
Handbook for the Doctorate in Education

Educational Leadership

Central Ohio Cohorts 1 & 3
VOA Cohorts 2 & 4
Wilmington Cohort 5

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Facebook

“Like” our page, *Miami University Department of Educational Leadership*, to stay up to date with EDL news and information.

Registration, Academic Records, Financial Aid, Billing and Account Information

Apply: <http://miamioh.edu/graduate-school/admission/>

Any issues with registration, academic records or your Bursar bill and account, contact the One Stop at OneStop@miamioh.edu, 513-529-0001.

Note: In regards to registering for classes, the Coordinator of the Ed.D. Program will register you for each of your classes. Please contact the Coordinator first about your class registrations.

Miami Email and Canvas Learning Management System

Petition for aged out Credits to transfer to the Ed.D.

https://miamioh.qualtrics.com/jfe/form/SV_0ci08AJyk2wdfsp

Link To Miller Analogies Test:

https://www.pearsonassessments.com/postsecondaryeducation/graduate_admissions/mat.html

Miami email and Canvas can be accessed through the MyMiami page on the website: <https://miamioh.edu/mymiami>. Be sure to check your miamioh.edu email regularly. All communications from the Registrar and Grad School will come to you through the Miami email.

The Canvas Learning Management System is where you can stay on top of your courses, assignments, projects, and class notifications. The student guide can be found on Miami's website by searching for "Canvas Student Guide" through MyMiami. Please be sure to check your email and Canvas regularly for communications and information.

Introductions

Miami University, located in southwestern Ohio, is a public university founded in 1809. Miami enjoys a reputation of outstanding academic quality and is distinguished by nearly two centuries of teaching accomplishments and scholarly activity. Our faculty recognizes the inseparability of teaching and scholarship striving to encourage that relationship in their students. Miami's 12 doctoral programs and more than 50 master's programs support this goal.

This handbook is to be used in conjunction with *A Handbook for Graduate Students and Faculty*, published by the Graduate School, found here:

http://miamioh.edu/documents/graduate-studies/Graduate_Handbook.pdf.

All MU policies, deadlines, and information related to graduate school registration, financial aid, degree requirements, and student life can be found in the Graduate School's Handbook.

Department of Educational Leadership

The Department of Educational Leadership is committed to the development of leaders who assume responsibility for shaping education to make students' lives more meaningful. Our core values reflect the belief that educational leadership is an intellectual, moral, and craft practice, and that transformational leadership entails a commitment to social justice, equity, critical thinking, and the forging of collaborative links between educational institutions and communities. We seek to assist prospective leaders as they explore the possibilities for new futures and new educational institutions. While individual programs within the department are guided by more particular purposes, all EDL programs reflect our values and four guiding principles. These principles were developed in the 1990s, affirmed in 1998, and revised in 2016:

Values:

Our purpose is to advance a socially just society through our educational and leadership work.

We aspire for a more democratic, socially just world through intentional conversations, curriculum, and activism that reflects an attention to diversity, a focus on social identities, equitable practices, and how power, oppression, and privilege impact education.

We believe that educators co-construct academic programs which meaningfully connect with the lived experiences of their students.

We believe in constructing education as an integrated human experience through generating knowledge, educating, serving, and promoting holistic well-being in our classrooms, institutions, and broader communities.

Our academic department is rooted in these core values that inform our principles. These principles allow for multiple interpretations and multiple voices and yet communicate our belief in advancing the causes of democracy and social justice.

Principles:

1. Leadership is an intellectual, moral, and craft practice situated in the cultural, political, and social contexts of institutions and societies.
2. Educational leadership is both positional and non-positional in form; it is a process of power-sharing rather than power-imposing which works toward collaboration, emancipation, and empowerment.
3. Educators make a commitment to community. The building and development of diverse, inclusive communities is never assumed, and should be continuously nurtured, interrogated, and supported.
4. Educational leaders understand and navigate the present environment in order to work towards transforming organizations and the individuals within them to become more democratic and socially just.

Ed.D. Program Mission and Overview

The Doctorate of Education in Educational Leadership is a program for educational leaders working in P-12 contexts and institutions around central and southwestern Ohio. The program was developed with the support of the Carnegie Project for the Educational Doctorate (CPED), and we maintain our affiliation with CPED to support the work of our students and faculty as the program grows. The primary goal of this graduate degree is to prepare democratic leaders who engage issues of justice and equity to create solutions to complex problems of educational practice. Signature pedagogies of the program are problem-based learning and problem-posing education. The program includes a 12-credit core focusing on leadership, culture, curriculum, diversity and democracy, an 8-credit major focusing on administration, social justice, and new media literacies for leadership; 16 credits of research/inquiry courses; and a cognate area (9 hours) which allows students to pursue superintendent licensure or to pursue courses in a concentration area designed to enhance their capacity for educational leadership at a building or district level. A dissertation-of-practice is begun in year 2 of the program, using theme-based cohorts for maximum collaboration, peer review, advising and support.

In general, inquiry in the service of addressing or solving a significant problem of practice characterizes the Ed.D. The expectation is that students will prepare a scholarly project that demonstrates a synthesis of the student's abilities, lay the groundwork for future practice scholarship, and demonstrate mastery of ability to frame and critically inquire in to a significant

educational problem of practice (CPED website). Ed.D. Dissertations are based in important problems of practice; inquiry and potential resolutions to problems of practice, and not theory expansion, is the primary goal of scholarship of an Ed.D. program. This kind of scholarship is often collaborative, as we do not work alone in schools, and should use field-relevant data collection and analysis strategies.

Miami University has formed the Ed.D. Cohort 1 and 3 in Central Ohio and Ed.D. Cohort 2 at Miami's Voice of America Learning Center in West Chester, Ohio for doctoral students in and around the Columbus and West Chester areas.

Typically, classes will be hybrid and will meet Face-to-face on most Thursdays at 4:30 p.m., noting that individual professors may have some alternative expectations and often Wednesday is an alternate meeting day. The shorter academic terms of Summer and Winter may require other class meeting days/times. Students will begin the process of the 'Dissertation-of-practice' formally initiated with EDL 774 Winter Term 2016 for Ed.D. 1 Cohort, Winter Term 2017 for the West Chester Ed.D. 2 Cohort and Winter Term 2018 for the Ed.D. 3 Cohort. Students will be expected to work on "mini" Dissertations-of-practice, in most courses, through the use of small case studies, action research, or white papers based in problems of practice. The intention is that students will be well grounded in these three methodologies and prepared to move forward, at the end of course work, into the formal dissertation process.

