

Marshall University
Graduate School of Education and Professional Development

Doctoral Program in Education

Student and Faculty Handbook



Office of Doctoral Programs in Education
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Glossary of Terms and Acronyms

ABD – “All But Dissertation” – slang of sorts referring to an individual who completed everything in a doctoral program except the dissertation and, therefore, does not have a doctoral degree

Admission to Candidacy – occurs when a student has completed all of the requirements for the degree up to and including qualifying assessment; the student is said to be a candidate for the doctoral degree at this time; the degree must be completed within 4 years from this date (effective for students admitted after Sept. 2009).

Area of Emphasis – A minimum of 9 hours of coursework selected by the student with advising from a faculty advisor. The Area of Emphasis should represent a cohesive area that supports and enhances the major area.

COEHS – College of Education and Human Services

Committee Chair – a major area faculty member with Doctoral Graduate Faculty status who is selected by the student to advise, guide and counsel the student throughout the doctoral process

Continuous Enrollment – Enrollment and completion of coursework at least two out of every three contiguous terms

Dissertation – the document presenting the student’s research as evidence of his/her ability to contribute to the literature of the major field

Dissertation Advisor – the individual who works directly with the student in the preparation of the dissertation; this may be the same person who serves as the Committee Chair, but not necessarily

Doctoral Committee – a group of faculty members, selected by the student with guidance from the Committee Chair

EdD – Doctor of Education

ETD – Electronic Theses and Dissertations

GPA – Grade Point Average

GRE – Graduate Records Examination

GSEPD – Graduate School of Education and Professional Development

IRB – Institutional Review Board, the group of individuals who review research proposals to determine whether the execution of the research poses any danger to any individuals, or liability to the University

MAT – Miller’s Analogy Test

MILO – “Marshall Information Liaison Online” - the method by which the student can register for classes, pay tuition and fees, review transcripts, etc., available on-line by signing onto myMU.marshall.edu and selecting the “Academic Services” tab

MU - Marshall University

MUGC - Marshall University Graduate College

ODPE – Office of Doctoral Programs in Education, (304)746-8949 or 1-800-642-9842 extension 68949

Portfolio – documentation of the student’s course work, professional writing and presentations, courses taught or research conducted with faculty, and other activities performed in the context of the Doctoral Program; this is a key component of the qualifying assessment

POS – Program of Study

PR – “in progress” – a grade given in lieu of a final grade pending completion of course requirements

Prospectus – a plan for a research project; generally represented as the first three chapters in a five or six chapter dissertation

Qualifying Assessment – the oral presentation of the student’s residency portfolio and reflective paper, including a scholarly discussion with faculty members on selected topics related to the student’s experiences.

Residency – student participation and documentation of selected scholarly activities in collaboration with faculty members

Writing Sample – a timed response by the applicant to a writing prompt. This sample is evaluated and used by the doctoral faculty in making admissions decisions.

Doctoral Faculty

EDUCATIONAL LEADERSHIP

Michael Cunningham, Program Director
Teresa Eagle, Dean, GSEPD
Dennis Anderson
Ronald B. Childress
Michael Galbraith
Mary Harris-John
Barbara Nicholson
Linda Spatig
Michael Sullivan
Louis Watts

CURRICULUM AND INSTRUCTION

Lisa Heaton, Program Director
Ronald B. Childress
Nega Debela
Thelma (Sissy) Isaacs
L. Eric Lassiter
Barbara O'Byrne
Fred Pauley
Rudy Pauley, Associate VP for Continuing
Education and Outreach
Sam Securro
James Sottile
Linda Spatig
Terrence Stange
Michael Sullivan

Introduction and Program Mission

The purpose of this document is to provide faculty members and doctoral students with an understanding of policies and procedures of the Marshall University Doctoral Programs in Education.

Marshall University was first granted the authority to offer a doctorate in education with a major in Educational Leadership in March of 2002. This represented a move from the cooperative agreement with WVU offering a joint program in Educational Leadership Studies, which began in 1980. On April 27, 2004, the North Central Association Higher Learning Commission granted Marshall University the authority to add additional majors to the Doctor of Education degree. Effective July 1, 2004, Marshall began offering the Doctor of Education with a major in Curriculum and Instruction.

