

**DOCTOR OF EDUCATION DEGREE  
EDUCATIONAL LEADERSHIP**

**PROGRAM HANDBOOK**

**Department of Educational Leadership  
College of Education  
Northern Arizona University**

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## **PREFACE**

The following guidelines and requirements are intended to clarify doctoral student expectations and explain procedures relating to the Northern Arizona University (NAU) Educational Leadership (EDL) doctoral program. They are written for the use of doctoral students, program advisors, and doctoral committee members. The guidelines represent desirable practice and conform to current University and Graduate College policies, which are subject to modification.

The section of the NAU Graduate Catalog pertaining to regulations for doctoral programs and degrees should also be consulted and studied. Pertinent changes in university policies will be included in the most current issue of that document. Please note that Graduate College regulations supersede policies of the EDL department.

## **INTRODUCTION, MISSION, AND PURPOSE**

The Doctor of Education (Ed.D.) degree in Educational Leadership complements other graduate degree programs at NAU and is consistent with the mission and goals of the College of Education (COE). The mission of the College of Education at NAU is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

### **Mission of the Educational Leadership Doctoral Program**

The mission of the EDL department is to promote the skills, values, and motivation for growth in leadership positions in K-12 and higher education contexts. EDL program-prepared leaders will be knowledgeable in the foundations of educational thought as well as in the science, the craft, and the art of leadership. In addition, students will study specialties appropriate to their career goals and acquire the research and evaluation skills essential to leadership practice, as well as to scholarly inquiry. More specifically, the curriculum will:

1. Provide students with an opportunity to develop an understanding of the importance of education in our society, the significance of educational leaders, and in general, the effects leaders have on society;
2. Enable students to gain higher-level skills necessary to pursue leadership careers in schools, colleges and universities, and other educational organizations;
3. Provide experienced leaders with opportunity for growth in skills and knowledge to improve the services they provide; and
4. Enable educational leaders to grow professionally throughout their careers by becoming dynamic lifelong learning professionals.

Leadership consists of skills and abilities applied in diverse settings. The knowledge base of this professional degree is reflected in current curricular design and course syllabi as well as in the use of a variety of instructional strategies that use major journals in the field, and which fully support faculty and student participation in research. Ethno-cultural diversity and global perspectives are integrated. Specific studies in this degree are sequential, developmental, and are drawn, in part, from professional association research.

The design of the doctoral program in Educational Leadership is to provide the highest quality of education and training that will enable graduates to enrich their leadership skills in a variety of situations. Students will have opportunities to share and learn in different venues. With the assistance of an assigned advisor, students integrate both theoretical and research-based learnings with their experiences, while developing special skills and knowledge commensurate with their individual backgrounds, abilities, and career goals.

### **Purpose of the EDL Doctoral Program**

The EDL Doctoral Program seeks K-12 and higher education leaders who are willing to move education forward through the application of new competencies, strategies, communications, collaborations, advocacy, and professionalism. Leaders today must understand and practice leadership within diverse fluid contexts that include cultural, social, political, environmental, technological, and global borders. This doctorate for practicing professionals provides courses within a leadership development program that integrates educational and professional foundations, leadership principles, professional ethics, and development of a research agenda that evolves from issue-focused and problem-based experiences and goals.

Core doctoral experiences are embedded in unique professional service within an applied internship experience for K-12 students. This customized program mentors students to lead with integrity, and in an ethical and responsive manner and to demonstrate skills, knowledge, and dispositions that enhance openness to change, ongoing inquiry, relationship empowerment, leadership self-reflection, and empathic perspectives.

This is not an online degree; instead coursework is delivered through hybrid models with no more than one online course each semester. Hybrid courses have face-to-face components scheduled around the typical work week.

## **GRADUATE COLLEGE SERVICES AND SUPPORT**

The Graduate College, located in the Ashurst Building on NAU's Flagstaff Mountain campus, governs all graduate programs and has dual and cooperative functions with academic departments throughout the University. This office is responsible for policies and procedures that affect all graduate students at NAU, and thus, apply to doctoral students in the Educational Leadership program.

The Graduate College determines standards of admission and retention, requirements for graduation, regulations governing transfer credit, policies and regulations related to doctoral residency, and other matters pertaining to academic activities. The Graduate College also regulates doctoral committee membership, approval of candidacy applications, formatting standards for dissertations, and approval of time extensions for graduate students. In addition to meeting the requirements established by the EDL department faculty, candidates for the doctoral degree must meet the minimum standards set forth by the Graduate College.

To receive graduate credit and be eligible for a graduate degree, a student must be formally admitted by both the Graduate College and the EDL Department. That is to say, students must apply *simultaneously* for graduate admission to the Graduate College and for admission to the doctoral program in Educational Leadership.

The Graduate Catalog is an official university document, which establishes policies for graduate students. Departmental guidelines may clarify graduate regulations or establish more restrictive policies for a particular program; however, departments may not unilaterally waive graduate policies. For reference and most current information, the home page link to the Graduate College is: <http://nau.edu/gradcol>

## **EDL GRADUATE SERVICES AND SUPPORT**

The EDL Department Office is the clearinghouse for student records in EDL doctoral programs. The office is located in Flagstaff at 801 S. Knoles Bldg #27 Rm. #114; Flagstaff, Arizona 86011. The telephone number is 928/523-3202.

Students must contact the EDL Department Office periodically for such purposes as receiving a copy of the program of study, completing forms for application to candidacy, registering for dissertation credits, and initiating a graduation application.

## **GRADUATE SCHOOL AND EDL DEPARTMENT RESPONSIBILITIES**

The Doctorate in Educational Leadership is administered through NAU's University Graduate Committee, the EDL Doctoral Steering Committee, student Dissertation Committees, and the EDL Department faculty. Specific functions of each of these committees are as follows:

1. The NAU University Graduate Committee formulates policies within the framework of the Arizona Board of Regents and the university. Composed of faculty members from throughout the university, it approves new courses and graduate degree programs.
2. The EDL Doctoral Steering Committee (DSC), comprised of full-time faculty, reviews policies and procedures relative to EDL doctoral study. The EDL DSC's role is to establish and maintain the quality of the programs. The committee oversees all aspects of the programs and establishes guidelines and policies within the parameters of the University Graduate Committee and NAU.