Ed.D. Student Learning Outcomes

- ❖ Students will be able to describe and utilize theories and principles of justice and equity as relevant to the problems of P-12 educational institutions and their contexts.
- ❖ Students will be able to articulate concepts and multiple perspectives on democratic life and democratic governance as related to P-12 institutions and communities.
- ❖ Students will be able to use conceptions of cultural identity and cultural diversity to benefit and collaborate with diverse individuals, families, and communities in their school or district.
- ❖ Students will be able to collaborate and communicate across diverse contexts to work with multiple constituencies and communities in partnerships.
- ❖ Students will be able to relate theory and abstract thinking with concrete, applied analysis of problems of practice, and of the "craft" of education.
- ❖ Students will be able to utilize tools and capacities for inquiry situated in their own practice, and understand how to use these to generate knowledge that can transform educational organizations, keeping in mind their cultural, political, and policy contexts.
- ❖ Students will be able to demonstrate an understanding of technological literacies for school and community leadership.

Superintendent LICENSURE

Superintendent licensure may be earned within the program cognate, or students may alternately pursue another specialization.

The ohio department of education (ode) has changed requirements so be sure to check with ode for specifics.

This is the case for principal and superintendent licensure. The candidate for superintendent licensure must have three (3) years in a position that requires a principal or administrative license. Realistically, one would not get a superintendent position without having served in some administrative capacity.

For principal licensure, you currently need two (2) years teaching in the grade/age specified for the license. It used to be related only to your teaching license. For instance, a music k-12 instructor could get every level of principal licensure as it is based on teaching experience at that level.

If you are completing a superintendent licensure program through a college/university, the school is responsible for verifying that you have met not only courses required, testing needed for the license, and the needed experience.

Questions should be directed to the university, as they must follow their program as approved by the department of higher education.

ADVISING

Assignment of Advisors

After the student is accepted into the program, the Ed.D. Coordinator will become the student's primary student advisor while in the Ed.D. Cohort. The Ed.D. Coordinator will assist the student in planning their course of study of the program. As early as possible, the student may also select a secondary faculty advisor who may then become their Co-Chair for their Dissertation in practice. The Ed.D. Coordinator and a secondary faculty advisor will act as Co-Chairs of their Dissertation in practice to help each Ed.D. candidate to successfully complete all or most of their dissertation in their third year. The selection of the secondary faculty advisor should be based on the student's scholarly and research interests. The Ed.D. Coordinator will also assist the student with the Preliminary Examination, Comprehensive Exam, and Dissertation processes and in the selection of the various committees.

Changing Advisors

At any point during the program, it is perfectly acceptable for a student to change his/her secondary faculty advisor and potential Co-Chair. At times students may develop a research interest that better aligns with another faculty member's expertise. Other times students may wish to work with a different faculty member. This change must be made official by notifying all faculty members involved as well as the Ed.D. Coordinator.

Role of an Academic Advisor

An advisor in a doctoral program provides a very important resource for students. An advisor communicates program requirements, and ensures that department and university regulations are used as guides to navigate the degree program requirements. The advisor also provides important mentoring to the world of scholarship and knowledge generation, guiding the student toward the professional networks of conferences and scholarly associations.

Because the advisor is the student's contact person in navigating the organization of the University, it is essential that advisors be knowledgeable about available resources and be able to refer students to appropriate offices to deal with issues related to such matters as course registration, writing assistance, or securing travel money to attend professional conferences or conduct research. A well-informed advisor is able to assist students in realistically understanding their academic programs and goals.

Ideally, the advisor is someone who is concerned about the student as an individual — as a unique person with unique interests and goals. On that basis, a relationship can be built with the student, which is friendly, open, and trusting.

Advisors play an important role in the life of the Department. The mission of the Department of Educational Leadership at Miami is to “encourage the development of leaders who assume responsibility for shaping education to make students’ lives more meaningful.” The advising relationship supports this mission as advisors closely work with students to help them reach their goals as educational leaders. Good advising is a means of ensuring student retention, growth, and successful completion of the degree.

Role of the Student as Advisee

Academic advising in a doctoral program takes the advisor and the advisee working together to achieve optimal success for the student. Because a doctoral program is a complicated endeavor, the advising relationship is one important key to building a good program in line with a student's interests and goals. Advisees share information with their advisor about interests, goals, and educational and career plans. Advisees should also share personal information that has a bearing on their academic careers: number of hours spent at work, responsibilities to family, financial aid status, and any challenges or limitations.

The advising relationship is especially important for part-time students, such as those in the Ed.D. program. Working full time, often off campus, part-time students may have to schedule advising meetings after typical office hours, taking place in person, on the phone, or via an online video chat room (i.e., Skype, Google+ Hangout). It is imperative that part-time students take the initiative to set up advising appointments. These meetings allow part-time students to stay connected to the department while building positive relationships with advisors. Such meetings will also be critical when choosing committee members for the Comprehensive Exam, and the dissertation.

Students should become familiar with this handbook as well as the Miami's Graduate School Handbook. These are vital sources of information. Students should also keep a record of graduation requirements, be familiar with deadlines, and be willing to contact the appropriate student support services available on campus.

Students should become an active participant in their advising sessions! Advisees should initiate and come prepared to meetings with their advisor, particularly when registering for the next semester. Students should review which courses (i.e., core classes, required research classes, and

electives) are still necessary to complete the program. Students should also have an idea of which courses they would like to take for their concentration requirements. If a concentration area is undecided, conversations with the advisor may help provide clarity and direction.

Advisees should alert their advisor immediately if they begin to have difficulties that are affecting class work or continued enrollment. Doctoral students have busy lives, and sometimes complicating factors come up that will have a negative impact on a student's academic work plan or progress. Communicating clearly and honestly with one's advisor during these difficult times is essential.