This program is designed to offer eligible students in Southern West Virginia and neighboring states the opportunity to earn the Doctor of Education (EdD) degree in Educational Leadership (with a concentration in public school administration or higher education administration) or Curriculum and Instruction. The majority of coursework and other requirements will be met on the South Charleston campus, although some coursework is available on the Huntington campus.

The mission of the Doctoral Program in Education is to prepare practitioners to be reflective, ethical educators and researchers who contribute to the field of education. Program faculty are committed to creating a community of scholars through mentoring, engaging in collaborative research, and maintaining a focus on sound educational practices.

Acceptance into the Program

Minimum Admissions Requirements

The decision to admit an applicant to doctoral work constitutes a significant commitment from the faculty of the department in the form of advising, teaching, chairing or serving on the student's committee, preparing and evaluating examinations, and guiding the successful completion of the dissertation.

The applicant should note that the decision to admit students to the doctoral program is a collective judgment of the program faculty and represents their determination of the likelihood of the candidate to succeed in all major phases of the degree program. These judgments take into account the applicant's professional experiences, communication and thinking skills, and other relevant capabilities. Thus, an applicant is not automatically admitted on the basis of meeting only the minimum criteria.

An applicant must have earned at least a master's degree from an accredited institution in Educational Leadership, Curriculum and Instruction, or a related field. Applicants for Public School Administration must have an earned Principal's certification.

The preferred grade point averages for applicants are 2.75 on undergraduate coursework and 3.25 on graduate coursework. Applicants with GPAs below these preferred minimums will be considered if they meet the minimum test scores for the Miller's Analogy Test (MAT) or the Graduate Records Examination (GRE) as indicated below. *See the description of the Writing Sample in the next section.*

Test score: *60th percentile minimum with an "acceptable" or better writing sample

OR

*55th percentile minimum with an "exceptional" writing sample

The GRE sections, Verbal and Quantitative, will be considered separately – the minimum percentile must be reached on both sections.

Exam	Subtest	55 th Percentile	60 th Percentile
Graduate Records Examination	<i>Verbal*</i>	480	500
	<i>Quantitative*</i>	630	660
Miller's Analogy Test		55 th Percentile in Intended Major	60 th Percentile in Intended Major

*Scaled score equivalent as reported in the 2009-2010 GRE documentation.

Application and Admission Procedures

Admissions meetings shall be conducted regularly to evaluate applicants and admit doctoral students. The number of students admitted will be determined based on the number of qualified applicants and the current resources available. Admission should be sought several months in advance of the term the student wishes to begin coursework.

The following items are required for all students applying for the doctoral programs in education. All application materials including official transcripts, the writing sample, test scores and recommendations must be on file in the ODPE before admission will be considered. The individual program area may require additional materials.

1. Application

The *Marshall University Graduate Application for Admission* must be completed and submitted with the appropriate application fee to the Graduate Admissions Office, 100 Angus E. Peyton Drive, South Charleston, WV 25303-1600. This application may be completed on-line at the following website:

<http://www.marshall.edu/graduate/applynow.asp> The applicant will indicate on the application that he/she desires to be accepted in the Doctor of Education (EdD) program and specifically whether the major is to be in Educational Leadership (Major code GEJ0), or Curriculum and Instruction (Major code GEK0). The program major should be selected based upon past experience, career aspirations, and personal aptitudes of the applicant. Individuals applying in Educational Leadership should also indicate the area of concentration in Higher Education Administration (GEJ1) or Public School Administration (GEJ2).

The application form specifies the semester for which the applicant desires admission. Should the applicant not complete the admission process prior to the beginning of that term, the applicant will be listed as denied admission. To change the term for which the applicant desires admission requires contacting Erin Mishoe at the MU Graduate Admissions Office at brewer21@marshall.edu

2. Transcripts

The applicant must request official transcripts of all undergraduate and graduate work to be sent by the institution to the MU Graduate Admissions Office.

