Education Doctorate (Ed.D.)
in Transformational Teaching and Learning

HANDBOOK

[KU Education Doctorate](#)

Table of Contents

Introduction

We are pleased that you have chosen to pursue your doctoral studies with Kutztown University of Pennsylvania. While traditional Ph.D. programs prepare graduate students for conducting research in a specialized area of educational practice, this doctorate is designed for the career-educator—the individual who envisions their career as a lifelong practitioner-scholar in their classroom or educational setting, working with children and adults to improve lives. As a practitioner-scholar doctorate, it is intended to affect change from within schools, educational settings, and within the educator themselves, rather than from a top-down, administrative level. This doctorate will provide educators of all experiences and backgrounds with the tools to transform their classrooms and practices.

Kutztown University's Ed.D. program is a member of the Carnegie Project on the Education Doctorate (CPED) consortium of more than 100 colleges and schools of education worldwide. CPED is a national effort to prepare practitioner-scholars to apply their practice to generate new knowledge and become informed experts who guide the profession to new achievements. For more information on CPED, visit https://www.cpedinitiative.org/.

The information in this handbook should be considered as guidelines, but does not supersede any applicable university policy, public law, or regulation. These guidelines are also subject to change as the program evolves.

Program Overview

The Ed.D. program is a cohort-based, blended delivery model that merges in-person and online instruction. A cohort of practitioner-scholars study and work together over the course of the three-year program. The program focuses on addressing one of the most pressing needs in the country today—narrowing the achievement gap for at-risk and under-represented populations. In short, students of the program are asked to use their knowledge, skills, and dispositions as transformative leaders who demonstrate:

Cultural Competency:
1. Critically reflect on student populations to purposefully create practices that meet the needs of all learners. (CPED #1)

2. Employ transformative practices when responding to social justice initiatives in their educational setting. (CPED #1)

3. Engage stakeholders within the educational setting and community to make systemic curricular decisions surrounding multiculturalism and social justice. (CPED #1)

Research Methods & Methodology:
4. Engage in and promote lines of inquiry that result in meaningful analysis, conclusions, and recommendations for student and education-specific puzzles of practice. (CPED #2)

Systems Thinking:
5. Develop a shared vision and commitment to foster collaboration and inquiry. (CPED #3)

Accountability for Equitable Student Performance:
6. Effectively interpret data that supports the implementation of transformative curriculum and practices to foster accountable educational cultures that reflect high expectations. (CPED #4)

Applied Research:
7. Analyze the systematic collection, review, dissemination, and use of data in making data-driven decisions to bring about transformative change. (CPED #5)

Reflective Practice:
8. Recognize transformative qualities through self-analysis, inquiry, and personal reflection to become effective change agents in their education setting. (CPED #6)

Key features of the program include:
➢ Challenging academic study directed by highly qualified faculty.
➢ Program delivery through structures tailored to meet the needs of fully employed educational professionals.
➢ Degree program designed to directly and tangibly impact real educational situations.
➢ Cohort model that allows for individual performance and also develops collaborative skills essential to effective leadership development of the Learning Associates.
➢ Emphasis on enhancing existing leadership skills by integrating theory and practice through job-embedded and puzzles of practice learning experiences.
➢ Focus not only on the knowledge and skills component necessary for effective practitioners but also on the human or dispositional qualities associated with transformative teaching and learning.
➢ Program designed to meet a set of objectives integrated with individual career and personal goals.
➢ Focus on local, regional, and global issues to better prepare leaders to make evidence-based changes in their workplace and communities.
➢ "Action research" dissertation, designed collaboratively with the Learning Associate, place of employment, and KU faculty, and intended to positively impact the participant's workplace and/or greater community.

The Ed.D. in Transformational Teaching and Learning requires the satisfactory completion of 60 semester hours beyond the master's degree distributed as follows:

➢ Foundations Core - 21 semester hours
➢ Research/Dissertation Core - 21 semester hours
➢ Specialization Credits - 18 semester hours

The program is designed with both depth and breadth of coursework that allows practitioner-scholars to dig deeply into core areas and flexibility to branch out in areas of personal interest and/or specializations. It is expected that all coursework will have substantial real-world application, strengthening the bond between research and practice. This is key to empowering Learning Associates to develop the necessary personal and research skills to become a fully-functioning, change-oriented, professionals making a difference in the lives of learners.

A Word About Cohorts:
A cohort of practitioner-scholars will study and work together over the course of the three-year program. The cohort model was chosen because of higher success rates for cohorts in

persistence and graduation and because of the significant positive impact shown to come from the interaction in cohort models such as in the Leader-Scholar Communities.

Program Philosophy

The Ed.D. program is built on the belief that the practitioner doctorate be conducted not only within the University, but also in the "laboratory of the everyday"—in classrooms, schools and communities, and other organizations and settings.

The Ed.D. in Transformational Teaching and Learning includes six basic working principles that align with CPED philosophy. These include a program which:

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
2. Prepares teacher-leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, and links theory with systemic and systematic inquiry.
6. Emphasizes the generation, transformation, and use of professional knowledge and practice.

The concepts that are unique to our program and embed CPED principles:

1. **Students as Learning Associates (LAs)** centers on the belief that teaching and learning will be, by intention and design, a bidirectional process. Doctoral students and program faculty will become "Learning Associates"—mutually teaching and learning together. Learning Associates—students and program faculty— work together to plan for and facilitate topical discussions during class sessions and online.

2. The **Leader-Scholar Community (LSC)** concept assumes that both faculty and Learning Associates are experts in their own spheres of expertise and shareholders in the learning process. Faculty are considered to be experts in applied research, writing, and scholarly literature. Learning Associates are considered to be experts and responsible leaders in the particular practices and contexts in which they conduct research and effect change.

3. **Scholarly Practitioners** blends practical wisdom with professional skills and knowledge theories as tools for change because they understand the importance of equity and social justice. They disseminate their work in multiple ways, and they have an obligation to resolve problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals.

4. **Inquiry as Practice** is the process of posing significant questions that focus on complex puzzles of practice. By using various research, theories, and professional wisdom, scholarly practitioners design innovative solutions to address the puzzles of practice. At the center of Inquiry of Practice is the ability to use data to understand the effects of

innovation. As such, Inquiry of Practice requires the ability to gather, organize, judge, aggregate, and analyze situations, literature, and data with a critical lens.

5. **Action Research Based Laboratories of Practice** are settings where theory and practice inform and enrich each other. They address complex problems of practice where ideas— formed by the intersection of theory, inquiry, and practice—can be implemented, measured, and analyzed for the impact made. Laboratories of Practice facilitate transformative and generative learning that is measured by the development of scholarly expertise and implementation of practice.

6. **Puzzles of Practice** are persistent, contextualized, and specific issues embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes.

7. The **Dissertation in Practice (DiP)** is a scholarly endeavor that impacts a complex question of practice. The DiP will be scholarly, relevant to one's professional leadership, and accessible to the community. It centers on action research—a scholarly inquiry undertaken with the intent to inform and improve the workplace or community of professional practice. The KU faculty who serve on the Leader-Scholar Communities (LSCs) guide this process.

