="text"/>	3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

_____ <b>Candidate</b>	_____ <b>Date</b>	_____ <b>Department Chair</b>	_____ <b>Date</b>
_____ <b>Advisor</b>	_____ <b>Date</b>	_____ <b>Dean College of Education</b>	_____ <b>Date</b>
_____ <b>Dean of Graduate Studies</b>	_____ <b>Date</b>		

## APPENDIX E

### NOTICE OF INTENT TO TAKE DOCTORAL COMPREHENSIVE EXAMINATION

STUDENT NAME: \_\_\_\_\_ ID NUMBER: \_\_\_\_\_

MAILING ADDRESS: \_\_\_\_\_  
\_\_\_\_\_

PHONE NUMBER(S): \_\_\_\_\_

E-MAIL ADDRESS: \_\_\_\_\_

Concentration Area: \_\_\_\_\_ Educational Administration  
\_\_\_\_\_ Higher Education Administration  
\_\_\_\_\_ Instructional Technology

Please place an "X" before the exam you wish to schedule. (Note: you MUST be finished with course work to sign up for the examination. This form and your final Program of Study MUST be filed with the Department of Educational Leadership & Instructional Design 30 days in advance of the planned exam date.)

\_\_\_\_\_ September X & X, 20XX (end of 3<sup>rd</sup> week of Fall semester)

\_\_\_\_\_ January X & X, 20XX (end of 3<sup>rd</sup> week of Spring semester)

Also, please mark which exam format you choose:

\_\_\_\_\_ Traditional Comprehensive Examination  
\_\_\_\_\_ Alternative Comprehensive Examination

Once you have completed this form and Program of Study, signed both by you and your advisor, please turn them in to the Department of Educational Leadership & Instructional Design before the date stated in your letter. Providing requirements are met, the department chair will sign, provide copies to the comprehensive examination coordinator, and send the originals to the Dean of the College for a signature. Originals will be returned to the department for your file.

You may postpone/reschedule your examination if need be, but MUST notify your advisor of your wish to do so.

You may NOT proceed to the formal dissertation proposal meeting until after you have passed the comprehensive examination.

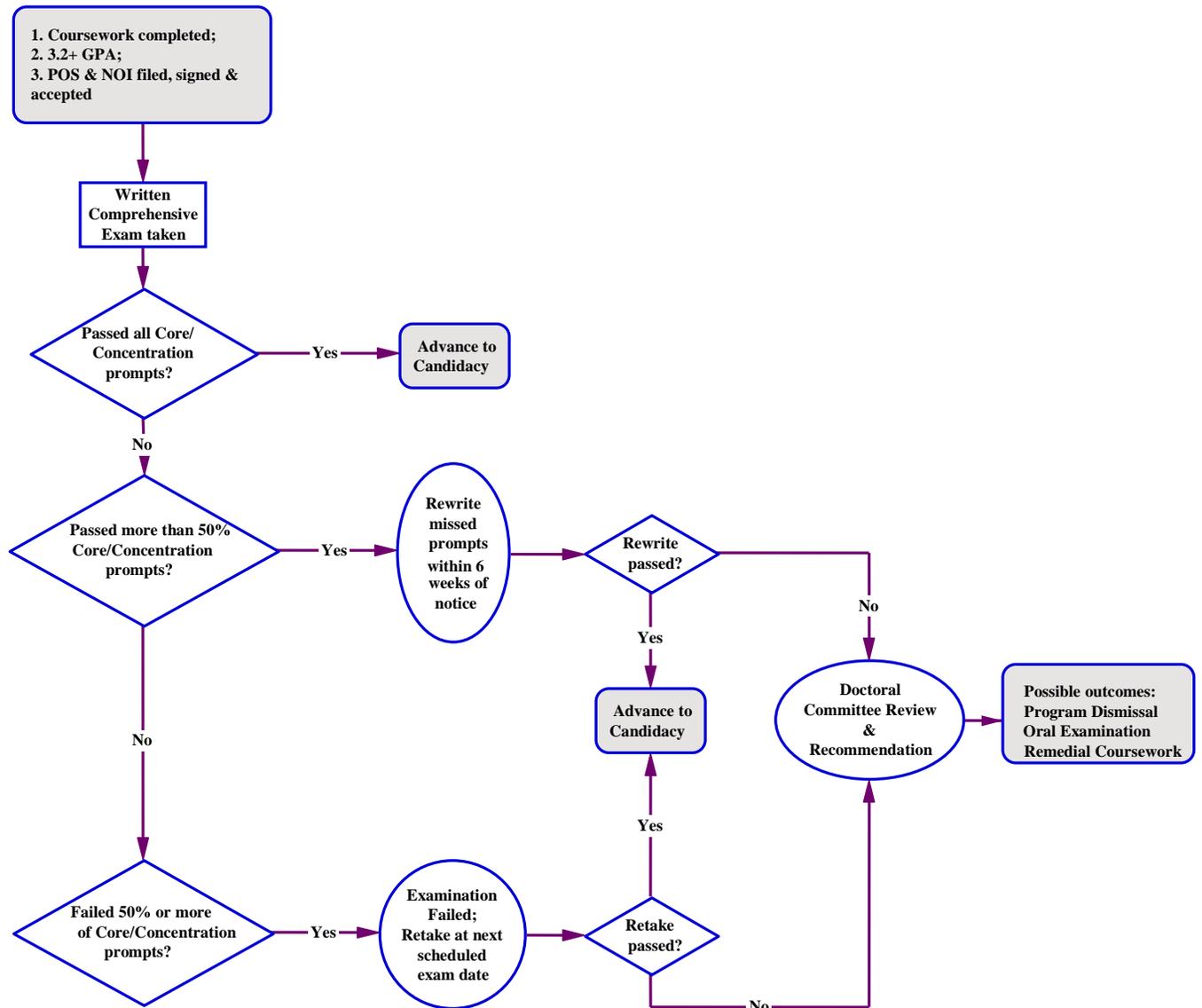
\_\_\_\_\_  
Candidate Date Advisor Date