3. Admissions Test Score

The applicant must also request an official record of test scores, sent directly from the testing agency to MU, from either the *Graduate Record Examination (GRE)* or the *Miller Analogies Test (MAT)* to be sent directly to the MU Graduate Admissions Office. Copies from applicants are not acceptable. Unless official scores are already on file, test scores may be no more than five (5) years old at the time of admissions consideration. In the case of older tests, program faculty may request updated scores. The applicant must have a minimum score to be considered (see previous page for minimum scores).

4. Writing Sample

The applicant must complete a writing sample (approximately 500 words) to be considered for admission. This is a timed (90 minutes) response to a writing prompt, selected at random by the ODPE, and may be conducted live at South Charleston or on-line. The writing sample can be scheduled by contacting the ODPE at 304-746-8949 or 1-800-642-9842 extension 68949.

The sample will be subjected to a blind review by three (3) doctoral faculty members using a rubric to evaluate graduate level writing skills – grammar, spelling, sentence construction, etc. The evaluation of the writing sample will be reported as Exceptional, Acceptable, or Unacceptable. The applicant must have a writing evaluation of “Acceptable” to be considered for the program.

5. Goal Statement

The applicant will provide a two to three page typed narrative (500 – 750 words), expressing the desire to enter the program and a strong commitment to the field of education, outlining career goals, and explaining how the program will assist in meeting those goals. This statement will be used by the admissions committee in consideration for admission. The goal statement must be mailed directly to the MU Graduate Admissions Office.

6. Vita

The applicant will provide a current professional vita or resume, including the applicant's educational and work experience and current address, phone number(s), email address, and Marshall University Student Identification Number (if the applicant already has one). The vita must be mailed directly to the MU Graduate Admissions Office.

7. Recommendations

The applicant for the program must provide recommendations from three references. The Recommendation Form to be filed by these references is available to be printed out by the applicant from the “Forms” page of the website <http://www.marshall.edu/gsepd/edd/>. The applicant will print out three copies, complete Part I, and provide these to the references along with a stamped envelope, addressed to the MU Graduate Admissions Office. These Recommendation Forms must be mailed directly to the MU Graduate Admissions Office and will not be accepted directly from the student. At least one of the references should be a member of the academic community, and at least one of the references should be an individual with a comparable terminal degree. The Recommendation Forms must be on file prior to consideration for admission.

8. Interview

Only applicants who meet the aforementioned test score criteria and have all materials on file will be interviewed. Applicants will be asked to prepare to discuss their qualifications and interests, and to answer questions from the faculty. Doctoral program faculty will use an established rubric to evaluate the applicant. This rubric score will be used along with the previous items to determine admission. Being invited to interview does not guarantee admission to the program. The interview provides the faculty with the opportunity to

closely examine the applicants' qualifications and goals beyond the printed materials submitted in the application process.

A letter will be sent after the initial admissions screening advising each applicant of the action taken. Applicants who do not meet the minimum criteria for admission will not be invited to interview. Those who wish to be reconsidered should submit a written request. Records of applicants who are not admitted will be maintained on file in the ODPE for a period of one year.

Following the interview of qualified applicants and consideration of the admissions materials, program faculty will make admissions decisions. A letter will be sent after this admissions meeting advising each interviewed applicant of the action taken.

Temporary Advisor Appointment

The notification of acceptance shall include the name of the faculty member who will serve as a temporary advisor until the doctoral committee is approved. Approval of committee members should occur within two calendar years after admission (effective for students admitted after Sept. 2009). The student or the advisor may request the doctoral coordinator to make a change in faculty advisor at any time before the doctoral committee is constituted.