Roles and Responsibilities

Learning Associates
The doctoral student, referred to in the program as a Learning Associate, must be expected to perform at an advanced level of scholarship in preparation for advanced leadership positions as scholar-practitioners. They are expected to do a significant amount of reading for classes; consult library and other resources beyond the required readings; and engage in original data collection and problem-based applied research in their own organizations. They are expected to meet conventional standards for doctoral-level research, writing ,and analysis in all courses. Candidates also must be held to high expectations in terms of the integrity of their academic work and professional behavior.

The Learning Associate also has the primary responsibility for the dissertation from the creation of the subject matter to the preparation of the final defense. The student is responsible for ensuring that the dissertation manuscript meets accepted standards for scholarly writing and has thoroughly proofread the documents for accuracy including spelling, punctuation, and grammar. The student should read the dissertation guidelines and requirements in this handbook to become familiar with the dissertation process. The student also should become familiar with the most current edition of the ***Publication Manual of the American Psychological Association***, the required academic style manual.

The Leader Scholar Community
The Leader-Scholar Community (LSC) concept was developed at the University of Arizona and the process assumes that both faculty and Learning Associates are experts and shareholders in the learning process. Prior to the fall semester of the second year, each of the cohorts will be divided into smaller groups of approximately three to four Learning Associates. A full-time faculty member from KU will collaborate with each group during the dissertation process. Each group becomes an LSC with all members agreeing to work together throughout the development of the dissertation and until its completion for each of the Learning Associates. In this model, both the Learning Associates and the faculty are experts and share in the learning process.

The LSCs will meet at an agreed time during the second and third year of the program as part of classroom discourse. These meetings will strengthen and build learning community and give opportunities to discuss the on-going dissertation process and its challenges. Learning Associates will get feedback on their writing and help each other to stay current in knowledge and scholarship opportunities. Faculty may also meet individually with the Learning Associates throughout this process.

The EDD Director will consult with the LSC faculty regularly to assess the process and initiate changes that may emerge.

We believe that the LSC is a process which will (1) provide our Learning Associates with support and guidance, and strengthen the collaboration of each cohort; (2) result in a consistent community of peers and faculty with whom our Learning Associates will lead and learn; (3) promote the concept of critical friends that will result in a mutually supportive collaborative; and (4) result in a higher completion rate.

No LSC is considered constituted without the final approval of the EDD Director and the Dean of the College of Education.

Dissertation Committee Chair

Because of the nature of the Leader-Scholar Communities, the EDD Director will identify a graduate faculty member who is willing to serve as both a participant in the Leader-Scholar Community and as Dissertation Committee Chair. Learning Associates will work with this faculty member to explore potential research topics and the puzzle of practice doctoral students hope to explore.

The Dissertation Committee Chair, who must be a Kutztown University graduate faculty, accepts and assumes the major responsibility to work directly with the graduate student in the research. The Dissertation Committee Chair will work closely with the student in all aspects of the dissertation experience, including the development of the dissertation proposal, the implementation of the research design, the analysis of the data or supporting evidence, and the writing of the dissertation. The Dissertation Committee Chair has the responsibility to edit the dissertation for accuracy in terms of both content and format. Prior to the submission of the dissertation to the Dissertation Committee, it is the responsibility of the Dissertation Committee Chair to review the document and ensure that it is of high quality in content and literary style.

The Dissertation Chair must have a terminal degree and be a full-time faculty member of the Kutztown University faculty with graduate status expertise related to the student's intended area of dissertation research or with special expertise in the research methods relevant to the intended topic.

Dissertation Committee Members

The doctoral student's Dissertation Committee is comprised of the Dissertation Chair and two committee members. One of the members of your committee will be a faculty member involved in another Leader-Scholar Community of the same cohort. The EDD Director will work closely with both the student and Committee Chair to appoint this member. The third committee member should be chosen by both the Learning Associate and their chair, to compose a complementary Dissertation Committee. The third committee member is often chosen to provide thematic, contextual, or methodological expertise. In many cases they will be a member of the community who is familiar with the action research being conducted. The Dissertation Chair will determine their eligibility for Dissertation Committee service.

In review, the Dissertation Committee is comprised of the chair and two additional members:

- The second member is another faculty member involved in LSCs

- The third member may be either a faculty member in any department at KU or at another university, or an equivalent non-faculty expert in the community.

  ➢ Criteria for this 3rd member and approval of this member is the responsibility of the Dissertation Chair.

  ➢ An individual who possesses requisite expertise may serve as a third reader on a Dissertation Committee with the approval of the Committee Chair. This may include part-time and adjunct faculty, retired program faculty, faculty from other programs or universities, and community professionals. In such cases, the Dissertation Chair may request a curriculum vita of the individual concerned.

The three-person Dissertation Committee works with the doctoral student in developing and approving a formal dissertation proposal, obtaining Institutional Review Board (IRB) approval, conducting the dissertation research, and preparing the dissertation. The three-person committee is also responsible for conducting a public defense of the dissertation proposal. After the dissertation research has been completed and the dissertation has been written, the Dissertation Committee conducts the final public dissertation defense and approval of the dissertation. By the end of the fall semester second year, the LSC Chair submits a **Committee Assignment Form** to the EDD Director.

A Note About Changing Dissertation Committee Membership:
View committee selection as a firm commitment. After three individuals have agreed to serve on a committee, they will work with the student throughout the remainder of the program. Although a student will work most closely with the Dissertation Committee Chairperson, all members must agree and be willing to sign off on the completed dissertation. Keep in mind that if a committee recommends extensive revisions to dissertation work, the committee members cannot be replaced with another group. Legitimate reasons for changing the composition of a Dissertation Committee emanate from the committee members themselves, not from the student. Such reasons include retirement, relocation, or major changes in the dissertation topic and/or approach that render the study outside the committee member's expertise. A committee member is free to withdraw from a Dissertation Committee.

At times and for various reasons, a candidate may wish to change the committee membership or committee members may request to withdraw from the committee. The doctoral EDD Director must approve any changes.

Prior to initiating a change in the committee, the candidate must consult with his/her chair. If the candidate and his/her chair wish to change committee membership, the candidate must:
- meet with the doctoral EDD Director to discuss changing the committee; and
- submit a written request for appointment of a new committee member to the doctoral EDD Director.

If a committee member wishes to be replaced:
- the committee member must inform the candidate and the Committee Chair that a change is considered necessary;
- the Dissertation Chair must submit written notification of the change to the doctoral EDD Director;
- the candidate must meet with the Committee Chair and/or the doctoral EDD Director to discuss identifying a new committee member.

The doctoral EDD Director must approve removals and appointments. Upon approval of a change in committee membership, the doctoral program coordinator will notify the candidate and the committee members. After the change of committee membership, the new committee must meet and review the candidate's progress to confirm the direction of the dissertation.

EDD Director
The KU EDD Director monitors dissertation progress and ensures that the student is making acceptable progress on the dissertation in a timely manner for the student's intended graduation.

Graduate Studies Office
The Kutztown University Graduate Studies program oversees and implements all policies and procedures governing graduate dissertations. It publicizes and disseminates the articulation of these policies to the graduate community. Electronic copies of new policies will be continually added to a dissertation repository with the assistance of Rohrbach Library.