3. The student's advisor and members of the student's Dissertation Committee provide primary academic guidance to students throughout the progress of their degrees. (For additional information, see handbook section entitled *Appointment of Student's advisor*)

## APPLICANT QUALIFICATIONS AND PROCEDURES

The doctoral program in Educational Leadership focuses on the preparation of leaders in K-12 and higher education settings. Admission to the program is based upon: (1) a comprehensive evaluation of the applicant's capability to pursue, benefit, and complete such study, (2) the leadership strengths the applicant brings to the program, and (3) the extent to which the program is consistent with the applicant's goals. Selective admission for the Doctoral degree in Educational Leadership is both necessary and desirable. Only the most qualified and committed students can be expected to meet the rigorous academic requirements. Department faculty will determine the maximum number of students admitted to this program in relationship to current resources available for program support.

In addition to the information provided in this handbook, students should also consult the Graduate College's website. In particular, a general checklist for doctoral students, provided by the Graduate College, can be found at

<http://www2.nau.edu/gradcol/ThesesDiss/ChecklistDoctoralStudents.pdf>

### Expectations in the EDL Doctoral Program

Before students apply to the EDL Doctoral Program, they should review the following program expectations:

- Graduate study is time consuming. Students can anticipate spending at least three hours of study, reading, and research for every hour they spend in the classroom or online. To earn three hours of academic credit, fully face-to-face classes must meet for a minimum of 45 classroom hours; hybrid courses typically meet for 20-30 classroom hours and the additional required hours are fulfilled through online requirements. Students must take these demands seriously when planning their academic schedules. This degree is a rigorous course of study and requires dedicated time and commitment by the student to be successful.
- Graduate study requires computer access and the Internet. Each graduate course has a research component. Therefore, familiarity with on-line library systems, current periodicals, and basic library research methods are essential.
- The syllabus for every course is reviewed by NAU and approved as appropriate for graduate-level classes. Instructors are accountable to the university for following the course requirements, meeting times, assignments, exams, and grading policies as stated in the prescribed course syllabus.

- Scholarly writing is a critical aspect of graduate study. Every course contains some research-based writing, such as: research papers, article critiques, book reviews, position papers, and essay exams. All graduate work is to comply with the latest edition of the publication manual of the American Psychological Association (APA). Students are strongly encouraged to familiarize themselves with APA guidelines prior to beginning the doctoral program.
- Course work requires professional and ethical behavior. Plagiarism or any other form of cheating violates this principle and is not tolerated. Acts of academic dishonesty are regarded by the University as very serious offenses. Students charged with academic dishonesty are subject to the Arizona Board of Regents' Code of Conduct and Procedures as established by NAU. Such behavior may result in removal from the doctoral program.
- This program requires courteous, positive, professional, and respectful communications at all times. Refer to NAU's policies on Safe Working and Learning Environment and Classroom Management as well as expected student conduct and behaviors required in the NAU Student Handbook. <http://nau.edu/student-life/Student-Handbook/>

## Application to the EDL Doctoral Program

Application portfolios for admission to the Educational Leadership Doctoral Program are reviewed only once each year. The *complete* portfolio must be submitted to the Educational Leadership Doctoral program office in Mesa or Flagstaff by the deadline date as noted below. The Educational Leadership faculty is *not* authorized to receive or submit a portfolio for a student. Late or incomplete portfolios will not be considered for admission. Portfolio contents that arrive in the EDL office after the deadline *will not be accepted*. Specific requirements for admission to the program and the application portfolio for admission are described in Appendix A.

The deadline for application to the EDL Doctoral Program is the first Friday in December of each year. All applicants are notified of their admission status by the EDL Department Chair and/or Chair of the Doctoral Admissions Committee. Applicants applying in December will receive notice of admissions decisions in mid-February, and they are expected to begin courses in late May. Because the EDL doctoral program runs in a cohort model, each admissions cycle is independent and students can only begin coursework when enough applicants are admitted for a sustainable cohort.

Student applications for admission to the doctoral program in Educational Leadership are assessed according to a variety of criteria. The Doctoral Admissions Committee reviews the application portfolio for each applicant and determines which applicants to admit to the program. In some cases, the committee may invite a small number of applicants for an

interview if additional information is needed before making a decision about admission to the program.

Qualities sought in doctoral students for the EDL program include: rich leadership experience and/or potential, strong verbal and written communication skills, stated Educational Leadership goals, and demonstration of academic aptitude.

Students must have a completed Master's Degree before acceptance into the Doctoral Program. *NO* coursework from previous graduate study can be transferred with the following exceptions: 1) Courses for NAU superintendent certificate, and 2) Elective credit for work with partnership endeavors in which EDL faculty participate. Admitted and enrolled students may earn up to three elective credits that meet ABOR standards.

NAU employees who plan to work toward an advanced degree at NAU should review current university policy.

## **APPOINTMENT OF STUDENT'S ADVISOR**

An advisor is assigned to each student upon admission to the program. The student and his/her advisor jointly develop a Program of Study (POS), prior to beginning the academic term. An example of the Program of Study appears in Appendix B.

## **PROGRAM OF STUDY**

After the student is admitted and prior to start date of the student's first academic term, the advisor and student develop a Program of Study for the EDL degree. The POS must contain the required signatures for further processing and clearly delineate the following: all required and elective courses and semester/sessions of enrollment and a description of how the student plans to meet the residency requirement (see Residency Requirement section in this handbook).

After approval by the Doctoral Steering Committee Chair and the EDL Department Chair, a copy (with all signatures) will be provided to the student and the academic advisor. Routine changes or substitutions may be made with the approval of the advisor. When the student is ready for Admission to Candidacy (see Admission to Candidacy section in this handbook), a final and official copy of the student's Program of Study will be forwarded to the Graduate College with the Application for Candidacy form.