Expectations

Students in the Marshall University Doctoral Program in Education are expected to:

- Enroll in LS 719, Introduction to Doctoral Studies for the following fall semester, and LS 703, Research Design, within one year following admission
- Attend and participate in scheduled Doctoral Student/Faculty Seminars twice each year and other activities scheduled for doctoral students
- Meet at least annually with the advisor or chair to complete the Annual Review of Student Progress
- Maintain continuous enrollment. Definition: completion of coursework two out of three contiguous terms from admission to the program through graduation. After admission to candidacy, the student must be enrolled every term (spring, summer & fall). This may consist of one hour of LS or CI 797.
- Establish a committee and a *Doctoral Program of Study* within two years after admission (effective for students admitted after Sept. 2009).
- Be responsible for knowing and following program requirements and deadlines
- Utilize library resources and research material, reading current literature in the field
- Regularly use the website and email to stay current on program issues and events (www.marshall.edu/gsepd/edd). Students are encouraged to use their Marshall University email address as group communications are frequently sent through the MU address lists.
- Demonstrate a strong commitment to the program
- Become involved in teaching, research, and/or presentations with faculty members
- Become scholars, researchers, and leaders in the field
- Be reflective, ethical leader-educators who contribute to best practice in the field
- Participate in hooding and commencement ceremonies upon completion of the program

Website

Students are expected to make full use of the website of the Doctoral Programs in Education. This website www.marshall.edu/gsepd/edd contains information about program requirements, printable forms, announcements, and other valuable information.

Student Enrollment in LS 719, Introduction to Doctoral Studies and LS 703, Research Design

The student must enroll in LS 719 the fall term following admission. LS 703 must be taken during the first three terms (1 year) after admission. During these courses, students will be given more detailed information concerning the program and will be introduced to the concepts of research. Additionally, the responsible faculty member(s) will provide guidance regarding program issues and concerns

The Doctoral Committee and Chair

Chairperson

Only members of the major area faculty who maintain doctoral faculty status may chair doctoral committees. Graduate faculty members who do not have doctoral faculty status may serve on, but not chair doctoral committees.

The student should become familiar with the professional interests and pursuits of a faculty member before requesting him/her to serve as committee chairperson. The chairperson assists and advises the student in many phases of the doctoral program including program planning, qualifying assessment preparation, and admission to candidacy.

The student should take the first 12-18 hours of course work from several faculty members. This will help the student decide upon a choice for chairperson. There is no requirement to choose the appointed advisor as chairperson, although the advisor may serve on the committee or as chair if the student and faculty member agree.

Limitations on the Number of Individuals for Whom a Faculty Member May Serve As Chair

Faculty members may chair a total of seven (7) doctoral student committees at one time. This maximum of seven should also include dissertation advising responsibilities.

Dissertation Advisor

After the student is admitted to candidacy, the faculty member who will advise the dissertation is to be identified by the student in consultation with the committee chair. The Dissertation Advisor may or may not be the same individual as the committee chair, but must be

qualified to chair doctoral committees. The Dissertation Advisor is responsible for guiding the student through prospectus and dissertation development and defense.

If the Dissertation Advisor is not already a committee member, the student must submit a *Request for Change in Doctoral Committee* form with appropriate signatures. Adding another individual to the committee to serve as Dissertation Advisor does not require the removal of another member of the committee. Both the Committee Chair and the Dissertation Advisor must be present for the student's oral defense.

Doctoral Committee

A vital component of the doctoral program for the student is the doctoral committee. Its members approve the *Doctoral Program of Study*, evaluate the qualifying assessment, approve the dissertation prospectus, and approve the dissertation. The student, with the cooperation of his/her chairperson, will select the other committee members. Each doctoral committee must meet the following requirements:

1. The student's doctoral committee must be composed of a minimum of four members. The chair and at least one other member shall be faculty in the major area of study. The chair must be a member of the doctoral graduate faculty of Marshall University; the second member from the major must have at least graduate faculty status at Marshall University.
2. The student's doctoral committee must contain one faculty member representing the student's area of emphasis. This faculty member must be a member of the graduate faculty of Marshall University, but may be outside the major program area. This faculty member must be qualified to provide significant support to the student in the area of emphasis.
3. The student's doctoral committee will include one external committee member who has a terminal degree and serves in a field that will provide significant program or research support for the student. If the external committee member is a member of the MU faculty, he or she cannot have an appointment in either the major area or in the area of emphasis. The inclusion of a specific external member is dependent upon the acceptance of the committee chair and the approval of the Dean of the Graduate School of Education and Professional Development (GSEPD). The external member may be included on the student's committee at the initial committee approval, or may be added at any time prior to the defense of the student's portfolio. Before the approval of the external member, a current vita must be provided.
4. At least half of the student's doctoral committee must be composed of faculty with an appointment in the major area.
5. The student's doctoral committee must be approved by the Doctoral Coordinator and by the Dean of the GSEPD before meeting to discuss the Program of Studies. The student is responsible for obtaining the necessary signatures on the *Doctoral Committee Approval* form and submitting this form to the ODPE.
6. It is the student's responsibility to select from approved and available faculty the best individuals to serve as chair and committee members.