Basic Degree Requirements and Courses

Program Schedule

	Fall	Winter	Spring	Summer 1 & 2	
1st Year	EDD 701 EDD 720	EDD 704	EDD 712 EDD 750	EDD 724 (portfolio)	EDD 711
2nd Year	EDD 791 EDD 751 (deadline for 3rd committee member)	EDD 703	EDD 721 EDD 702 (dissertation proposal)	EDD 792 EDD 710	EDD 723
3rd Year	EDD 722 EDD 725	EDD 793	EDD 795 (dissertation defense)		

Course Offerings

The following courses have been designed to meet the objectives of the Ed.D. in Transformational Teaching and Learning.

FOUNDATIONS CORE COURSES (21 semester hours):

EDD 701: Transformational Learning and Teaching: Personal and Professional Perspectives (3 hours) introduces Learning Associates to the doctoral program and the multiple facets of transformational learning and teaching from an interdisciplinary perspective. The seminar provides a framework for the Learning Associate to further develop the knowledge, skills, and dispositions required of teacher-leaders for 21st-century educational organizations. It is designed to encourage the investigation of the Learning Associate's teaching and leadership assumptions, behaviors, and goals and to begin planning to improve personal and professional effectiveness.

EDD 702: Transformational Learning Models and Instructional Design (3 hours) focuses on an in-depth study of current theory and research about curriculum design and its relationship to developing and sustaining Professional Learning Communities. Through a process of discussion, reflection, reading, discovery, designing, and sharing of experiences, Learning Associates will develop a platform of beliefs about curriculum design. They will develop an authentic curriculum for their workplace and engage in the analysis of data to determine learning needs and outcomes of their clients. They will design a substantive, ongoing professional development plan for their workplace.

EDD 703: Leading and Implementing Transformation Change (3 hours) examines contemporary theories, practices, and research in planning, managing and assessing change in organizations as social systems. Particular emphasis will be placed on assessing the utility of theories based on previous and emerging research and deriving implications for professional practice.

EDD 704: Transformational Issues and Trends (3 hours) explores the existing and emerging knowledge base for teaching and learning in educational organizations. It explores contemporary issues in education as the Learning Associates examine high impact learning and teaching with underachieving populations. Special emphasis is given to the impact of the interaction among organizational culture, leadership styles, and change. Learning Associates will select, design and implement a project and design a strategic plan including program evaluation strategies.

EDD 710: Introduction to Action Research, Academic Writing and the Dissertation Process (3 hours) introduces Learning Associates to the process of dissertation action research including the development of their proposal that will become the focus of their research. Learning Associates will develop academic writing skills and skills in critiquing their research literature as well as strategies for developing research ideas. Emphasis will be placed on APA-style writing.

EDD 711: Understanding Statistics (3 hours) provides Learning Associates with an understanding of how to use, apply, and interpret t-tests, correlation and regression, one-factor ANOVA and Chi-Square. Learning Associates will analyze readings that focus on inferential statistics as well as those which focus on mixed methods (qualitative and quantitative research designs).

EDD 712: Qualitative Research (3 hours) introduces Learning Associates to qualitative research related to the development of an action research dissertation study. Topics will include research paradigms for qualitative designs; developing surveys/questionnaires; developing questions for and analyzing interviews, and interpreting qualitative research studies. Learning Associates will analyze readings that focus on qualitative research designs.

SPECIALIZATION COURSES (18 semester hours):

EDD 720: At Risk Populations (3 hours) addresses the development of more effective interventions for at-risk learners with a focus on children in poverty and children suffering social and emotional risks. Learning Associates' primary work will be to develop a proposal for an intervention. LAs may select an intervention designed to improve students' academic performance; to reduce children's social or emotional risks; or to promote social, emotional, or moral development. The course will consider not only whether these initiatives ameliorate deficits and troubles, but whether they nurture strengths and resiliency as well; new models of resiliency will also be examined.

EDD 721: Educational Policy and Diversity (3 hours) prepares Learning Associates to be able to understand cultural adaptability and critical race theory. Learning Associates will develop new and analyze existing curriculums and policies that focus on multiculturalism and social justice. They will explore dimensions of gender, race and social-class equity in the workplace. Learning Associates will develop approaches to multicultural reforms by completing a site-specific proposal with a strategic action plan that will address multicultural issues in teaching and learning in their workplace.

EDD 722: Data-driven Assessment and Decision-Making (3 hours) addresses the theories, professional approaches and understandings from various psychological perspectives as they relate to assessing, developing, leading and teaching people and programs. Emphasis will be on best practices from the educational, social sciences and management professions for sustaining an organization's capacity for continuous growth.

EDD 723: Qualitative Data Analysis (3 hours) will introduce students to techniques, tools, and frameworks for qualitative data analysis. The course will follow a studio format in which students will receive guidance on how to conduct qualitative data analysis as well as peer-feedback on their own qualitative data analysis efforts. Learning experiences will involve text readings, reflective writings, videos, qualitative data analysis exercises, and small group discussions. Students will learn about methods for analyzing qualitative data by hand and with the aid of software.

EDD 724: Special Topic (3 hours) is designed to meet the specific needs of the cohort based on current trends and opportunities.

EDD 725: Critical Theories and Professional Practice (3 hours) is designed around the cohort's identified theoretical frameworks, their educational applications, and the reflective techniques necessary to becoming critical educators. This course is organized to address ways in which to build upon Learning Associate's professional growth as scholarly practitioners. The course is designed with two overarching goals: 1) to bridge the gap between theory

and practice, and 2) to foster their journey in becoming transformational leaders in their field of expertise.

RESEARCH AND DISSERTATION CORE COURSES (21 hours):

EDD 750: Theory and Methodology in Education Research (3 hours) investigates the various theories behind research methodology to aid in developing the first stages of their action research dissertation proposal. The course uses narrative memoirs to critically unpack Learning Associate stories in relationship to a potential research question and explores the construct of potential research questions, literature reviews, and methodology in the form of a research workbook. This course ensures a consistency of constructs and themes across the three components listed above using journaling, mapping and personal reflection.

EDD 751: Research Methods in Education Settings (3 hours) provides a space for Learning Associates to develop the methods used in their action research and gives structure and support to their research. Various methods of research are explored and critical feedback is given in a seminar format.

EDD 791/792/793: Leader Scholar Communities I – III (3 hours each) are spaces where Learning Associates develop and explore their research within a smaller cohort group. The Leader-Scholar Communities meet regularly during the second and third year to lend support to the research process.

**EDD 795: Dissertation in Practice (6 credits*)* requires directed independent study on the action research project and is specifically for students researching and writing dissertations.

Degree Stages

Initial Admission

Candidates are admitted to doctoral study and will begin coursework before being formally admitted to degree status. The decision to admit a candidate to doctoral work constitutes major commitments from the candidate, employer, and the university faculty who will advise, instruct, evaluate, and guide the candidate in the courses and their dissertation studies.

Candidacy in the Program

All Learning Associates must be eligible for candidacy to move forward with the dissertation process. To be eligible, Learning Associates must successfully complete milestone comprehensive assessments. The purpose of these assessments is to evaluate the candidate's knowledge, skills, and disposition. The comprehensive assessments for candidacy include:

1. The creation of a **Digital Portfolio** (Summer First Year).
2. Successful completion of an **approved dissertation proposal** (by end of Spring Second Year).