### **Focus Areas in the Program of Study**

A minimum of 63 semester hours of post-baccalaureate coursework must be completed for the Doctoral Degree in EDL. The courses are organized in the Program of Study as follows:

A minimum of 63 semester hours of post-baccalaureate coursework must be completed for the Doctoral Degree in EDL. The courses are organized in the Program of Study as follows:

- *9 semester hours of Educational Foundations courses*  
Three courses provide conceptual frameworks from which educational practices are understood.
- *9 semester hours of Leadership Theory courses*  
Three courses provide opportunities to study leadership theories, models, planning and decision-making processes, and strategies for change in institutions and organizations.
- *18 semester hours of either K-12 specialization or CC/HE specialization courses*  
These courses provide focused leadership study and practice (internship) in either K-12 school contexts or within higher educational contexts.
- *12 semester hours of Research courses*  
Four courses provide research, evaluation, and statistical analysis that are essential for professional competence as an educational leader.
- *15 semester hours in dissertation work*  
EDR 798 is taken immediately following the successful completion of comprehensive exams. The first 3 hours of dissertation work are fulfilled by taking EDR 798. EDL 799 Dissertation semester hours are taken in subsequent semesters and must be taken 3-semester hours at a time in continuous enrollment until a total of 12-semester hours are completed. If additional dissertation semester hours are needed, students then enroll in 1-hour increments following the 12 completed semester hours. Please note that students must be enrolled in 3-semester hours of EDL 799 during the semester in which they defend their dissertations.

## **GPA and Grades in Doctoral Study**

The cumulative graduate grade point average (GPA) for graduation is 3.00 (B) or higher. No more than six (6) semester hours of graduate coursework with a grade of "C" are acceptable in the doctoral program. If students have concerns about their academic grades in the program, they should arrange an appointment with their advisor. If a student earns three "C" grades, or a single "D" or "F" grade in any doctoral course, the Doctoral Program Steering Committee will review the student's record and develop a remediation plan. Failure to comply with the plan, or additional grades of C or below, will be considered grounds for dismissal from the EDL Doctoral Program.

## **REGISTRATION AND CONTINUOUS ENROLLMENT**

Students will generally be enrolled into doctoral coursework by the EDL office. Because coursework is primarily taken with a student's entering cohort, the EDL department enrolls entire cohorts into courses together. If a student diverges from their cohort's enrollment, they must work closely with and have the approval of their advisor. After admission to the program and residency has been met during the first two summer semesters, students must be

continuously enrolled for coursework during each spring and fall semester to be considered active students.

Students are expected to demonstrate continuous progress throughout their program, especially after coursework has been completed. Students who do not maintain continuous enrollment for two consecutive semesters will be dropped by the Graduate College.

After admission to the program, all degree requirements must be completed within eight (8) consecutive years. Student requests for extending this deadline must be submitted through the student's advisor and the Doctoral Steering Committee to the Graduate College. Students should complete the form found on the Graduate College website and include a letter of explanation with a revised graduation date (semester and year) and a detailed plan and timeline for completion of the program. Either the Chair of the Doctoral Program or Dissertation Chair will assist the student in developing a detailed plan of completion to accompany the request for extension to the Graduate Dean who makes the final decision regarding an extension of time.

### **Residency Requirements**

The Educational Leadership department considers newly admitted students to our doctoral program as participants in a cohort. Students admitted to the program should be aware that their doctoral studies begin the summer after acceptance. We meet with accepted students to develop a program of study in the spring following notification of admittance. The cohort is expected to take classes starting that first summer in a "weekend and web enhanced" (hybrid) format. This entails spending two or three "weekends" in Flagstaff with additional time on the web for *each* class taken in the summer. "Weekend" meetings are typically held Fridays from 5-9pm and Saturdays from 8am-1pm. Taking nine hours of coursework in this fashion will qualify you as full-time-enrolled student during the summer. You will be required to spend two consecutive summers as a full time student establishing your residency (i.e., 9 semester credits each summer).

### **COMPREHENSIVE EXAMINATIONS**

A comprehensive examination is required near the completion of the courses on the POS with the exception of EDR 798 and EDL 799. Students must be registered for *three semester hours of EDR 798 during the semester the comprehensive examination is to be taken*. Further, EDR 798 begins the day after students submit their entire set of comprehensive exams.

The comprehensive examination (comps) must be taken *no later than two semesters* following the completion of coursework. Furthermore, the student must pass comps prior to admission to candidacy. The exact dates of the comprehensive examination are available from <http://nau.edu/COE/Ed-Leadership/Student-Resources/Registration/> Examination items will be evaluated and results made known by the end of the semester.

The purpose of comps is to give students an opportunity to: (1) demonstrate their understanding of basic concepts beyond the final examinations taken in specific courses, (2) form and articulate opinions and concepts in critical areas of study; (3) use methods of

argument, presentations, conclusions, implications, and organization when synthesizing knowledge from previous studies; and (4) integrate program knowledge with their own professional experiences.

Taking comps is a demanding academic exercise, which must not be taken lightly. It requires: (1) a thorough and complete effort to prepare, (2) demonstration of an inclusive knowledge of issues, (3) a broad comprehension of some theoretical and conceptual base, and (4) a clear familiarity with area literature. Therefore, taking comprehensive examinations demands something far more than a mere mastery of facts—it involves the *applied understanding* and *application* of a student's *total* knowledge in his or her doctoral studies.

Comprehensive exam study guides and further information directly related to comps are provided at <http://nau.edu/COE/Ed-Leadership/Student-Resources/Study-Guides/>. Study guides may also provide a description of the exam format, examples of sample questions and/or content study hints, suggested resources, and other important study suggestions. Should further assistance be needed, students are encouraged to contact full-time professors in their areas of study, as well as their advisor. Comps consist of four major exams:

The examination consists of three major portions and is organized as follows:

1. *Foundations*. The Foundations exam consists of four questions, one in each of the four disciplines covered in coursework (Anthropology, History, Sociology, and Philosophy). When students receive the exam, they will select two of the questions to answer in essay format. The Foundations exam is a take-home exam and students have approximately two weeks to complete it.
2. *Research*: This is a take-home examination with approximately two weeks to complete.
3. *Leadership*. The leadership portion of comps is unique depending on whether a student is enrolled in the K-12 or the CC/HE emphasis area of the doctoral program. For K-12 students, there is a take-home element and then a 4-hour exam that is completed at a predetermined day and time in an NAU computer lab. For the CC/HE students, this is a fully take-home exam with approximately two weeks to complete.
4. *Law*: This is a take-home examination with approximately two weeks to complete.

Many students find it valuable to organize study groups to share resources. Special accommodations for the comprehensive examination must be specified and made in advance. See the NAU Disability Resources for further information: <http://nau.edu/Disability-Resources/>

Comprehensive exams are held in August and January of each year. Registration for the comprehensive examination must be completed at least six weeks before the examination is scheduled. Students must complete all portions of the comprehensive examination in order to advance to candidacy.