\_\_\_\_\_  
Concentration Area Leader Date

\_\_\_\_\_  
Chair, Ed. Leadership & Instr. Design Date Dean, College of Education Date

## APPENDIX F

### COMPREHENSIVE EXAMINATION FLOW CHART



**APPENDIX G**

**DISSERTATION PROPOSAL APPROVAL FORM**

<b>DOCTORAL DISSERTATION COMMITTEE</b>	
CONCENTRATION AREA (check those that apply)	
Educational Administration (K-12)	_____
Higher Education Administration	_____
Instructional Technology	_____
DOCTORAL CANDIDATE	_____
COMMITTEE CHAIR	_____
COMMITTEE MEMBER or CO-CHAIR (optional)	_____
COMMITTEE MEMBER	_____
COMMITTEE MEMBER	_____
GRAD FACULTY REP	_____
PROPOSAL MEETING LOCATION	_____
DATE/TIME	_____
_____	_____
(Signature Doctoral Candidate)	(date)
_____	_____
(Signature Committee Chair)	(date)
_____	_____
(Signature Concentration Area Leader)	(date)
_____	_____
(Signature Educational Leadership Chair)	(date)
_____	_____
(Signature Dean of the College of Education)	(date)

## APPENDIX H

### STANDARDS FOR THE HIGHER EDUCATION CONCENTRATION IN EDUCATIONAL LEADERSHIP AT IDAHO STATE UNIVERSITY

A leader in higher education promotes the success of all candidates, faculty, and staff in higher education institutions by adhering to the following standards:

#### **Standard 1. Visionary and Strategic Leadership**

A higher education leader facilitates the development, articulation, and implementation of a vision and a mission for the higher education organization that are shared and supported by the organization's stakeholders.

#### **Standard 2. Instructional Leadership**

A higher education leader advocates, nurtures, and sustains a higher education organization's culture and climate and instructional program conducive to student learning and staff professional growth.

#### **Standard 3. Management and Organizational Leadership**

A higher education leader promotes a safe, efficient, and effective learning environment and manages the higher education organization's operations and resources for the good of all stakeholders.

#### **Standard 4. Community and Campus Partnerships**

A higher education leader understands and collaborates with the larger campus community, responds to diverse student needs, and mobilizes campus resources to meet student needs.