Miami University Ed.D. Program Cohorts

Below are the planned sequence of courses for the program. Please note that some changes may be needed if unforeseen conditions arise. For full course descriptions go to:

<http://bulletin.miamioh.edu/>

Listing of course schedules by term can be found at:

<http://www.admin.miamioh.edu/cfapps/courselist/>

ED.D. – Cohort 1 Central Ohio

Courses and Planned Sequence 2015-2018

Semester 1 – Summer 1 – Central Ohio 2015

- EDL 706 – Educational Leadership and Organizational Development (3 credits)
- EDL 764 – Education and Democratic Society (3 credits)

Semester 2 – Fall 1 – Central Ohio 2015

- EDL 771 – Educational Policy Analysis (3 credits)
- EDL 762 – Culture and Leadership in Education (3 credits)

Semester 3 – Winter 1 - Central Ohio 2016

- EDL 774 Scholarship of Practice (2 credits) (begin dissertation inquiry process)

Semester 4 – Spring - Central Ohio 2016

- EDL 765 - Curriculum Pedagogy and Diversity (3 credits)
- EHS 667 - Behavior Statistics (3 credits)

Semester 5 — Summer 2 - Central Ohio 2016

- EDL 729 – Board Superintendent – Staff Relationships (3 credits) (Supt License)
- EDL 782 – Social Justice and Transformation (3 credits) (Supt License and EdD)
- EDL 772 – Advanced Research Design (3 credits)

Semester 6 – Fall 2 - Central Ohio 2016

- EDL 683 – Qualitative Research in Education (3 credits)

- EDL 710 – Internship in Educational Leadership (3 credits) (Supt License and EdD)(only register in Fall but internship is both Fall and Spring)

Semester 7 – Winter 2 - Central Ohio 2017

- EDL 730 – New Literacies for Educational Leadership (2 credits)

Semester 8 – Spring 2 - Central Ohio 2017

- EDL 727 - Business Affairs and Physical Resources (Supt License and EdD)
- EDP 690 – Program Evaluation – **pre proposal**

Semester 9 – Summer 3 - Central Ohio 2017

- EDL 774 – Scholarship of Practice (2 credits)
- **Proposal**

Semesters 10 – 13: Fall 3, Winter 3, Spring 3, Summer 4 - Central Ohio 2017-18

- EDL 850 Dissertation Hours (16 total required) – Independent Study Forms -

ED.D. – Cohort 2 VOA

Courses and Planned Sequence 2016-2019

Semester 1 – Summer 1 – VOA 2016

- EDL 706 – Educational Leadership and Organizational Development (3 credits)
- EDL 764 – Education and Democratic Society (3 credits)

Semester 2 – Fall 1 – VOA 2016

- EDL 771 – Educational Policy Analysis (3 credits)
- EDL 762 – Culture and Leadership in Education (3 credits)

Semester 3 – Winter 1 - VOA

- EDL 774 - Scholarship of Practice (2 credits) (begin dissertation inquiry process)

Semester 4 – Spring VOA 2017

- EDL 765 - Curriculum Pedagogy and Diversity (3 credits)
- EHS 667 - Behavior Statistics (3 credits)

Semester 5 — Summer 2 VOA 2017

- EDL 729 – Board Superintendent – Staff Relationships (3 credits) (Supt License and EdD)
- EDL 782 – Social Justice and Transformation (3 credits) (Supt License and EdD) (everyone)

Semester 6 – Fall 2 VOA 2017

- EDL 683 – Qualitative Research in Education (3 credits) *CRN 71935*
- EDL 710 – Internship in Educational Leadership (3 credits) (Supt License and EdD)(only register in Fall but internship is both Fall and Spring) *CRN 68386*

Semester 7 – Winter 2 VOA 2018

- EDL 730 – New Literacies for Educational Leadership (2 credits)

Semester 8 – Spring 2 VOA 2018

- EDL 772 – Advanced Research Design (3 credits)
- EDL 727 - Business Affairs and Physical Resources (Supt License and EdD)

Semester 9 – Summer 3 VOA 2018

- EDP 690 – Program Evaluation – pre proposal
- EDL 774 – Scholarship of Practice (2 credits)
- Comprehensive Exam / Proposal

Semesters 10 – 13: Fall 3, Winter 3, Spring 3, Summer 4 – 2018-9

- EDL 850 Dissertation Hours (16 total required)

ED.D. – Cohort 3 Central Ohio

Courses and Planned Sequence 2017-2020

Semester 1 – Summer 1 – Central Ohio 2017

- EDL 706 – Educational Leadership and Organizational Development (3 credits)
- EDL 764 – Education and Democratic Society (3 credits)

Semester 2 – Fall 1 – Central Ohio 2017

- EDL 771 – Educational Policy Analysis (3 credits) *CRN 57825*
- EDL 762 – Culture and Leadership in Education (3 credits) *CRN 71753*

Semester 3 – Winter 1 - Central Ohio 2018

- EDL 774 Scholarship of Practice (2 credits) (begin dissertation inquiry process)

Semester 4 – Spring 1 - Central Ohio 2018

- EDL 765 - Curriculum Pedagogy and Diversity (3 credits)
- EHS 667 - Behavior Statistics (3 credits)

Semester 5 — Summer 2 - Central Ohio 2018

- EDL 729 – Board Superintendent – Staff Relationships (3 credits) (Supt License and EdD)
- EDL 782 – Social Justice and Transformation (3 credits) (Supt License)

Semester 6 – Fall 2 – Central Ohio 2018

- EDL 683 – Qualitative Research in Education (3 credits)
- EDL 710 – Internship in Educational Leadership (3 credits) (Supt License and EdD)(only register in Fall but internship is both Fall and Spring)

Semester 7 – Winter 2 - Central Ohio 2019

- EDL 730 – New Literacies for Educational Leadership (2 credits)

Semester 8 – Spring 2 - Central Ohio 2019

- EDL 772 – Advanced Research Design (3 credits) Pre-Proposal
- EDL 727 - Business Affairs and Physical Resources (Supt License and EdD)

Semester 9 – Summer 3 - Central Ohio 2019

- EDP 690 – Program Evaluation –
- EDL 774 – Scholarship of Practice (2 credits) // Proposal

Semesters 10 – 13: Fall 3, Winter 3, Spring 3, Summer 4 – 2019-2020

- EDL 850 Dissertation Hours (16 total required)

ED.D. – Cohort 4 VOA

Courses and Planned Sequence 2018-2021

Semester 1 – Summer 1 – VOA 2018

- EDL 706 – Educational Leadership and Organizational Development (3 credits)
- EDL 764 – Education and Democratic Society (3 credits)

Semester 2 – Fall 1 – VOA 2018

- EDL 771 – Educational Policy Analysis (3 credits)
- EDL 762 – Culture and Leadership in Education (3 credits)

Semester 3 – Winter 1 - VOA 2019

- EDL 774 Scholarship of Practice (2 credits) (begin dissertation inquiry process)