The comprehensive exam questions are prepared and the written responses are read by full-time faculty members in each area of expertise. Blind reads by at least two faculty members familiar with the content area are used and evaluation rubrics have been developed for use in each area. Each section of the comprehensive examination is evaluated in one of the following three categories:

1. *High Pass or Pass* - The response provides good or sufficient breadth and depth in addressing all portions of the question. No further action on the part of the student is required.
2. *Conditional Pass* - Although the response addresses most portions of the question with sufficient breadth and depth, either one or more sections are not addressed or are not sufficiently addressed to warrant a "Pass." If a response is evaluated as a "Conditional Pass," the student will be assigned a faculty contact person with whom to work in addressing the "conditions" identified with the response. The student may be required to rewrite or elaborate on a portion of the examination or take additional coursework.
3. *Fail* - The response does not address the question with sufficient breadth and depth. The student will be required to re-take the exam at a future scheduled-exam time.

Doctoral students who take the EDL comprehensive examination and fail one or more parts of the examination on the second attempt shall be allowed opportunities to work with full-time faculty members in the respective comprehensive exam area to ameliorate their failing comprehensive exam work. The Doctoral Steering Committee Chair will appoint a full-time faculty member(s), based on expertise, to guide and monitor the student in further study and review. Students and appointed faculty member(s) will develop a plan of action/study (designated as a contract) for further required study, writing, and other work by the doctoral student. This action may include repetition of course work. Students with failing examination scores will work with designated faculty until the faculty member(s) have approved subsequent preparation and/or writing in the failed comps examination area(s). If students do not complete the conditions of the contract after the designated deadline(s) in the agreed-upon program of remediation within the contract, the student's lack of progress will be presented to the Doctoral Steering Committee for further action. Such action by the Doctoral Steering Committee may include dismissal from the program.

## **THE DISSERTATION PROCESS**

The dissertation process involves seven steps: (1) the dissertation committee, (2) the preliminary proposal, (3) the proposal, (4) the proposal hearing, (5) admission to candidacy, (6) the dissertation, and (7) the dissertation oral defense.

### **STEP 1 - The Dissertation Committee**

Students are encouraged to explore potential dissertation topics early in the doctoral program. Extensive reading and consultation with faculty members will assist the student in selecting an

appropriate research topic. Prior to taking comprehensive exams, students must identify and receive agreement from a full-time EDL faculty member, who has familiarity with their research topic, to serve as their Dissertation Chair. It is recommended that the proposed dissertation chair possess knowledge of research, procedural knowledge of the dissertation process, and organizational skills for guiding and monitoring the dissertation process. The dissertation chair should also exhibit a high level of student support skills and attitudes. As potential topics and research methodologies are being considered, the student should work with his/her Dissertation Chair to identify a dissertation committee to guide the research. The dissertation committee's function is to assist with and approve the research endeavors of the individual student and to conduct the final dissertation oral defense session. The following four-person dissertation committee membership is recommended for EDL doctoral students in the K-12 and CC/HE areas:

1. Dissertation chair (EDL full-time faculty member)
2. EDL full-time faculty member
3. EDL, College of Education (COE), university, or educational institution full-time or retired faculty member or administrator
4. Member internal (but not a member of the EDL department) or external of Northern Arizona University community with expertise in the dissertation topic

One member of the dissertation committee must serve as the research advisor. Students who wish five members on their dissertation committee may do so, after consulting with their Dissertation Chair. *All members* of the dissertation committee must possess earned doctorate degrees from an accredited university. Exceptions may occur for the fifth member of the committee and with the approval of the Graduate College; this fifth member's expertise would be noted and documented in the dissertation committee formation process.)

When appropriate committee members have been identified, the Dissertation Committee Chair will fill out a Dissertation Committee Request form and submit it to the EDL Department office. The committee members are recommended by the program coordinator, in consultation with the student and involved faculty and are formally appointed by the Graduate College.

The Graduate College sends a notice of appointment to all committee members and to the student. Students should work with their Dissertation Chair to ensure that a dissertation committee is formally appointed within one month of enrolling for EDR 798 (Dissertation Seminar). *In no case should a student have a formal proposal hearing before the committee guiding the research is formally appointed and approved by the Graduate College.*

If, after admission to candidacy, a student desires to change either the dissertation committee membership or his/her Dissertation Committee Chair, the student must make a written request to the Doctoral Steering Committee Chair. The request must contain specific reasons for such a change. The Doctoral Steering Committee Chair will then consult with the current Dissertation Committee Chair and other committee members and make a determination regarding the request.

## **STEP 2 - The Preliminary Proposal**

A preliminary proposal is the first step in the dissertation process. The preliminary proposal should be developed in consultation with the dissertation Chair, and should conform to the length and detailed requirements as stipulated by the Chair. This proposal may include the following:

- Introductory discussion of the problem;
- A statement of the problem with hypotheses to be tested and/or research questions to be answered;
- A preliminary review of the literature with outline of contents to be included;
- A description of the methodology, including the design, population, sampling procedure, and instruments to be used;
- A discussion of how data will be analyzed.

The student should meet with the Dissertation Committee Chair to determine whether the committee members individually or as a group will give tentative approval for continuing the development of the detailed preliminary proposal. Some Chairs will require a proposal hearing with the entire committee before the student can proceed with the development of the proposal.

## **STEP 3 - The Proposal**

A dissertation proposal is an overview of the student's dissertation. Students may not begin collecting data before their committee approves the proposal. The proposal generally includes the completed chapters one, two, and three of the dissertation. In general, a typical proposal includes an introductory chapter (Chapter 1), a review of the literature related to the dissertation (Chapter 2), and a chapter containing a description of the study design and methodology, complete with a detailed description of the planned data collection and analysis methods (Chapter 3). The three chapters should be well developed and professionally edited and proofread prior to the proposal hearing; they should also be written in the most recent version of APA.

There is no assurance that a student's dissertation chair and committee members will be available for work and consultation during the summers or during holidays, leaves of absence, or sabbaticals. Students should remain in ongoing communication with their chair and committee members regarding dissertation timelines and overall schedule.

Before moving on to a proposal hearing, the complete proposal must be reviewed and approved by the entire committee. It is not sufficient to simply have an outline or a general overview of what chapters 1-3 will entail. Chapters 1-3 need to be fully developed and vetted by every member of the committee, as well as the chair.