Digital Portfolio

Portfolio Overview
A Digital Portfolio is intended to provide an alternative to the comprehensive exam, traditionally used to assess Learning Associates' content knowledge and to determine whether or not they are ready to proceed with the dissertation process. Candidates must submit and defend the Digital Portfolio to the EDD Director in order to move on to the development of the dissertation. The rationale often cited for the comprehensive exam is that it ensures that candidates can demonstrate in writing the ability to conceptualize and apply content associated with the field at an advanced, doctoral level. Most often this exam has consisted of questions chosen by the faculty and administered to the candidates over two, three-hour time blocks. The arguments for an alternative assessment rather than the more traditional comprehensive exam are twofold. First, this approach is more broadly based, that is, the portfolio requirements call for showing the integration of ideas and their application in ways not possible on a written examination.

Second, this approach goes beyond what candidates "know" by also assessing their capabilities in important areas of transformational teaching and learning. As an assessment instrument, the purpose of the Digital Portfolio is threefold: (1) to provide evidence of the candidates' progress so feedback can be provided in a timely fashion; (2) to provide evidence that each candidate meets identified program learning objectives; and (3) to provide faculty with evidence that candidates are ready to proceed with the doctoral dissertation.

Digital Portfolio Guidelines and Process
Learning Associates must submit and defend the Digital Portfolio to the EDD Director and LSC faculty member in order to move on to the development of the dissertation.

Purpose of Portfolio Evaluation
The purpose of the portfolio evaluation is to provide feedback on your progress in doctoral studies while still early in the program. The evaluation allows faculty in your program to assess your articulation of a potential research focus and the quality of your writing.

Eligibility Criteria for Submission of Portfolio
The EDD in Transformational Teaching and Learning program requires Learning Associates to submit a portfolio if they have met the following criteria:
1. Completed since matriculation all first-year cohort courses (21 credit hours) by the start of the Fall semester of their second year.
2. Successfully maintained a GPA minimum 3.0.
3. Have resolved any incomplete grades and must have that coursework completed prior to submission of the portfolio.

If this criteria is met, the Learning Associate must submit their portfolio via the EDD Director by the end of the Summer I semester during the first year in the program. If you have questions regarding your **eligibility** for the portfolio process, please contact the EDD EDD Director. **Students who are required to submit a portfolio but fail to do so will be judged to have failed the portfolio**. A doctoral student whose portfolio is not judged passable after two submissions will be withdrawn from the program.

Portfolio Registration Process
Candidates must register for the Portfolio Review according the following criteria:
1. Portfolios must be designed using the Watermark/Taskstream Program. A subscription to Watermark/Taskstream will be provided through the COE Dean's Office.
2. Candidates will design the portfolio through program courses:
    a. EDD 710 Introduction to Action Research, Academic Writing, and the Dissertation Process - Portfolio Introduction (Winter first year)
    b. EDD 750 Theory and Methodology in Education Research – Portfolio Check (Summer I first year)
3. Portfolio Review will take place the end of Summer I first year. Candidates will receive a grade when the review is complete – Pass, Conditional Pass, or Fail.

Portfolio Requirements
Your portfolio must include:

1. A **curriculum vitae or resume.**

2. A **personal narrative** of no more than 5 double-spaced pages (12 point font). In the narrative, you should explain how your coursework and other doctoral experiences have contributed to a coherent trajectory of intellectual growth and scholarship, and you should indicate the future

direction of your doctoral study. You should avoid providing a chronological account of your coursework. You should also explain the selection of the five artifacts you will submit with your portfolio, described in more detail below. If you include a group paper, you should describe your contribution to that paper. You may consult with the Writing Center on campus to revise drafts of your narrative.

3. **Five artifacts** that have been submitted for doctoral coursework at Kutztown University. A minimum of three of these artifacts should be single-authored and one should contain a section that reviews academic literature. You must attach a copy of each artifact in the portfolio.

4. **A brief 300-500-word reflection** of each artifact that outlines how the artifact demonstrates your understanding of student learning objectives 1, 2, 5, 6, and 7 (SLO #4 optional).

- EDD 720 – SLO 1 & 2
- EDD 710 – SLO 7
- EDD 712 – SLO 6
- EDD 703 – SLO 2 & 5
- Optional: EDD 750 – SLO 4

Submission Process
Learning Associates are required to submit a link to their final portfolio via Desire2Learn in their cohort's course shell under the Digital Portfolio assignment submission area. Learning Associates should create a Word document or PDF containing the link and upload this to D2L, as the system will not accept an assignment submission unless a file is attached. It is recommended to include the same link in the comments section when uploading. Again, D2L will not accept the submission without a file upload. For more detailed instructions and resources, reference the *Education Doctorate Portfolio* area of your first-year winter course on D2L.

Please follow the directions carefully and submit your completed materials by **11:59 pm on July 1.**

Evaluation Process
The portfolio will be evaluated by the faculty involved with the Leader Scholar Community and the EDD Director.

Advisor/Faculty Role in Portfolio Preparation
It is recommended that you speak with both course faculty and the EDD Director about preparing your portfolio narrative and selecting the artifacts you will include in the portfolio; however, these individuals are not permitted to review your narrative before submission. You may consult the Writing Center on campus to review drafts of the narrative.

Notification of Results of Portfolio Assessment
The program will communicate the results of the portfolio evaluation in a letter by **August 1**, that will include the decision to pass or fail the portfolio as well as specific feedback and suggestions for students in terms of their writing and their scholarly direction. There are three possible decisions:

1. **Pass**, in which the student's progress has been deemed acceptable or even exemplary, and there are no qualifications or conditions;
2. **Conditional Pass**, which means there is a condition that must be met before the portfolio is considered a pass; and

3. **Fail**, in which case the student will receive a second (final) opportunity to submit and pass the portfolio.

Procedures Following Notification of Results

Learning Associates who pass the portfolio are expected to meet with the faculty member conducting their Leader Scholar community to receive further feedback about the portfolio's contents and the feedback indicated in the letter. Learning Associates receiving Conditional Passes or failing the portfolio will receive specific feedback about what steps need to be taken to improve the portfolio for the second submission, which has a deadline of **October 1**.

Learning Associates should also meet with the EDD Director to discuss the feedback.
We realize that submitting the portfolio may appear imposing, but we are confident it will be a valuable opportunity to receive feedback from the faculty in your program. If you have questions about the portfolio or any other issue concerning the portfolio, please contact Dr. Patricia Walsh Coates via coates@kutztown.edu or 610-683-4289.

Dissertation Proposal

Dissertation Proposal Overview

The Learning Associate will successfully complete an approved dissertation proposal (by end of Spring Second Year). This proposal should be completed during the semester in which the Learning Associate is enrolled in Second year spring classes and IRB is submitted.

Specifically, the proposal is a detailed plan for conducting their action research and should communicate to the Learning Associate's Leader-Scholar Community precisely what the Learning Associate plans to do, as well as why, how, when, and where the Learning Associate plans to do it. The action research must be collaborative and involve insiders in collaboration with outsiders.