Semester 4 – Spring 1 - VOA 2019

- EDL 765 - Curriculum Pedagogy and Diversity (3 credits)
- EHS 667 - Behavior Statistics (3 credits)

Semester 5 — Summer 2 - VOA 2019

- EDL 729 – Board Superintendent – Staff Relationships (3 credits) (Supt License and EdD)
- EDL 782 – Social Justice and Transformation (3 credits) (Supt License)

Semester 6 – Fall 2 – VOA 2019

- EDL 683 – Qualitative Research in Education (3 credits)
- EDL 710 – Internship in Educational Leadership (3 credits) (Supt License and EdD)(only register in Fall but internship is both Fall and Spring)

Semester 7 – Winter 2 - VOA 2020

- EDL 730 – New Literacies for Educational Leadership (2 credits)

Semester 8 – Spring 2 - VOA 2020

- EDL 772 – Advanced Research Design (3 credits) Pre-Proposal
- EDL 727 - Business Affairs and Physical Resources (Supt License and EdD) 729 – Board Superintendent – Staff Relationships (3 credits) (Supt License and EdD)

Semester 9 – Summer 3 - VOA 2020

- EDP 690 – Program Evaluation –
- EDL 774 – Scholarship of Practice (2 credits) // Proposal

Semesters 10 – 13: Fall 3, Winter 3, Spring 3, Summer 4 – 2020-2021

- EDL 850 Dissertation Hours (16 total required)

Note: All Ed.D. Cohort members will be registered for and complete EDL 706 and EDL 762 during the Semester 1, Summer T & U 6 week Sessions. **Requests for alternative cognates should also be decided upon during the Summer Session if the Superintendent Licensure is not of interest.** Additionally, any transfer credit requests will need to be forwarded to the Ed.D. Coordinator by the End of the Summer Session. Almost all credit transfer requests will need Graduate School Approval.

ED.D. – Cohort 5 – Wilmington Area

Courses and Planned Sequence 2019-2022

Semester 1 – Summer 1 – VOA 2019

- EDL 706 – Educational Leadership and Organizational Development (3 credits)
- EDL 764 – Education and Democratic Society (3 credits)

Semester 2 – Fall 1 – VOA 2019

- EDL 771 – Educational Policy Analysis (3 credits)
- EDL 762 – Culture and Leadership in Education (3 credits)

Semester 3 – Winter 1 - VOA 2020

- EDL 774 Scholarship of Practice (2 credits) (begin dissertation inquiry process)

Semester 4 – Spring 1 - VOA 2020

- EDL 765 - Curriculum Pedagogy and Diversity (3 credits)
- EHS 667 - Behavior Statistics (3 credits)

Semester 5 — Summer 2 - VOA 2020

- EDL 729 – Board Superintendent – Staff Relationships (3 credits) (Supt License and EdD)
- EDL 782 – Social Justice and Transformation (3 credits) (Supt License)

Semester 6 – Fall 2 – VOA 2020

- EDL 683 – Qualitative Research in Education (3 credits)
- EDL 710 – Internship in Educational Leadership (3 credits) (Supt License and EdD)(only register in Fall but internship is both Fall and Spring)

Semester 7 – Winter 2 - VOA 2021

- EDL 730 – New Literacies for Educational Leadership (2 credits)

Semester 8 – Spring 2 - VOA 2021

- EDL 772 – Advanced Research Design (3 credits) Pre-Proposal
- EDL 727 - Business Affairs and Physical Resources (Supt License and EdD) 729 – Board Superintendent – Staff Relationships (3 credits) (Supt License and EdD)

Semester 9 – Summer 3 - VOA 2021

- EDP 690 – Program Evaluation –
- EDL 774 – Scholarship of Practice (2 credits) // Proposal

Semesters 10 – 13: Fall 3, Winter 3, Spring 3, Summer 4 – 2021-2022

- EDL 850 Dissertation Hours (16 total required)

Note: All Ed.D. Cohort members will be registered for and complete EDL 706 and EDL 762 during the Semester 1, Summer T & U 6 week Sessions. **Requests for alternative cognates should also be decided upon during the Summer Session if the Superintendent Licensure is not of interest.** Additionally, any transfer credit requests will need to be forwarded to the Ed.D. Coordinator by the End of the Summer Session. Almost all credit transfer requests will need Graduate School Approval.

Questions about registration

Contact the One Stop for Student Success at (513) 529-8703 or OneStop@MiamiOH.edu.

Registration Changes

Courses may be added, dropped, or changed only in the prescribed time stated on the University academic calendar. Forms for reporting such changes may be obtained from the Registrar's Office on the Oxford campus Registrar, Regional Campus Records and Registration Offices, and the Student Services Office at the Voice of America Learning Center (VOALC) in West Chester. No change is official until the change-of-schedule form or registration transaction is deposited and processed in those offices.

Course Registration Regulations

*From the Miami University Graduate Student Handbook

1.2.C.2 Adding a Course in the Academic Year

No student may enter a course (class or laboratory) after the close of the first week of instruction. The instructor may make exceptions with the approval of the department chair. Any instructor may refuse to accept a student after the opening of any course if, in his or her judgment, too much subject matter has already been covered.

1.2.C.3. Withdrawing from a Course

Withdrawing from a course is a formal administrative procedure; merely ceasing to attend class is not the same as withdrawing from a course. Before withdrawing from a course, a student should consult with his or her instructor and academic adviser. A student may withdraw from a course after the first 20 percent of the course and, ordinarily, before the end of 60 percent of the course (see the academic calendar). A grade of W will appear on the student's official record; a W is not calculated in the student's grade point average. Refunds follow University policy, available via the Office of the Bursar website at <http://www.units.miamioh.edu/bur/refund/>.

After the first 20 percent of a course through the end of the first 60 percent, a student may withdraw from a course with a signature from the instructor.

After 60 percent of the course is complete, a student may no longer withdraw from a course, unless a petition is approved by the Graduate Council. The petition must include the signatures of the course instructor and the student's academic or divisional adviser. The petition must also describe and document the extenuating circumstances (extraordinary circumstances usually beyond the student's control) that form the grounds of the petition. If the petition for withdrawal

is approved, the student will be withdrawn from the course with a grade of W. If the petition is not approved, the student will be expected to remain in the course (see Section 1.3.E of *The Student Handbook*). The withdrawal deadline is 5:00 p.m. on the last Friday of the term's classes.