## **STEP 4 - Proposal Hearing**

When the proposal has been completed to the satisfaction of the Dissertation Committee Chair and the dissertation committee, all members meet to review this final document with the student in a scheduled Proposal Hearing. Students should meet with their dissertation chair on the requirements and expectations for a Proposal Hearing, as well as scheduling the room and setting up and planning for seamless technology accommodations. At least ten working days before this meeting, the student must present a copy of the completed proposal to each committee member for review. At the meeting, committee members discuss the proposal with the student to make sure that the proposed study and all its components are acceptable for dissertation-level work.

Once the doctoral student's proposal is approved (generally at the conclusion of a hearing), it then becomes a contract between the student and the committee. Major modifications must be reviewed and approved by all concerned parties. The title page of the proposal should be dated the same day as the scheduled proposal hearing and all committee members are required to sign this title page once the proposal has met the writing, research, and formatting standards of the Graduate College (including APA style/requirements and English language rules).

Before data collection can begin for the dissertation, the student must obtain approval from the Institutional Review Board (IRB) at NAU if the research involves human subjects. In order for students to submit work for IRB review, he/she must first complete a training module. Students should consult the NAU Office of Institutional Research for additional information.

The completed IRB Application must be electronically reviewed and approved by the student's Dissertation Committee Chair. If the research project is certified exempt by the IRB, the researcher (student) need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures. Students may obtain the application and additional information from the following web site:

<http://www.research.nau.edu/vpr/IRB/index.htm>

## **STEP 5 – Admission to Candidacy**

The designation Admission to Candidacy indicates the student has completed all major requirements for the Doctoral degree in Educational Leadership with the exception of the dissertation and oral defense. Admission to Candidacy is not automatic; students must apply for Admission to Candidacy subsequent to successful completion of the Dissertation Proposal Hearing.

Forms for Application to Candidacy are available from the Graduate College web site at <http://nau.edu/GradCol/Student-Resources/Theses-and-Dissertations/> They are to be completed in part and signed by the student. The student then forwards the form to the Dissertation Committee Chair, who will complete and send it to the Doctoral Steering

Committee Chair and the EDL Department Chair. Once the Application for Candidacy form is completed satisfactorily, the EDL Flagstaff office will forward it, along with the signed Title Page of the student's Proposal, to the Graduate College.

According to the Graduate College, the requirements for Admission to Candidacy are:

- Admittance to the program
- Completion of the courses listed on student's Program of Study with a grade point average of 3.0 or better
- Completion of student's residency requirement
- Successful completion of student's comprehensive written exams
- Submission of an approved dissertation proposal

The above items are forwarded to the Graduate College. It is the Graduate College that will subsequently notify students of their status of Admission to Candidacy. Students must wait at least 60 days after official notification of Admission to Candidacy before scheduling their Dissertation Defense. The Graduate College regulates specific timelines and deadlines for when defenses can be held, how close to the end of the semester dissertations must be submitted, etc. Students must consult the Graduate College website for pertinent and up-to-date information.

## **STEP 6 - The Dissertation**

After admission to candidacy, the doctoral candidate is responsible for completing the dissertation. Throughout this process, the doctoral candidate conducts the research project with guidance from the Dissertation Committee Chair and committee members. There may be some style differences in how dissertation chairs prefer to have students work with other committee members as well as how the dissertation format is outlined, within the parameters established by the Graduate College. Each student should discuss such issues with the Dissertation Committee Chair prior to major work on the dissertation. The student must provide ongoing drafts of chapters to the Dissertation Committee Chair, and must be available for conferences with the chair or any designated member of the committee.

After the dissertation chapter(s) have the approval of the Dissertation Committee Chair, the student will distribute copies to the other members of the dissertation committee. Their comments, from committee members, are returned to the student, with a copy to the chair, and these suggestions are incorporated into the dissertation document.

Only after these revisions have been completed to the satisfaction of the Dissertation Chair can the student consult with the Dissertation Chair concerning a date for the defense of the dissertation. Note: The entire committee shall have read, reviewed, and approved the final dissertation *at least three weeks* prior to conducting the oral defense hearing. The Dissertation Committee Chair and committee members certify in writing they have read the "final" draft of the dissertation and it is ready for defense.

The dissertation oral defense must be scheduled a minimum of 60 days after admission to candidacy (see above). Once a tentative date has been identified, the Dissertation Committee Chair will submit a Dissertation Defense Scheduling Form to the Graduate College. The candidate and the Dissertation Chair must note and follow all deadlines and policies regarding the dissertation oral defense scheduling. The form and additional information are found at the Graduate College web site.

The EDL department has a formal policy on the use of editors and/or research assistants. Please refer to Appendix C for this policy, and consult with your Chair or the Doctoral Steering Committee Chair with any questions.

Students must check with the Graduate College to determine timelines for submission of format checks. It is the responsibility of the student to make sure that all format changes required by the Graduate College have been made. For further assistance consult with the graduate college dates and deadlines: <http://nau.edu/GradCol/Deadlines/>

## **STEP 7 - The Dissertation Oral Defense**

The Graduate College approves the date, time, and place for the dissertation defense upon the recommendation of the Dissertation Committee Chair. No defense will be scheduled without the concurrence of the Dissertation Chair and committee members.

At least two full weeks or 10 working days prior to the scheduled defense, a complete version of the dissertation must be delivered to the Graduate College along with the fully-executed Dissertation Defense Scheduling Form. This copy of the dissertation *is not* the copy utilized for the format check, required by the Graduate College.

According to Graduate College guidelines, the student presentation portion of the defense is an open, public event so family, friends, colleagues, and anyone else can attend the defense. Only members of the dissertation committee and Graduate College representative may participate in the proceedings of the Dissertation Defense. The Dissertation Committee Chair may make exceptions, but only with the approval of the full committee

The dissertation defense will be conducted in accordance with guidelines provided by the Graduate College. These guidelines will be outlined by the Dissertation Committee Chair at the beginning of the defense. The defense will be attended by all committee members, as well as a representative of the Graduate College, who attends to certify that all procedures are followed and to conduct the voting on the acceptability of the dissertation defense.

In the case of a four-member committee, three affirmative votes are necessary for a "pass"; however, if a five-member committee was approved, then four affirmative votes are required. If the student does not pass the oral dissertation defense, corrections in the research study

must be made and another defense date scheduled. Two attempts are allowed for successful defense of the dissertation.

After the successful defense of the dissertation, revisions to the dissertation may be required. Once these have been completed to the Dissertation Committee Chair's satisfaction and the Graduate College format-review process has been completed, the candidate prepares final copies of the dissertation in accordance with policies of the Graduate College as noted on its website.