The proposal is significant in that it becomes a contract between the Learning Associate and their Dissertation Committee. Any significant changes or deviation in the proposal will require the consensus of these stakeholders. Although there are shifts that should be anticipated during the dissertation process, the proposal should be as complete and detailed as possible. Learning Associates, working in their Leader-Scholar communities, will create a proposal that includes the following sections:

1. A section which presents an overview of the study including *a Situated Puzzle of Practice…a contextually based, elaborately identified, problem that is time, place, population, and/or policy grounded with a clear audience.*

2. A section that explores the various literature that lends a *Perspective about the Puzzle of Practice (conceptually, historically or politically) that recognizes the intersections of practice, policy and concept.*

3. A section outlining methodology that presents *a Clear Design of Contextualized Investigation (not just description) helpful to an audience of practitioners and institutional practice.*

The approval of the dissertation proposal is reserved to the faculty/community members who are members of the Learning Associate's Dissertation Committee. An assessment of *approved with recommendations* must be received to meet this component.

Dissertation Proposal Guidelines and Process
  The Proposal and its Purpose

The KU College of Education encourages and supports the wide range of dissertation topics and methodologies generated from the EDD program. The dissertation proposal represents a formal understanding between the Dissertation Committee and the Doctoral Learning Associate. This agreement outlines the work to be done and the intellectual rigor the Committee expects from the Learning Associate. The proposal functions as a map guiding the Learning Associates towards the effective completion of the dissertation project.
The dissertation proposal should substantially advance the doctoral Learning Associate toward completion of the dissertation.

The Elements
The doctoral Learning Associate works closely with the Chair of the Dissertation Committee in determining the composition of the dissertation proposal and in writing the proposal.
The proposal should contain detail sufficient to describe the significance, background and rationale for the dissertation and the work the Learning Associate will perform for the dissertation. It is the Learning Associate's responsibility to turn in the EDD Dissertation Committee Assignment form to the EDD Director, with all signatures, at least a month prior to the scheduled defense.

The Defense
The Learning Associate, assisted by the Chair as necessary, schedules a date and time. In the event the entire committee cannot be present for the proposal defense, the chair is asked to use Zoom to record the defense. The Learning Associate submits details regarding the proposal defense, including date and time of the defense, and proposal defense title to the Director of the EDD Program.

At least two weeks before the scheduled proposal defense date, the final written proposal must be submitted to all members of the Dissertation Committee.

The Process
Learning Associates present their dissertation proposal orally, with visual accompaniment as desired by the Learning Associate, to the Dissertation Committee.
The dissertation proposal defense proceeds as outlined below.

Prior to the start of the defense:
- The Learning Associate must be physically present at the defense.
- The Chair and at least one committee member must be present at the defense.
- If the Chair is not present, then the defense must be rescheduled.
- If a committee member is not present then the defense should be recorded and the absent committee member much watch within one week.
- A majority of the Dissertation Committee must be present at the defense. To be clear, the Chair and at least one member present at the defense.
- The length of the defense should not exceed one hour unless specified by the Chair.

Once the defense starts:
1. The Dissertation Committee may meet initially in private, with or without the Learning Associate present.
2. The Chair announces when the Learning Associate and any doctoral faculty may join the Committee for the defense.
3. The Learning Associate presents the key elements of the dissertation proposal.
4. The Dissertation Committee and/or the EDD faculty questions the Learning Associate.
5. EDD faculty may question the Learning Associate as time permits.
6. Finally, the Dissertation Committee reconvenes in private for deliberations. The voting

members vote for one of the following:
- *Accept*—a PDF version of the proposal will be submitted to the Director of the EDD program.
- *Accept with minor revisions*—the Committee requests minor revisions, which are approved by a process that is established by the Chair. A PDF version of the proposal will be submitted to the Director of the EDD program.
- *Accept with revisions*—revisions require approval by the Chair and selected members or the Dissertation Committee. See Process* below.
- *Reject*—the Dissertation Committee may recommend that a second defense is permitted after a period of additional preparation 2) that the student is dropped from the EDD program.

A simple majority vote is required (2 of the 3 committee members). In the event that a simple majority vote does not occur, the deliberations of the Dissertation Committee are continued and a decision is made within ten days of the proposal defense date. If after ten days the Dissertation Committee cannot make a decision, then the Learning Associate may reconstitute the Committee, and schedule a new defense.

Process for 'Accept with Revisions'
The revision process proceeds as follows:
- The committee informs the Learning Associate verbally of the revisions required and the date by which revisions are to be completed.
- The Chair, in consultation with the committee prepares a written description of the required revisions. A copy of the letter is provided to the EDD Director for the Learning Associate's academic file.
- The Chair and the Learning Associate determine the date by which the revisions must be completed, normally within two months.
- The Chair distributes the written description to the Learning Associate and the committee.
- Two weeks after the revisions are submitted by the Learning Associate, the committee informs the Learning Associate whether the revisions are accepted or rejected.
- If accepted, a paper copy of the proposal is submitted to the EDD Director.
- If rejected, the committee recommends, as outlined above, to either permit a second defense or to drop the student from the program.
- If the revisions are not completed successfully within the specified time period, the Chair may extend the time for revision to up to one year from the date of the proposal defense. After one year, the Chair may petition the EDD committee for an extension.
- If the revisions are not completed successfully in the time frame designated, and if the Dissertation Committee and the EDD Director concur, the proposal is rejected and the student's process in the program is determined by the committee.

IRB Approval

Human Subjects Research-Review Guidelines: In accordance with federal and institutional regulations, any undertaking in which University faculty, staff, or Learning Associate investigates and/or collects data on human subjects for research purposes must be reviewed by the Institutional Review Board (IRB). It is the responsibility of each investigator to seek review of any study involving human subjects prior to initiation of the project. Go to https://www.kutztown.edu/about-ku/administrative-offices/grants-and-sponsored-projects/institutional-review-board-(irb).html.

Candidacy Checklist

A Learning Associate must be admitted to candidacy prior to enrollment in Second Year Summer Courses. Doctoral Learning Associates will be admitted to candidacy after meeting the following requirements:

> ➢ Fulfillment of all the prerequisites for full admission to the degree program.
> ➢ Successful completion of all first year courses and second year fall and spring courses with a cumulative minimum GPA of at least 3.0.
> ➢ Satisfactory completion of Digital Portfolio and Dissertation Proposal Defense.

The Dissertation Process

The Action Research Dissertation in Practice (DiP)[1]

Purpose:

The action research doctoral dissertation is the capstone experience of the KU Education Doctorate in Transformational Teaching and Learning. In this program, the dissertation study is the last of a series of action research studies conducted by the learning associate. The action research doctoral dissertation is distinctive because of it interrelated purposes. The purpose of a doctoral candidate's:

- *action* is to make a positive difference in a local education setting in which the candidate is currently serving;
- *action research* is to investigate the action systematically and methodically through a form of disciplined inquiry;
- *action research dissertation* is to report the investigation of the action to an external audience.

In general, the purpose of the action research dissertation is to report the consequences of a particular change effort. The purpose is *not* to fill gaps in the knowledge base of a scholarly discipline.