Only in rare circumstances will a petition to withdraw from a course after 60 percent of the course is complete be approved for reasons of academic performance alone. When possible, a student should continue to attend class until the Graduate Council has acted on their petition. Non-attendance does not void financial responsibility or a grade of F.

1.2.L.1. Student Status Reactivation

Occasionally students may sit out a semester. To reactive their student status, they should fill out and submit the Application for Re-Enrollment at the following website: <http://miamioh.edu/onestop/your-records/index.html> .

Students will be notified via e-mail when they have been reactivated.

Students who have not registered for two consecutive academic years will need to re-apply for admission to the Graduate School. Continuing Graduate Status students must reapply after a 5-year absence or no registration in that 5-year period.

1.2.L.2. Registration Holds

Students may be prevented from registering for classes if they have not completed requirements such as medical and academic records or if they have not settled their Bursar's account. For procedures on removing a specific registration hold, contact the office associated with the hold preventing registration. Students may view holds in BannerWeb to determine why the hold has been placed and then contact the appropriate office. Typically, it will be either the Graduate School at (513) 529-3734 or the OneStop at (513) 529-0001.

1.2.J. Transfer Credits

If a student earned credit for graduate level courses at another accredited graduate school, he or she may be able to apply that credit toward the degree. To apply credits to the degree, a student must have achieved the following:

- Received an "A" or "B" for the credits to be transferred.
- Taken the courses within five (5) years of the projected graduation date for the master's and Specialist in Education (Ed.S.) degrees, and within seven (7) years of the projected graduation date for the doctorate degree. Note that these time limits do not refer to the age of the credit at the time of transfer.

Students who received "pass" or "credit" evaluations for coursework can make a request to the Petitions Committee of their academic division that those courses be applied to their degree. No extension or correspondence work can be applied toward a graduate degree.

Master's degree candidates may transfer a maximum of one-third of the number of credit hours required for the degree. For example, if a program requires thirty (30) credit hours for the degree, students can transfer a maximum of ten (10) hours. Ed.S. candidates may transfer a maximum of ten (10) credits earned after receiving a master's degree and before being admitted to an Ed.S. program. Doctoral students may transfer a maximum of twelve (12) credit hours.

In order for the credits to be applied to a student's Miami record, the student's academic department must prepare a short memo stating that they are accepting the credit/credits and would like them to be applied to the student's record. This memo and an original transcript from the outside institution must be sent to the Graduate School. Upon approval, the Graduate School will notify the Office of the Registrar and the credits will be added to the student's official record.

Transfer Credits from Miami University – Non Degree only (Earned prior to admission to the Ed.D. Program.)

Up to nine (9) graduate credit hours taken as graduate non-degree seeking status can be transferred into a graduate degree program.

Transfer hours may not have been used for degree completion in any prior program such as a master's degree.

FINANCIAL AID

A limited amount of financial assistance is available to Educational Leadership graduate students.

Ohio TEAM Scholarship

In partnership with Ohio's K-12 educators and in recognition of the important contribution they provide to the citizens of our state, Miami University offers the Ohio TEAM Scholarship. This scholarship significantly lowers the cost of professional development and/or earning a graduate degree by providing a 50% reduction in the instructional, general, technology, and Metro (bus) fees.

To be eligible, the student must be an educator who is a full-time teacher or administrator in an Ohio school, holds a professional license or certificate issued by the State of Ohio, is a resident of Ohio, and the degree or course being taken must be part of the educator's approved professional development plan. The College of Education, Health & Society offers a number of graduate programs, certificates, endorsements and other professional development opportunities.

If you would like to take graduate-level courses but do not intend to pursue a graduate degree, you can apply for admission using "continuing non-degree graduate" status. After you are admitted, you can earn an unlimited number of graduate hours within an indefinite period of time.

Applying for the Ohio TEAM Scholarship

To receive the Ohio TEAM Scholarship, you must first apply and be accepted to the Graduate School, even if you are enrolling only for workshop credits.

When submitting your [TEAM Scholarship application](#), you will need to include your Ohio teaching license or certificate and your teaching contract for the year you are applying. Do not submit any original documents as they cannot be returned.

Your TEAM Scholarship Application is good for one academic year - fall semester through summer sessions. TEAM Scholarship Applications must be received by the Office of Student Financial Assistance prior to your first day of enrollment.

Be sure to send the TEAM form and supporting documentation to the Address at the bottom of the TEAM form ..

NOTE: Students enrolled in the following programs are not eligible for the TEAM scholarship:

- Educational Psychology International Cooperative Program (EPIC)
- Graduate Certificate in Analytics
- Low Residency MFA in Creative Writing
- Ohio Writing Project
- Professional MBA Program
- Project Dragonfly (MAT in Biological Sciences; MA in Biology with AIP or GFP tracks)

Comprehensive Exam and Dissertation Proposal

1. A **Comprehensive Exam committee**, through the Miami University Graduate School, must be approved by the Graduate School prior to a committee meeting for the Comprehensive Exam. Your Ed.D. coordinator will advise you through this process, providing you with guidelines for the committee composition, and advising you on committee members who would be helpful for your research topic. See the “Request for Appointment of Doctoral Exam Committee” form: (Once your committee is formed)

https://miamioh.qualtrics.com/jfe/form/SV_3gRaAELfGZ6p80Z

Form for **Final Dissertation Defense Committee** – approved by the Graduate School before you schedule your Dissertation Defense.

https://miamioh.qualtrics.com/jfe/form/SV_1ZkI7e8s7bjwRZH

2. EdD - Comps vs proposal

It is important to the Graduate School and to the department that there are TWO distinct projects and two distinct meetings to approve them.

A comp exam is a comprehensive exam at the completion of the degree coursework. A dissertation proposal is the proposal for the dissertation project. It's ok that these two projects overlap and are pointed in the same basic directions, but they must be distinct projects and must be approved separately.

3. Comps – Written in APA

The Comps Committee consists of 3 members: 2 from EDL and 1 from outside EDL and represents the Graduate School.

The Comps Exam should be 25-30 pages in length.

Due To Ed.D. Advisor by: Second Friday in April.