**Important Items to Note:**

- All committee members must receive a copy of the proposal, proposal, or dissertation to be discussed at least ten working days *prior to* any scheduled committee meetings.
- Doctoral candidates should work with editors to improve the quality of their technical writing and ensure that correct APA style and formatting have been incorporated in the document. The final copy submitted to the Dissertation Committee Chair should be free of errors in grammar and punctuation, and other violations of English rules.
- Students are encouraged to complete the dissertation early in the semester.
- Students must consult the Graduate College website for various deadlines and timeframes that are established for the dissertation.
- Students must be registered for at least three semester hours of dissertation credit during the semester in which they plan to defend the dissertation. Students should also be aware that if they do not complete the dissertation in the semester in which the defense was planned, they must register for at least three hours of dissertation credit (EDL 799) for any subsequent semester in which they intend to successfully defend and graduate.
- Students should also review the section of this handbook on meeting the requirements for continuous enrollment.
- The faculty has determined that each dissertation should conform to the most recent edition of APA (American Psychological Association) format requirements. It is up to the student and the Chair of the committee to make sure APA format is followed correctly throughout the dissertation. For university formatting requirements, see the Graduate College home page.
- Upon final completion of the dissertation, students should consult with their dissertation chairs and committees for possible presentation or publishing venues. Students' hard work and research should be shared with others.

## **GRADUATION**

Students must apply for graduation by the deadline of the semester in which they plan to graduate. (*See Graduate College web site for this deadline.*) Graduation ceremonies are conducted in December for the fall semester and in May for the spring semester. Students who

complete requirements in August or December are invited to participate in the December ceremony; students who complete requirements in May participate in the May ceremony.

The deadlines for having names submitted for the graduation programs are available from the Registrar's Office each semester. Once a student's name has been placed on the mailing list of potential graduates, he/she will receive information about the graduation ceremony, format, and traditions.

Please note that if students are unable to graduate after applying for NAU graduation, they should notify their Dissertation Chair and their committee members and the EDL Department. In that event, the student's graduation application will be postponed to the next academic semester only once. After that, a new application must be submitted.

Pictures from a professional photographer taken at the ceremony will be available for students to purchase.

Retainable cap, gown, hood, and tassel regalia may be purchased at the NAU Bookstore. Personalized or generic graduation announcements which include date, time, and place may also be purchased. For more information, please contact the NAU Bookstore.

Doctoral diplomas are prepared and mailed to all graduates in July for May graduation and in February for December graduation.

## Appendix A

### Application Process to the Doctor of Education Degree in Educational Leadership and Application Portfolio Requirements

Application portfolios for admission to the Doctor of Education Degree in Educational Leadership are reviewed twice a year. The complete portfolio must be submitted to the Educational Leadership office by the deadlines below. The Educational Leadership faculty is not authorized to receive or submit a portfolio for students.

Submit via email as one continuous document to: [Jennifer.offutt@nau.edu](mailto:Jennifer.offutt@nau.edu)

#### Deadlines:

##### For a cohort that begins summer:

The deadline for submission is the first Friday in December of each year.

**NOTE:** *This Group begins the **summer** following acceptance. In other words, when students apply in December and if accepted into the program, they will receive an acceptance notification by mail in February, and therefore, their doctoral-level classes begin in May or June of that year.*

##### For a cohort that begins spring:

The deadline for submission is the first Friday in September of each year.

**NOTE:** *This Group begins the **spring semester** following acceptance. In other words, when students apply in September and if accepted into the program, they will receive an acceptance*

*notification by mail in November, and therefore, their doctoral-level classes begin in January of the following year.*

*Please note: Late or incomplete portfolios will not be considered for admission. Portfolio contents that arrive in the Mesa or Flagstaff EDL offices after the deadline will not be accepted.*

### **Selection Criteria:**

Student applications for admission to the doctoral program in Educational Leadership will be assessed according to a number of criteria. Full-time faculty members are available to discuss this process with applicants as a preliminary step to determine the appropriateness and fit of the program to the student. The EDL Doctoral Admissions process is completed in two phases:

- (1) Initial review and scoring of application portfolio and
- (2) Possible open review of on-site writing and interview.

Qualities sought in doctoral students in this program include academic aptitude (e.g. as measured by test scores and graduate grade point average), demonstrated leadership experience, professional experiences, productivity and activities, communication ability, professional administrative goals and leadership skills.

### **THE APPLICATION PORTFOLIO**

The **first step** in the screening process will be an evaluation of the data submitted in an "*application portfolio*." The contents of the portfolio should be submitted **in the following order**, including all sections.

#### **1) Vita - a thorough, professional vita must include the following:**

Header - Please include the following contact information: full legal name, home address and telephone, and primary e-mail address, present occupation and employer (with employer name and address)

- Experience record (including all positions held by year, location and supervisor)
- List of all professional certificates held (if applicable)
- Academic history (undergraduate/graduate programs including institutions, dates, degrees, fields of study)
- Significant professional development and growth or in-service activities (above/beyond immediate position)
- Professional honors, awards, and distinctions
- Publications (articles, books, chapters, presentations, etc.)
- Professional and community activities (leadership/membership roles and responsibility)

**2) Personal Statement** - Career and professional goals narrative in which an applicant clearly describes his/her background, professional goals, and how this doctoral program fits with those goals. (Note: this narrative should be no more than 3 double-spaced pages.) Please address the following prompts in your narrative:

**Leadership Autobiography**- this is an overview of your past experiences or knowledge of the role of leader in the K-12 or CC/HE context.

- What key experiences have contributed to your commitment to education?
- What do you view as your most significant professional accomplishment(s) and your most significant professional failure(s) to date? How did they inform your development?

Goals for the doctoral program - include a statement of your goals for the doctoral program.

- What issues would you like to explore in the doctoral program?

**Goals after the degree** - include a statement of why this degree is important to you and what you hope to accomplish professionally after receiving it.

- How do you envision yourself effecting significant change in the K-12 or CC/HE education sector?