Features:

> ➢ The *scale* of the action is small enough to be completed in conjunction with the author's full-time work as a leader in their education setting; yet, it should be substantial enough to potentially demonstrate positive benefits for the participants in the study. It ought to be small enough to do well and large enough to matter.

> ➢ The action is *informed* by the best scholarship available. The review of scholarship in the dissertation reports especially apt selections from the professional literature that supports the change effort. It is targeted, selective, practical, and highly relevant to the change effort. A comprehensive literature review is *not* appropriate for this action research dissertation because it is not concerned with generalizability, universal principles, or hypothesis testing.

> ➢ The *resources* needed to complete the action research dissertation are modest. Resource demands do not exceed what is normally available in the candidate's education work setting.

> ➢ The *required product* of the action research dissertation process is a reader-friendly written report that describes the needs addressed, the action taken and reasons why, the consequences for participants, and lessons learned by the author.

Voice and Audience:

Use clear language; position yourself as a member of a community of like-minded practitioners. The

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[1] Member institutions of the Carnegie Project on the Education Doctorate (CPED) have influenced all aspects of our program, including program learning outcomes and the design of the dissertation in practice. We want to acknowledge that we adopted the dissertation design from our peer institution Arizona State University who remain at the forefront of transformative doctoral practices.

primary audience for your dissertation is leaders in education who face challenges similar to what your dissertation addresses. Provide enough information so you readers can (a) generate their own insights about how your study might apply to their situations and (b) conduct their own study in a manner similar to yours.

Format:

- Chapter 1: Leadership Context and Purpose of the Action (setting, context, problem of practice, research questions)
- Chapter 2: Review of Supporting Scholarship (theoretical frameworks, disciplinary knowledge, evidence from previous action research)
- Chapter 3: Research Design (action plan, research plan, methodology, data sources)
- Chapter 4: Analysis and Results (immediate results, descriptive statistics, codes)
- Chapter 5: Findings (includes assertions, confirming and disconfirming evidence, lessons learned, limitations, implications for practice, implications for research, conclusion)

The format that is typical for the written dissertation is comprised of five parts:

Chapter I contains a clear and concise statement about the focus of your research, justification for the study, appropriate historical background, possible implications from the study that may have an impact in your workplace and/or in your profession, the conceptual or theoretical perspective from which the problem will be investigated, the objectives and hypotheses to be tested or the questions you will be researching, and a definition of important terms including your definition of action research.

Chapter II focuses on a complete critical review of the literature related to the problem statement and conceptual framework. This section is a formal, critical presentation of ideas supported by existing literature, not a summary of the literature or an annotated bibliography. Include reliable sources. Present contrasting perspectives.

Chapter III describes how the study will be carried out. Included in this section is a detailed description of how the hypotheses will be tested or questions answered, a description of the population and sample, any surveys or questionnaires that will be used to collect data, and how the Learning Associate will analyze the data. Identify, describe, and justify the qualitative and quantitative methods that will be used in the research. Explain how the data will be triangulated. Prior to collecting the data, the Learning Associate must get IRB approval.

Chapter IV is the analysis of the data. The researcher looks systematically at all the data collected to see what trends or patterns emerge and what conclusions can be drawn. This chapter addresses each of the following questions: What do the data mean? How do the results address the research questions? What are some unanswered questions as a result of the analysis? This chapter is an analytic, logical, and systematic presentation of the data. Interviews must be transcribed verbatim. The researcher must follow accepted protocols for analyzing interviews. Include supporting tables, graphs, and figures.

Chapter V includes a professional and scholarly discussion of the results, reflective comments, limitations that were uncovered during the dissertation process (including any challenges that arose during the study that may have affected the research plan and how the researcher compensated for them), and suggestions for further research. Discuss the defensible implications of the research. Include an action plan for the continuation of the research if one is appropriate. The action plan answers the following question: Now that the research is completed, how will the researcher go about implementing the changes within her/his organization that emerged from the research? If this research was completed outside the researcher's organization, this section may be modified accordingly. Include how the results of the action research will affect the research's professional practice and the practice of others if applicable. Chapter V also includes the ways in which the research will be disseminated. Learning Associates will be required to present their research at some type of public forum (research conference, symposium, poster session, professional workshop, KU sponsored presentation, etc.).

Appendices will contain questionnaires or other documents pertinent to the study including tables and

charts following APA guidelines.

References must follow current APA edition format.

Conclusion:

Taken together, the guidelines for the dissertation in KU's EDD program in Transformational Teaching and Learning has been shown to be useful for the learning associates' *dissertation in practice* efforts for several reasons. First, students focus on resolving *problems of practice* within their work place settings. Second, because students conduct an *action research dissertation*, they capitalize on previous cycles of action research which culminates in their dissertation in practice.

Dissertation Grading Policy

Dissertations are evaluated by the doctoral student's committee and a grade is recorded by the Committee Chair on the basis of A (Pass), F (Fail), or I (Incomplete). If an incomplete grade is be assigned to a dissertation you will have until the end of your program (7 years from the start of classes) to complete. A continuous enrollment fee may be charged during this time.

Dissertation Defense

The Dissertation Defense is a public event that consists of discussion of the doctoral student's action research. Student responsibility in the Dissertation Defense: the student clarifies, elaborates, and/or justifies the procedures used and the findings obtained.

Format:
- ❖ 2 hours will be allocated for the defense.
- ❖ Student and Dissertation Chair consult, then arrange date/time/location (to be held end of spring semester, 3rd year)
- ❖ Dissertation Chair and Committee ensure readiness for public defense and select a day and time
- ❖ Dissertation Chair notifies EDD Director who notifies COE Dean
- ❖ Student must send complete draft of dissertation to all committee members at least 2 weeks prior to defense
- ❖ All faculty and students of the Kutztown University of PA EDD program and of their respective departments will be invited to the defense as well as any interested members of the academic community
- ❖ The COE Dean will extend invitations to campus leadership
- ❖ Student, in consultation with Dissertation Chair, may want to invite additional relevant university colleagues or community members to attend
- ❖ Student will provide details of date/time/location to be posted on Education Doctorate webpage
- ❖ Chair & candidate must attend in person. The entire committee must be in attendance.
- ❖ Dissertation Chair is provided with the current KU EDD Dissertation Defense Report form
- ❖ Dissertation Chair and Committee members conduct the defense proceedings
- ❖ Presentation by the degree candidate is followed by discussion
- ❖ Voting by Dissertation Chair and Committee is conducted in a closed meeting then reported by the Dissertation Chair to the degree candidate
- ❖ Dissertation Chair and Committee evaluation is indicated on a signed KU EDD Dissertation Defense Report form [Approved; Approved with revisions suggested by committee and to be checked by chair; Schedule another defense after corrections or revisions have been made; Not Approved (attach specific reasons in writing); Other (explain)]
- ❖ Dissertation Chair submits signed document to the EDD Director.
- ❖ Once all required changes are made to the dissertation, the EDD student will submit the final EDD Dissertation Submission form to the Director for final signatures.
- ❖ Final dissertation document must follow the Research Commons format for electronic submission after successful defense; this will be confirmed by the Dissertation Chair.