1. problem exploration
 - broad context- historical, political socio-cultural components
 - background information on issue/policy/event
 - How are you going to connect this to your research question?
2. theories that could be used to study this
 - outline options for what frame you could use and the benefits/drawbacks of each one
 - explore the literature in the area, broadly defined
3. methods that could be used
 - outline at least 3 options for how others have studied like things
 - outline strengths/drawbacks to each approach

1. Evaluation of the exam by your comprehensive exam committee.

You will send your comps exam essays to your Ed.D Advisor and they will disperse them to the rest of your Comps Committee. An Oral exam meeting will be scheduled no earlier than 2 weeks after submission of the Comps to the committee and will be used to discuss the written exam with you and ask you further questions about the problem, your theories, and methods .

At the end of the Oral Exam you will be informed that you a.) Passed and may move forward with your proposal; b.) Passed with revision and then may move forward with your proposal; of c.) Failed – will need to re-write the Comps and Schedule another Oral Exam prior to moving on to your proposal.

Upon Passing your Comps your Dissertation Proposal will be Due no later than the 1st Day in August.

Dissertation Proposal

Definition and timing: The dissertation proposal is a paper that frames your dissertation study, outlining problem or question to be studied, a literature review for the intended study, and an outline of methods to be used for the study. The dissertation proposal follows the comprehensive exam.

Committee formation: The dissertation committee, in the case of the Ed.D. program, will be the same committee membership as the Comprehensive Exam committee, unless the student

explicitly chooses otherwise. Your Ed.D. program advisor will assist you in finalizing the dissertation committee.

The exam content: The dissertation proposal for the Ed.D. in Educational Leadership is a 15-20 page paper which covers the following points:

- States/describes the research problem or question
 - outline research question(s)
 - outline problem of practice, historical, political, and/or socio-cultural components
- Literature review
 - literature that directly speaks to the problem of practice, more focused than comprehensive exam literature review
- Methods of Research
 - how you will study this, using what methods
 - why does this approach best help you answer your question(s)

Evaluation of the proposal by your dissertation committee: You will send your proposal to your Ed.D. advisors, and they will disperse them to the rest of your Dissertation Committee. They will then schedule a meeting, no earlier than 2 weeks after submission of the essays, to discuss the exam with you and asking you further questions about the content.

As you develop your dissertation ideas throughout the pre-proposal, comprehensive exam and the dissertation proposal process, please consult the ideas central to the “Dissertation in Practice” outlined on pages 20-22 of this handbook.

The Dissertation in Practice

- Scholarship focused with a lens of social justice on a problem of practice.
- Problem of practice addressed by a design for action that yields generative impacts on the practice of educational leadership.
- Aims towards educational improvement based on The Carnegie Project on the Education Doctorate (CPED).

“The professional doctorate in education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and for the stewardship of the profession.” <http://cpedinitiative.org/about>

This guide is to help Ed.D. candidates and their committee members to develop consistently high quality work and situate the Miami Dissertation In Practice within the larger program design, as well as set criteria questions to guide the research and writing of a Dissertation In Practice. A Miami Dissertation in Practice will become a culminating product of learning for the Ed.D.

Degree. The Miami Dissertation in Practice is intended to support a generative impact beyond what a traditional Ed.D. Dissertation might. It should become a product of learning that is meant to be read, critiqued, used, and understood by others in the field. In other words, the Ed.D. and Miami Dissertation in Practice should focus on scholarship and a problem of practice that is framed by a design for action and produces impactful solutions. Peer-reviewed publication, because it is an important tool others can use, should be considered, but other forms of a ‘culminating product’ could be produced provided they can be used to engage with multiple audiences who have a stake in educational improvement.

This guide should be used to help both the writer and those who critique the writing, and provide formative critiques of, the Dissertation in Practice as it is developed. The guide can also be used to ensure that the expected, and often multiple, revisions are grounded in a mutually understood format. A format that is a minimum expectation of a quality Dissertations of Practice and all elements are included, but is not limited by these minimums.

The Dissertation in Practice can provide a substantial opportunity to exhibit both a scholarly endeavor and illustrate the candidate’s capabilities of both seeing and working through problems in practice in their school, district, community, or other social surrounds. As a result, most of this guide will be concerned with minimal expectations, and standardized formatting. Close attention should be paid to these parameters.

Appendices are encouraged and should be used for created resources and products that are adjunct to the Dissertation in Practice chapter requirements. At the end of this guide is a list of CPED (Carnegie Project on the Education Doctorate) Dissertation in Practice Topics. Required elements and indicators of quality are specified in the guide for each section of the Dissertation in Practice and should be used as the basis for both drafting and providing feedback.

Types of Dissertations in Practice

The student should read the Guide for Preparing Theses and Dissertations before s/he begins writing (http://miamioh.edu/documents/graduate-studies/forms/thesis_diss_guide.pdf). The candidate and the committee should agree on the appropriate format and style. The candidate should check the format with the Graduate School early in the writing. A final format check and approval by the Graduate School are required before the dissertation is accepted and deposited in the library. The electronic version of the dissertation and the abstract must be deposited in the University library at the time required by Graduate School deadlines. Students must plan carefully with their dissertation chair and committee to allow sufficient time for the committee to prepare for the defense of the dissertation.

Students will choose one of these models for their dissertation:

Action Research

Action research dissertations are the outcomes of participatory inquiry projects that develop practical knowledge through action and reflection, theory and practice, in collaborative efforts with others to develop solutions to problems. Action-research creates new forms of understanding about a context or an issue of practice. In action research, knowledge is created with, by, and for people within a school or community context. Action-research can be thought of as “carefully planned iterative cycles” to create “an increasingly detailed picture of the problem situation and at the same time move closer to a solution to this problem” (Davison, Martinsons & Kock 2004, 68). An action-research dissertation includes these elements:

- an agreement about the nature of the inquiry between researcher and those in the setting of research;
- a model and design for cyclical inquiry;
- a theory of knowledge in action that drives the inquiry;
- A change through action in the problem or issue of focus;
- A reflective analysis of the change and the learning gained through inquiry.

Case Study

A case study option could be used in situations when your research questions are “How?” and “Why?” questions that arise when you, as the researcher, have little or no control over behavioral events. In a case study, the focus is in a contemporary and/or historical phenomenon context, and would be done in your building, district, and/or community. Using case study as your Dissertation in Practice you could contribute to others’ knowledge of complex phenomena through the study of holistic and real world processes such as group behavior, organizational, managerial processes, school performance, and their relationships done via an exploratory, descriptive, and/or explanatory case study.