### 3) Academic Writing Sample -

Please read the article provided based on the program emphasis for which you are applying (i.e., applicants for the K-12 emphasis must read the K-12 article; and applicants for the CC/HE emphasis must read the CC/HE article). You should develop an essay in which you react to the article in approximately two double-spaced pages. You should give your thoughts and opinions, and you should demonstrate your reasoning behind those thoughts and opinions. You should not summarize the article in the two pages, though you may of course reference the article and summarize a point when necessary. Outside resources and references are not required, but if you do choose to use them, they should be appropriately cited using APA guidelines. Your essay MAY NOT exceed three double-spaced pages. <http://nau.edu/COE/Ed-Leadership/Student-Resources/Ed-D-Writing-Sample-Articles/>

### 4) Letters of Recommendation-

You must submit two letters of recommendation using the electronic submission format developed by the NAU Graduate College. Please be prepared to provide email addresses and phone numbers for your recommenders. An email request will be sent to the contacts that you have listed requesting completion of an electronic recommendation.

### 5) Transcripts

Please provide **all** transcripts for undergraduate as well as graduate-level courses taken. You will be asked to upload these documents during the online application process. Unofficial copies are acceptable for this submission. Official transcripts are required to be submitted to the NAU Graduate Admission office and should be mailed to:

NAU Graduate College  
PO Box 4125  
Flagstaff, AZ 86011

### **POSSIBLE FOLLOW-UP INTERVIEW**

After the EDL Doctoral Admissions Committee has reviewed all submitted applications, the committee may request an on-site interview with applicants from whom more information is needed. If you are contacted for an interview, the Committee will work with you to determine an interview location and schedule.

### **PLEASE NOTE:**

The number of students admitted each year will be based on faculty resources as well as the quality of candidates applying. Since the process requires confidentiality, **please do not contact any Educational Leadership faculty or associates in the Department Office regarding status during the review period.** All applicants will be notified in writing about their application status in February.

### **Ed.D. Program Guidelines**

The following are guidelines that should help you understand our procedures and know what to expect from a graduate program:

- Graduate study is time consuming. You can anticipate spending AT LEAST three hours of study, reading, and research for every hour you spend in the classroom. To earn three hours of academic credit, classes must meet for a minimum of forty-five (45) classroom hours. Take these demands seriously as you plan your academic schedule.
- Graduate study requires computer access. Graduate students routinely do research, search databases, participate in on-line discussions, take courses on the web, etc. If you are accepted to the program, you should be prepared to purchase or gain access to a computer with internet access.
- The syllabus for every course is reviewed by Northern Arizona University and approved as appropriate for graduate-level classes. Instructors are accountable to the university for following the course requirements, meeting times, assignments, tests, and grading policies stated in the course syllabus.
- Graduate courses will have a research component. Your library skills will need to be current. You should be familiar with on-line library systems, current periodicals, and basic library research methods.

- Scholarly writing is a critical aspect of graduate study. Every course will contain some writing: research papers, article critiques, book reviews, position papers, and essay exams are commonly required. Students should become familiar with the publication manual of the American Psychological Association (latest Edition) and other style manuals.
- Individual and/or group oral presentations, class discussions, consistent attendance, exams and reports will be the basis of your grade in most classes.

Any questions about the doctoral program or admissions process should be directed to either the EDL Department Chair, Michael Schwanenberger, and/or the Doctoral Steering Committee Chair, Walter Delecki.

Dr. Michael Schwanenberger

[michael.schwanenberger@nau.edu](mailto:michael.schwanenberger@nau.edu)

(520) 879-7937

Dr. Walter Delecki

[walter.delecki@nau.edu](mailto:walter.delecki@nau.edu)

(602) 776-4681

If you are accepted into the program, you will be assigned an advisor after admission. Additional questions may be addressed to the department at [jennifer.offutt@nau.edu](mailto:jennifer.offutt@nau.edu).

## Appendix B

**DOCTOR OF EDUCATION DEGREE IN EDUCATIONAL LEADERSHIP  
PROGRAM OF STUDY for 2014 Doctoral Cohort; K-12 Emphasis**

Student Name:		NAU ID#:	
Advisor's Name:		Specialization:	
Master's Degree:	Major:	Institution:	Year Earned:

**Doctor of Education in Educational Leadership Coursework:**

Educational Foundations	9 Units
Leadership Theory	9 Units
Research	12 Units
K-12 Educational Administration Emphasis	18 Units
Dissertation	15 Units
<b>Total Minimum Graduate Units Required:</b>	<b>63 Units</b>

**Educational Foundations (9 units): (other Doctoral level Foundations courses may be substituted)**

Course Prefix/Number	Title	Units	Semester Taken
EDF 703	Sociology of Education	3	
EDF 742	Issues in Educational History	3	
EDF 704	Anthropology	3	

**Leadership Theory (9 units):**

Course Prefix/Number	Title	Units	Semester Taken
EDL 733	Education Organization Development	3	
EDL 788	Advanced Leadership Theory	3	
EDL 789	Advanced Leadership Seminar	3	

**Research (12 Units):**

**Note:** EDR 610 Introduction to Research is a prerequisite for the Research course work. Check NAU's online catalog for other course prerequisites.

Course Prefix/Number	Title	Units	Semester Taken
EDR 720	Research Design	3	
EPS 525	Introduction to Statistics	3	
EDR 725	Qualitative Research	3	
EDR 726* OR EPS 625*	Advanced Qualitative Analysis OR Intermediate Statistics	3	

Both of these research courses may be taken, with approval from a student's advisor, with one counting as an elective course.

**K-12 Educational Administration Emphasis (18 Units):**

**Required Courses (9 units):**

Course Prefix/Number	Title	Units	Semester Taken
EDL 724*	School Superintendency	3	
EDL 734*	Education Funding Policy Studies	3	
EDL 736*	Advanced School Law	3	

**Elective Courses (9 Units) (doctoral level preferred; courses from either the COE or another NAU college are acceptable):**

Course Prefix/Number	Title	Units	Semester Taken
EDL 770*	Advanced Practicum	3	
EDL 732*	Ed. Ldrshp & Planning for Tech	3	
EDL 797*	Internship (can be transferred in from an NAU certification program)	3	

\*These courses may be substituted with others at the discretion of the Advisor. If a student already has their superintendent certificate and/or is not pursuing that certification, then alternative courses and electives will likely be needed.

**Dissertation (15 Units minimum):**

*EDL 799 must be taken at a rate of at least 3 hours per term until 12 hours are completed. If additional dissertation hours are needed, students may enroll in 1 hour of EDL 799 after the 12 hours are completed. Students must be enrolled during the semester they defend their dissertation.*

EDR 798	Dissertation Seminar	3	
EDR 799	Dissertation	12 (min.)	