Dissertation Formatting and Submission

KU EDD Checklist for Dissertation

- ✓ Submit an **Application for Graduation** by the appropriate deadline using MyKU.
- ✓ **Dissertation Defense Report** is completed by the Committee Chair after the defense and submitted to EDD Director.
- ✓ Once any required changes to the dissertation are made and successfully submitted, the Doctoral Candidate will submit the final **Education Doctorate Dissertation Submission** Form with committee signatures to the EDD Director to get final signatures of COE Dean and Graduate Dean.
- ✓ Required pages are in proper order:
  1. Title page (see sample below)
  2. Copyright page (or blank if dissertation is not copyrighted)
  3. Approval page (see sample below)
  4. Abstract (maximum 300 words)
  5. Dedication page (optional)
  6. Acknowledgments page (optional)
  7. Table of contents
  8. List of tables (when appropriate)
  9. List of figures or illustrations (when appropriate)
  10. Body of dissertation
  11. References
  12. Appendices (optional)

- ✓ Submit electronic copy of **final document** to Research Commons – see directions below
- ✓ Be sure your Committee Chair has submitted a grade for dissertation credits to the EDD Director
- ✓ Copyright permission letter(s) from copyright owner(s) must be included if copyrighted material is used outside of the guidelines of fair use.
- ✓ A letter from the owner of the software license granting permission to use their software must be attached if executable software owned by another party is used in the dissertation.
- ✓ Note: Doctoral Candidates are required to submit to Research Commons – it is their choice whether to submit to ProQuest also.

Publishing your Dissertation

KU Research Commons

As a requirement of the program, all EDD dissertations must be submitted to the Research Commons site of the Kutztown University Library. This is free of charge.

Instructions are listed below and in this guide for the Research Commons publishing process: https://library.kutztown.edu/eddkurc

About Institutional Repositories

The KU Research Commons is an institutional repository (IR). We strive to bring together the best of KU's academic creativity under one website, with an aim to preserve and provide access to this outstanding work. The KU Research Commons is an excellent online source for the world to discover working papers, initial research, conference presentations, proceedings of KU conferences, art portfolios, exhibits, and copies of published articles. Undergraduate capstone projects, portfolios, independent research, masters theses and doctoral dissertations represent the best and brightest work of our KU students and alumni.

Submitting Your Research

Instructions for submitting research and creative work to the Kutztown University Research Commons (KURC):
The submission process consists of 3 steps:
1. Giving the KURC permission to publish your work online.
2. Uploading the file.
3. Checking that the file is correct once you have received the link.

Step 1: Give the KURC permission to publish your work online.
1. Complete the permission form at: http://kutztown.libsurveys.com/kuresearchcommons
2. If you have any questions the email address to contact is: kuresearchcommons@gmail.com

Step 2: Upload your work.
1. Go to the KURC website at: http://research.library.kutztown.edu
2. Select the COLLECTIONS link in the grey bar on the left.
3. On the Collections page, select the page where you want your work to be displayed.
4. On that page, read the information under the Submission policies in the grey column on the right, under AUTHOR CORNER.
5. Include names of chair and committee members but not signatures.
6. Select the SUBMIT RESEARCH link, also under AUTHOR CORNER, on the right.
7. Fill out the form, which will also give you a place to upload your file.
8. If you would like the library to upload the file for you, you can email your files directly to the KURC email address: kuresearchcommons@gmail.com. Please include your abstract and keywords in your email.

Step 3: Checking your work.
1. When your work is uploaded, you will be notified by the Research Commons team through email.
2. The email will contain the permanent link to your research or creative work. Follow that link and make sure the work was uploaded correctly. This is the link to use if you want to refer people or organizations to your work.
3. If you have any concerns, reply to: kuresearchcommons@gmail.com

If you have any questions or comments about the Research Commons, please send them to: kuresearchcommons@gmail.com

Discuss with your chair the pros and cons of publishing with another repository such as ProQuest.

ProQuest Electronic Publication

Some students may wish to submit the dissertation to ProQuest as well. ProQuest electronic publication service makes dissertations more widely available to scholars throughout the world. To participate in this service, consult https://about.proquest.com/products-services/dissertations/Authors.html, email disspub@proquest.com. You are encouraged to discuss this option with your Dissertation Chair and staff at Rohrbach Library.

General University Policies

Degree Application Deadline
All Learning Associates should file an Application for Graduation with the Office of the Registrar in a timely fashion. This process is completed online. Consult the Office of the Registrar and the

Office of Graduate Studies for current due dates.

Withdrawal Policy

Add/Drop or Withdrawals

The University Schedule of Classes lists the dates when you may add or withdraw from a course after completing registration. Drop/add forms are available at the Office of the Registrar; drop/add transactions are not official unless processed by that office. The regulations below apply to regular courses in fall and spring semesters. They also apply to all short courses, especially summer offerings, in a time sequence proportional to the length of the session. When adding courses, see the course-load policy for allowable limits.

Learning Associate Initiated

Unless specified by an academic department, you do not need approval to add a course prior to the published last day to add. After the published deadline for adding a course, you will be permitted to enter a course only with approval from the instructor of the course, the EDD Director, and an assistant dean of the college offering the course. Unless otherwise required by an academic department, you do not need approval to drop a course if you initiate the drop prior to the published deadline to drop.

Course Withdrawal Grade Policy

Dates for dropping a course or adding a course are available to Learning Associates on the Academic Calendar posted on the KU website at http://www.kutztown.edu/registrar/. The dates are given for all terms for each semester. Please check this site for the correct information.

Withdrawing from the Ed.D. Program

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

Transfer Policy

All Learning Associates who want to transfer graduate credit from another institution to KU must follow the guidelines listed below:

General guidelines: An official transcript must be received prior to consideration of the transfer request. The transcript must clearly show that the course work to be transferred was taken for graduate credit. Only credits earned from a regionally accredited institution may be transferred. Only courses in which a B or better was earned may be transferred. The grades in these courses will not be factored into your KU GPA. All courses must have been completed subsequent and not a part of your first master's degree.

All transfer credits must have been earned within 8 years of the awarding of the doctoral

degree: Documentation of course information must be submitted with request for transfer. This documentation can include a course syllabus or catalog description. KU is on the semester system. Courses taken in a different system (such as quarter) will not be transferred hour for hour. One quarter hour is equal to .66 of a semester hour.

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

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

Transfer of Courses
You may transfer a maximum of 6 semester hours into the Ed.D. program. All semester hours must be from a regionally accredited institution, taken for doctoral graduate credit and posted to a graduate transcript, completed after your master's degree, and completed with a *B* or better. The EDD Director and graduate Dean's office approves all courses to be allowed as transfer credit. The grades in transferred courses will not be factored into your KU GPA. First Professional (e.g., law school and medical school) courses may be transferred into a graduate program only if: they fit into the program of study; a grade of *B* or better was earned; they were earned at a regionally accredited institution; and your advisor or EDD Director approves the courses for transfer credit. No dissertation credits may be transferred. No credits applied to a previously earned master's degree can be applied toward the doctoral degree.

Submission and Processing Transfer Request
  ➢ You must request transfer credit for work taken prior to matriculation into KU during the first semester of enrollment in a program. EDD Directors will determine the approval status generally within four weeks. If the request is denied, the Learning Associate will be so notified in writing at that time.