Policy Analysis and White Paper/Position Paper

“Originating as a government vehicle for policy stance dissemination, white papers are well-reasoned, visually appealing documents that resemble research papers but are actually strategically crafted to marshal support for an idea” (Stelzner, 2005). A White Paper is the term commonly used for position papers that seek to influence policy-making, with an intended audience of decision-makers in government or other institutions. The dissertation that is written in the white paper or position paper model will include:

- Research on and analysis of a particular educational issue or problem;
- A synthesis of research on the issue;
- A clear, persuasive argument advancing a position on the issue or problem, written in accessible style and language, and with convincing evidence provided.

Dissertation in Practice (DIP) should consist of scholarly writing and a final product. As a guide for the practitioner completing their Ed.D. program (Chapter 1 & 2) all DIPs shall include a data collection and analysis element. (Chapter 3) In most cases IRB may be required (see next section – also –You are encouraged to go to <https://phrp.nihtraining.com/users/login.php> and earn your

certificate showing you understand Human Subjects Research). Each candidate should become familiar with Miami University's IRB requirements, process, and procedure. If IRB is required, no data collection may be conducted other than public data, until IRB approval has been received.

In short, a Dissertation in Practice should be:

- A high leverage problem likely to produce educational improvement;
- A process of systematic and intentional inquiry;
- A critical review of literature, perspective, and data across the full community;
- Demonstrate an understanding of social theories, epistemological frameworks, and institutional networks of power;
- A chosen problem of practice.

It is also suggested that when a Problem of Practice is chosen that:

- It will be clearly named and framed in an appropriate context;
- It will use accounts and examples of designs for learning;
- It will contain or use stewardship, social justice, research, development, accountability, learning, and leading example, ideas, and/or activities.

Public data is data to which every citizen has access, i.e., if your school/university computer and/or password is required for access, but not available through your home computer then it may not be public data. School/university data may be specific forms of confidential data or student, school, or adult data with limited access.

See The Graduate School link below for Writing Style requirements:

http://www.miamioh.edu/documents/graduate-studies/forms/thesis_diss_guide.pdf

IRB -- Important Procedures for Human Subjects Research

If the dissertation research involves human subjects, the student must follow all procedures outlined by the Institutional Review Board (IRB) for Human Subjects Research. Students must complete a required educational program on human subjects in research and must have IRB approval of their research procedures before undertaking data collection (see the IRB home page at <http://www.units.miamioh.edu/compliance/irb/>).

For the Required Training go to the following Link: A MUST Do.

http://www.units.miamioh.edu/compliance/irb/irb_training_citi.htm

Academic Policies

Academic Integrity

At Miami University, we aspire to create a community where all members exhibit the highest standards of personal and social responsibility. We call this integrity. Integrity includes our actions in our studies as well as the rest of our activities at Miami.

Of particular concern is academic dishonesty. Academic dishonesty is defined as any activity that compromises the academic integrity of the institution or subverts the educational process. Students are expected to behave honestly in their learning and in their behavior outside the classroom. Cheating, plagiarism, and other forms of academic dishonesty undermine the value of a Miami education for everyone, and especially for the person who cheats.

The rights and responsibilities that accompany academic freedom are at the heart of the intellectual integrity of the University. Graduate students are therefore held to an even higher standard of academic honesty. Thus, it is imperative that graduate students understand Miami's Graduate standards, procedures, and penalties regarding academic dishonesty. As emerging scholars, graduate students have a special obligation to uphold standards for academic integrity, with particular attention paid to issues of plagiarism and the appropriate citation of others' scholarly work. For graduate students who are instructors in Miami classrooms, it is even more critical to familiarize oneself with violations and procedures associated with academic dishonestly on campus.

If a student is found guilty of academic dishonesty in a class and withdraws from the class, the student will receive the grade of F for the class, and a notation of academic dishonesty will be posted directly beneath the class on the student's academic record.

For University policies and guidelines on Academic Integrity, plagiarism, and other issues see <http://miamioh.edu/integrity/index.html>.

Class Attendance

Students are expected to attend regularly every class for which they are registered and to have acceptable reasons for absences.

Conduct

With the exception of regulations that apply specifically to undergraduates, doctoral students are subject to the student conduct regulations of Miami University, outlined in the Student Handbook.

Grievance Procedure

"A Statement of Effective Learning and Teaching and an Academic Grievance Procedure for Graduate Students at Miami University" is found in A Handbook for Graduate Students and Faculty and is available in the Graduate Office and on the Graduate School webpage: http://miamioh.edu/documents/graduate-studies/Graduate_Handbook.pdf.

Petitions

A doctoral student may petition for an exception to any academic regulation on forms available in the Graduate Office. The student must initiate the petition and submit it with recommendations by his/her advisor to the department. Petitions are acted upon by the department; the College of Education, Health, and Society Graduate Committee; and the Graduate Council. The form can be accessed at <http://miamioh.edu/graduate-studies/forms-publications/index.html>.

Dismissal

A student may be dismissed from the Ed.D. Program in Educational Leadership for the following reasons:

- Failure to pass the Preliminary Examination
- Failure to pass the Comprehensive Examination
- Failure to maintain a 3.0 grade point average
- Academic dishonesty
- Violation of stipulated time limits
 - *Students must pass the Comprehensive Examination within seven years after completing their first doctoral level course. The final examination (dissertation defense) must be passed, and the dissertation must be deposited in King Library no later than five calendar years after admission to candidacy.*

Diversity, Discrimination, and Harassment

Miami University is committed to providing equal opportunities and an educational and work environment free from discrimination on the basis of sex, pregnancy, race, color, religion, national origin, disability, age, sexual orientation, gender identity, military status, or veteran status. The Department of Educational Leadership supports that commitment and upholds it through curriculum, policies, and a departmental climate that strives to be a welcoming, open place for inclusive conversations and work around diversity issues.

Miami is committed to providing equal opportunities for people with disabilities and, as such, is proactive in its efforts to comply with federal laws such as Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments of 2009. As confirmation of this commitment, the Office of Disability Resources (ODR) provides support services, accommodations, and resources to ensure equal access to education, employment, and University life. Furthermore, it is the mission of the Office of Equity and Equal Opportunity (OEEO) and ODR to advance and sustain an environment of internal equity,

diversity, and inclusiveness for all members of the University community. Students and employees with disabilities may contact the Office of Disability Resources, 19 Campus Avenue Building, 529-1541 (V/TTY) and 529-8595 (fax). Their website can be found here: <http://www.units.miamioh.edu/oeeo/odr>.