APPROVAL SIGNATURES:	DATE:
Student:	
Advisor:	
Doctoral Steering Committee Chair:	
Department Chair:	

The Doctor of Education in Educational Leadership program must be completed within eight (8) years from the semester of admission.

Submit this form to the Department of Educational Leadership office after all signatures have been obtained.

**DOCTOR OF EDUCATION DEGREE IN EDUCATIONAL LEADERSHIP**  
**PROGRAM OF STUDY for 2014 Doctoral Cohort; CC/HE Emphasis**

Student Name:		NAU ID#:	
Advisor's Name:		Specialization:	
Master's Degree:	Major:	Institution:	Year Earned:

**Doctor of Education in Educational Leadership Coursework:**

Educational Foundations	9 Units
Leadership Theory	9 Units
Research	12 Units
Community College/Higher Education Administration Emphasis	18 Units
Dissertation	15 Units
Total Minimum Graduate Units Required:	63 Units

**Educational Foundations (9 units): (other Doctoral level Foundations courses may be substituted)**

Course Prefix/Number	Title	Units	Semester Taken
EDF 584	Racism in U.S. schools & society	3	
EDF 703	Sociology of education	3	
EDF 673	International education	3	

**Leadership Theory (9 units):**

Course Prefix/Number	Title	Units	Semester Taken
EDL 733	Education Organization Development	3	
EDL 788	Advanced Leadership Theory	3	
EDL 789	Advanced Leadership Seminar	3	

**Research (12 Units):**

*Note: EDR 610 Introduction to Research is a prerequisite for the Research course work. Check NAU's online catalog for other course prerequisites.*

Course Prefix/Number	Title	Units	Semester Taken
EDR 720	Research Design	3	
EPS 525	Introduction to Statistics	3	
EDR 725	Qualitative Research	3	
EDR 726* OR EPS 625*	Advanced Qualitative Analysis OR Intermediate Statistics	3	

Both of these research courses may be taken, with approval from a student's advisor, with one counting as an elective course.

**Community College/Higher Educational Administration Emphasis (18 Units):**

**Required Courses (9 units):**

Course Prefix/Number	Title	Units	Semester Taken
CCHE 697a or 680	Higher Education Administration	3	
CCHE 697b	Higher Education Finance	3	
CCHE 697c	Higher Education Law & Legal Issues	3	

**Elective Courses (9 Units) (doctoral level preferred; courses from either the COE or another NAU college are acceptable):**

Course Prefix/Number	Title	Units	Semester Taken
		3	
		3	
		3	

**Dissertation (15 Units minimum):**

*EDL 799 must be taken at a rate of at least 3 hours per term until 12 hours are completed. If additional dissertation hours are needed, students may enroll in 1 hour of EDL 799 after the 12 hours are completed. Students must be enrolled during the semester they defend their dissertation.*

EDR 798	Dissertation Seminar	3	
EDR 799	Dissertation	12 (min.)	

APPROVAL SIGNATURES:	DATE:
Student:	
Advisor:	
Doctoral Steering Committee Chair:	
Department Chair:	

The Doctor of Education in Educational Leadership program must be completed within eight (8) years from the semester of admission.

Submit this form to the Department of Educational Leadership office after all signatures have been obtained.

## APPENDIX C

### **Department of Educational Leadership policy for graduate students' use of editors and research assistants/consultants:**

An Ed.D. in Educational Leadership and Community College/ Higher Education is a terminal degree that confers upon individuals the prestige and tradition of a long history of scholarly activity. The successful completion of an Ed.D. program highlights the ability of a student to critically read, write, and utilize research effectively in a wide variety of contexts. The successful completion of a doctoral program prepares students to publish scholarly work that will contribute to the larger community of practice and scholarship.

With this purpose in mind, the Department of Educational Leadership has adopted the following policy and guidelines for students' use of editors and research assistants/consultants.

#### **Use of editors:**

Editors are encouraged in the dissertation process for the purpose of editing grammar, formatting tables, and guidance in using appropriate citations. The editor should not be involved in substantial writing and/or revising of the content of the document. Ultimately, the author of the dissertation has full responsibility for the final document and should be able to demonstrate an understanding of how to format tables, cite appropriately, and write effectively.

Editors are not allowed for course assignments or comprehensive exams. Students should use campus resources and on-line resources like the Writing Center to develop their writing.

#### **Use of research assistants/consultants:**

Research assistants/consultants may be used in the dissertation process for the purpose of data input and organization (for example, entering data into SPSS or into a qualitative software analysis program). Research assistants/consultants may not be used by students for the purpose of collecting data (for example, conducting interviews or developing a survey) or analyzing data (for example, coding qualitative data or running statistical programs on quantitative data) or interpreting the results.

Research assistants/consultants are not allowed for course assignments or comprehensive exams. Students are encouraged to seek the assistance and guidance of faculty members as well as other research assistants/consultants during their doctoral program in order to acquire the skills and proficiency needed to successfully complete the dissertation.

STUDENT NAME: \_\_\_\_\_ STUDENT NAU ID #: \_\_\_\_\_

EDL Doctoral Cohort \_\_\_\_\_

**ALTERNATIVE RESIDENCY PLANNING GUIDE**

**(Total Residence Hours must equal at least 24 hours and hour equivalents)**

**I. Interaction with Resident Faculty (required)**

- List Doctoral Coursework with Full-time Faculty:

Date	Course	Faculty Person

- List Special Sessions with Full-time Faculty:

Date	Location	Purpose	Faculty Person

**II. Minimum 12 credit hours full-time study on Flagstaff Campus (includes online courses)**

Semester	Courses and Hours

**Conferences / Seminars (3-6 credit hour equivalents required)**

Title/Organization	Date	Location	Proposal

**III. Doctoral Study Group (0-3 credit hour equivalents - describe purpose and extent of meetings):**

**IV. V. Site-based Dissertation Research (0-6 credit hours)**

- Library Facilities (list):
- List semesters:

**V. Special Mentorships (name individuals and describe relationships) (0-3 credit hour equivalents):**

**Plan Reviewed and Approved by:**

\_\_\_\_\_/\_\_\_\_\_  
**Student's Name/Date**

\_\_\_\_\_/\_\_\_\_\_  
**Faculty Advisor/Date**

\_\_\_\_\_/\_\_\_\_\_  
**Doctoral Steering Committee Chair/Date**