#### **Standard 5. Professional and Ethical Leadership**

A higher education leader acts with integrity and fairness and in an ethical manner and advocates such behavior for all.

#### **Standard 6. Governance and Legal Leadership**

A higher education leader understands, responds to, and influences the larger political, social, economic, financial, legal, and cultural context of higher education.

**CORE STANDARDS for ADVANCED PROFESSIONALS in the EdD PROGRAMS in EDUCATIONAL LEADERSHIP at IDAHO STATE UNIVERSITY:**

**1) Professional Studies and Research**

The professional accesses, reads, and interprets the literature in his or her field and applies information from the research to professional practice.

**2) Theoretical Foundations**

The professional understands the theoretical foundations of the profession and applies knowledge of theoretical foundations to professional practice.

**3) Practica/Internships**

The pre-professional participates in a significant practical experience during which he or she has the opportunity to apply theory to practice and integrate/synthesize theory and practice.

**PROFICIENCIES FOR ADVANCED PROFESSIONALS  
IN THE PROGRAMS IN EDUCATIONAL LEADERSHIP  
AT IDAHO STATE UNIVERSITY**

**Proficiency 1. Diversity**

The professional educator understands and addresses issues of exceptionality and cultural diversity in his or her professional practice.

**Proficiency 2. Technology**

The professional educator uses technology in his or her professional practice.

**Proficiency 3. Scholarship**

The professional educator is capable of pursuing original research in theoretical or applied settings.

## APPENDIX I

### HIGHER EDUCATION CONCENTRATION Recommended Order for Courses

Courses within each group may be taken in any order, but candidates should take all courses in a group prior to moving on to the next group of courses.

Cognate courses may be taken at any time; **candidate should consult with adviser before taking cognate courses.**

First group of courses to be taken:

EDLP 6610 Applied Education Statistics (pre-requisite; may not be needed; does not count toward degree)

EDLP 8800 Seminar

EDLH 7730 History and Philosophy of Higher Education

EDLH 7732 College and University Curriculum

EDLP 7700 Change Strategies

EDLP 7703 Leadership and Organizational Development

Middle group of courses to be taken:

EDLP 7721 Intermediate Statistics (pre-requisite for EDLP 7706)

EDLP 7705 Advanced Research Design - Qualitative

EDLP 7706 Advanced Research Design -- Quantitative

EDLH 7733 Finance in Higher Education

EDLH 7731 Law in Higher Education

EDLH 7734 Issues and Trends in Higher Education

Last group of courses to be taken:

EDLH 7737 Practicum (to be taken after EDLP 8800, EDLP 7700, EDLP 7703, and at least 3 Higher

Ed emphasis courses)

EDLH 7736 Instructional Leadership and Faculty Affairs in Higher Education

EDLH 7738 Assessment and Accountability in Higher Education

Elective

Last course to be taken before comprehensive examinations:

EDLP 8801

## APPENDIX J

### Reading List for Ed.D. in Educational Leadership: Higher Education Administration

*Uses of the University* by Clark Kerr  
*Beyond the Ivory Tower* by Derek Bok  
*Higher Education in America* by Derek Bok  
*The Emergence of the American University* by Laurence Veysey  
*Scholarship Reconsidered* by Ernest Boyer  
*The Innovative University: Changing the DNA of Higher Education* by Clayton Christensen  
and Henry Eyring  
*Fall of the Faculty* by Benjamin Ginsberg  
*Presidencies Derailed* by Stephen Joel Trachtenberg, Gerald B. Kauvar, and E. Grady Bogue  
*The Fifth Discipline* by Peter Senge

*The Yale Report of 1828*  
*The Dartmouth College Case of 1819*  
The 1940 *Statement of Principles on Academic Freedom and Tenure* by the AAUP  
The 1966 *Statement on Government of Colleges and Universities* by the AAUP,  
ACE, and AGB  
The 1915 *Declaration of Principles on Academic Freedom and Academic Tenure*  
by the AAUP  
The 1949 *Student Personnel Point of View* by the American Council on Education  
The *Truman Commission Report of 1947*