  ➢ After initial approval by the EDD Director, transfer course requests will be sent to the Office of Graduate Programs where the Director will determine if the requested credit meets with University standards for transfer of graduate courses (see above for guidelines). The graduate dean will be the final arbiter where differences exist between the EDD Director and the Director of Graduate Programs.

  ➢ You will be notified by the Office of Graduate Programs of the final decision. The Learning Associate also will be told when the courses expire as credit toward the degree.

  ➢ Transfer request forms can be found at: https://www.kutztown.edu/about-ku/administrative-offices/graduate-studies/forms.htm

Academic Policy
KU is dedicated to creating an environment conducive to the development of educated and intellectually curious people. Cheating and plagiarism are in opposition to this environment. Therefore, we require that all work submitted by a Learning Associate be a product of that Learning Associate's own ideas and words. Plagiarism is defined as using someone else's

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

Tuition: Resident and Nonresident Doctorate tuition rates are listed on the web site and changes annually. The cost is Tuition as well as the Technology Tuition fee, but would exclude all other student program costs (e.g. books, parking, travel, etc.). Please refer to the KU website at http://www.kutztown.edu/costs-and-financial-aid.htm for more information.

Other Program Provisions and Requirements
Time Limits and Leaves of Absence
The following time limits will apply for doctoral programs:
- ➢ Learning Associates must complete all course work and be admitted to candidacy within 6 years of beginning the program.
- ➢ Learning Associates must complete the entire program, including the dissertation, within 8 years of beginning the program.
- ➢ All transfer credits must have been earned within 8 years of the awarding of the degree.

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

Course Repeat Option
Doctoral Learning Associates may repeat no more than two separate courses, and a specific course may be repeated only once.

Continuous Registration
Doctoral Learning Associates must be enrolled for at least one graduate course each fall, winter, spring, and summer after being admitted to candidacy.

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

- ➢ The Learning Associate has already met the required course objectives through some experience which was not in the form of a transferable course.
- ➢ The EDD Director determines that the Learning Associate would not benefit from the requirement.

An appropriate course waiver form must be signed by an Ed.D. EDD Director and a copy

submitted to the graduate office. If a program requirement is waived, the minimum number of hours required for the program is unaffected. In other words, another course must be substituted for the course that was waived.

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

Facilities include Mac or PC computer labs on every floor, workstations, numerous group-study rooms, and wireless Mac and PC laptops for use in the building. With a current ID, Learning Associates may also borrow materials from area libraries. See the website for a complete listing.

Hours will vary during University holiday periods, in summer sessions, and between semesters. For additional information about the library and its services, log on to the home page at http://www.kutztown.edu/library/ or call the information desk at (610) 683-4480. Questions may be e-mailed directly through the library website.

Graduate Research and Presentation Funding
Kutztown University provides financial support to graduate students looking for funding to support research or conference presentations. The Graduate Student Fund was created to encourage and support graduate students as they undertake research and creative projects, present papers at professional meetings, and need research materials or other resources. Because this grant is designed to provide financial support to students for scholarly activities or research related to their programs of study, it is anticipated that the awarding of this grant will enable a student to better understand the scientific process, develop better communication and analytical skills, and gain experience presenting research results at academic conferences. The maximum grant award is $1,000. For more information, visit:
https://www.kutztown.edu/about-ku/administrative-offices/graduate-studies/graduate-student-research.html

EdD Program Contacts & Campus Resources

Dean of the College of Education:
Dr. John Ward
Phone: 610-683-4253
Email: ward@kutztown.edu

EDD Director:
Dr. Patricia Walsh Coates
Phone: 610-683-4289
Email: coates@kutztown.edu

Doctoral Graduate Assistant:
Email: edd@kutztown.edu

Office of Student Accounts – 610-683-4133
Financial Aid – 610-683-4077
Graduate Admissions – 610-683-4200
Library Circulation – 610-683-4480
Registrar's Office – 610-683-4485
Campus Public Safety – 610-683-4001 (emergency); 610-683-4002 (non-emergency)

Academic Calendar is available on the KU website

EDD FORMS

The following pages contain the necessary forms for progress in the EdD program as well as templates for the dissertation.

Graduate Studies, Stratton Administration Center
P.O. Box 730 • Kutztown, PA 19530 • (610) 683-4220

DISSERTATION COMMITTEE ASSIGNMENT FORM

Student Name: _____

Student ID: _____   **e-mail:** _____

Proposed Doctoral Committee

Name (please print)   Department   Signature

_____   _____   _____

☐ Chair   ☐ Departmental Faculty   ☐ Non-Departmental Faculty   ☐ Outside KU

Name (please print)   Department   Signature

_____   _____   _____

☐ Chair   ☐ Departmental Faculty   ☐ Non-Departmental Faculty   ☐ Outside KU

Name (please print)   Department   Signature

_____   _____   _____

☐ Chair   ☐ Departmental Faculty   ☐ Non-Departmental Faculty   ☐ Outside KU

By signing the statement below, I certify that the proposed committee is well-formed according to program requirements.

EDD Director: _____   _____ _____
                        Print   Signature   Date

Graduate Studies, Stratton Administration Center
P.O. Box 730 • Kutztown, PA 19530 • (610) 683-4220

DISSERTATION PROPOSAL APPROVAL FORM

Candidate, _____, has successfully completed all requisite requirements. This candidate's proposal has been reviewed and the candidate may proceed to collect data according to the approved proposal for dissertation under the direction of the candidate's dissertation committee and having obtained any required IRB approval.

Dissertation Title:

_____

Expected Completion Date: _____

Institutional Review Board approval (as required) at time of defense: ☐YES   ☐NO*

If YES: _____

IRB Number   Date of Approval

Dissertation Proposal Approved:

_____
Committee chair print name   signature   date

_____
Member print name   signature   date

_____
Member print name   signature   date

*IRB approval (number and date) obtained after proposal defense must be provided to the EDD Director
**Submit completed form directly to the EDD Director who will forward a copy to the office of the KU Dean of Graduate Studies.

DISSERTATION DEFENSE REPORT

Student Name_____   Student KU ID # _____

College _____   Degree _____

Date(s) of Dissertation Defense _____

Title of Dissertation _____

Action taken on Dissertation Defense:

_____ Approved

_____ Approved with revisions suggested by committee and to be checked by chair

_____ Schedule another defense after corrections or revisions have been made

_____ Not Approved (attach specific reasons in writing)

_____ Other (explain)

Dissertation Chair (printed name, signature, date):

_____

Dissertation Committee Members (printed name, signature, and date):

_____

_____

Submit completed form to the Director of EDD Program.

Kutztown University College of Education

announces

a Public Oral Dissertation Presentation by

Doctoral Student Name

student photo

Title of Dissertation Here

Date

Time (2 hours)

Kutztown University's College of Education

Location

Committee

Chair Name
Committee Member Names

EDUCATION DOCTORATE DISSERTATION SUBMISSION FORM

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A Dissertation Presented to

the Faculty of the

Education Doctorate in Transformational Teaching and Learning Program of

Kutztown University of Pennsylvania

In Partial Fulfilment

Of the Requirement for the Degree Education Doctorate

By (Student's Name)

(Date/Month & Year)

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