Students or employees who have experienced harassment or discrimination of any kind should consult The Office of Equity and Equal Opportunity (OEEO). This office can investigate and resolve issues through either formal or informal resolution procedures. Reports of harassment or discrimination must be made within 300 calendar days of the most recent occurrence of the incident. For more information on policies concerning harassment or discrimination, visit the OEEO office website: <http://www.units.miamioh.edu/oeeo/harassment-discrimination>.

To view Miami's policies on harassment and discrimination, you may obtain a copy of 3.6 of Miami University Policy and Information Manual from the Office of the University Secretary, the Office of Equity and Equal Opportunity (OEEO) or <http://miamioh.edu/files/documents/secretary/MUPIM.pdf>.

Graduation

Students earning the doctorate are honored at graduation ceremonies during which they are given special recognition by the university community. A highlight of the event is the hooding of the doctoral student by their dissertation advisor when the university president presents the graduate with their diploma. Regardless of whether students intend to participate in Commencement, *they must apply to graduate in order to receive their degree*. The schedule of application deadlines and the appropriate form can be accessed here:

<http://miamioh.edu/graduate-studies/deadlines-events/index.html>.

Registration Procedures

Students may register for graduate classes online through BannerWeb via <https://mymiami.miamioh.edu>, except for special classes such as individualized or independent studies and internships. Students may pick up an Independent Study Permit in the EDL office. The student and the professor of the course must fill out the paper and have it signed by the Chair of the Department. Once completed, the form should be taken to the Office of the Registrar. In addition, registration for workshops offered through Life Long Learning (LLL) takes place through LLL's website, <http://www.units.miamioh.edu/lifelonglearning/>.

Appendix A: Important Phone Numbers

TOPICS	CONTACT
Financial Aid	Office of Student Financial Assistance One Stop Campus Avenue Building 301 S. Campus Ave (513) 529-0001 http://miamioh.edu/finaid/
Graduation application, requirements, ceremony	Office of the University Registrar One Stop Campus Avenue Building 301 S. Campus Ave (513) 529-0001 https://miamioh.edu/onestop/your-records/graduation-diplomas/index.html#/
Registration/Course adds & drops/Withdrawals & cancellations	Office of the University Registrar One Stop Campus Avenue Building 301 S. Campus Ave (513) 529-0001 https://miamioh.edu/onestop/your-records/how-to/class-registration/index.html#/
Travel funding	Graduate School 102 Roudebush Hall (513) 529-3734 http://miamioh.edu/graduate-studies/ AND Department of Educational Leadership 304 McGuffey Hall (513) 529-6825

Appendix B

The following guide is intended to be used by faculty to critique student work .

Learning goals
1. Student will be able to describe and utilize theories and principles of justice and equity as relevant to the problems of P-12 (or P-16) educational institutions and their contexts.
2. Students will be able to articulate concepts and multiple perspectives on democratic life and democratic governance as related to P-12 (or P-16) institutions and communities.
3. Students will be able to use conceptions of cultural identity and cultural diversity to benefit and collaborate with diverse individuals, families, and communities in their school or district.
4. Students will be able to collaborate and communicate across diverse contexts to work with multiple constituencies and communities in partnerships.
5. Students will be able to relate theory and abstract thinking with concrete, applied analysis of problems of practice, and of the “craft” of education.
6. Students will be able to utilize tools and capacities for inquiry situated in their own practice, and understand how to use these to generate knowledge that can transform educational organizations, keeping in mind their cultural, political, and policy contexts.
7. Students will be able to demonstrate an understanding of technological literacies for school and community leadership.

Appendix C: Dissertations In Practice Examples from CPED

These are available upon request from the Ed.D. Coordinator.

Influencing Social Capital in Times of Change: A Three Pronged Approach to Instructional Coaching at the Middle School Level

JoAnn Schwarting, Arizona State University

Using Funds of Knowledge to Build Trust Between a Teacher and Parents of Language-Delayed Preschoolers

Alissa Gonzalez, Arizona State University

Understanding Student Engagement During Simulations

Charles Gleek, Lynn University

Challenges on the Road to School Success for Low Socioeconomic and Minority Student: Dropout Prevention and Parent Involvement

Rose A. Hall, Lynn University

The Nature and Degree of the Relationship Between Chronic Absenteeism and Student Achievement in a Large Metropolitan School District in Florida

Nancy C. Kline, Lynn University

Teachers' Perceptions of Professional Development: What do Teachers Really Want That Makes Them Willing to Change Professional Practice?

Edward McFarland, North Carolina State University

Improving College Readiness, Pursuit, Access and Persistence of Disadvantaged Students

Olcay Yavuz, Rutgers University

Using Game-Based Learning To Foster Critical Thinking In Student Discourse

Marc Cicchino, Rutgers University

“Just Don't Call it a Book Club:” Boys' Reading Experiences and Motivation in School and in an After School Book Club

James A. Lattanzi, Jr., Rutgers University

Leading From the Closet: Toward a New Theory of Educational Leadership

Jocelyn Dumaresq, Rutgers University

Professional Learning Community: Increasing Efficacy for Student Success

Cathleen M. Benedict, Rutgers University

Creating and Sustaining Classroom Knowledge Through Teacher Research: Morphology as Design Intervention for Struggling Learners

Eric B. Claravall, San Francisco State University

An Evaluation Study of Ravenswood's Youth Transitioning to and Through High School

Avani Patel, San Francisco State University

A Quantitative Analysis of the Texas Performance Funding Model: Impact of Institutional and Student Characteristics

Vickie C. Natale, Texas Tech University

Design and implementation Plan for the "I am Potential" Financial Literacy Education Program

Tureka A. Louis, University of Central Florida

Secondary Mathematics Teachers' Literacy Professional Learning: An Amalgamation of Adolescent Literacy, Mathematics Teaching, And Adult Learning

Janet L. Larson, University of Nebraska-Lincoln

The Dynamics of Instructional Leadership & Organizational Structure in High Performing Urban Schools

Cathy R. Creasia, University of Southern California

Perceptions of the Impact of High School Advisory on Academic Success, Connectedness and Personalization of Education

Beth Brodie, University of Vermont

A Regional Approach to School Diversity: The Possibility, Feasibility, and Desirability

Brian Maltby, Damon Richardson, Joseph Koontz, & Ram Bhagat, Virginia Commonwealth University

Others available during Winter Term EDL 774.