The doctoral committee meets as needed for the following purposes:

1. Discuss and approve the *Doctoral Program of Study*.
2. Monitor progress as necessary of the *Doctoral Program of Study* or approve changes in the approved *Doctoral Program of Study*.
3. Administer and evaluate the qualifying assessment and admit the student to candidacy.
4. Approve the dissertation prospectus.
5. Supervise and approve the dissertation.

Any change in the composition of the doctoral committee must be accepted by all persons involved in the change and approved by the Dean of the GSEPD. To request a change in committee membership, the student completes the *Request for Change in Doctoral Committee* form with the required signatures and submits it to the Doctoral Coordinator who checks it to ensure that proposed changes meet program requirements. If approved by the coordinator, the request is forwarded to the Dean of the GSEPD for final approval.

Timing for Approval of Chair, Committee and Program of Study

Upon admission to the program the student will be assigned a temporary advisor. The advisor will assist the student prior to the official selection of the committee chair. The doctoral student should have identified the chair, selected a committee, and obtained approval of the committee and the *Doctoral Program of Study* by the end of two years (six terms) after official admission to the doctoral program. However, the approval of the chair and the committee will not be done prior to the student's completion of LS 719.

Doctoral Program of Study

A *Doctoral Program of Study* must be approved by the student, the doctoral committee, the doctoral coordinator, and the Dean of the GSEPD within the second calendar year after admission to the program.

Additions to or deletions from the approved *Program of Study* require written consent of the student, the doctoral committee, the Doctoral Coordinator, and the Dean of the GSEPD. A copy of any approved changes must be filed on the *Request for Change in Doctoral Program of Study* form must include the signatures of the student, chair, doctoral coordinator and the Dean of the GSEPD and kept on file with the *Doctoral Program of Study* in the ODPE.

The student's *Doctoral Program of Study* must satisfy the following requirements and must be submitted on the *Doctoral Program of Study* form. Courses, fieldwork, independent study, and other educational experiences may be used to satisfy these requirements, with the approval of the committee and the Dean of the GSEPD.

1. Major area
2. Area of Emphasis
3. Research – Foundations and Support
4. Hours of coursework

5. Residency
6. Qualifying assessment

1. **Major Area.** The major area of study requires a **minimum of 36 hours** of graduate level coursework. A minimum of 18 hours (exclusive of dissertation research) in the major must be taken after admission into the MU doctoral program.

Educational Leadership Major

Higher Education Administration Concentration

Required Courses (for all higher education students) – 24 hours

Course Number	Course Title	Hours Credit
LS 705	Administrative Theory	3
LS 707	Ethical Theories	3
LS 710	Principles of Leadership	3
LS 714	Administration and Organization of Higher Education	3
LS 725	Higher Education Finance	3
LS 745	Higher Education Law	3
LS 756	Current Issues in Higher Education (prerequisite: LS 618)	3
LS 760	Politics of Education	3

Suggested Elective Courses for Higher Education – minimum 12 hours

Course Number	Course Title	Hours Credit
LS 616	Governance of Higher Education	3
LS 617	Student Personnel Administration in Higher Education	3
LS 618	History of American Higher Education	3
LS 626	Institutional Advancement in Higher Education	3
LS 646	Administration of Community and Technical Colleges	3
LS 647	Adult and Continuing Education Administration	3
LS 755	Internship: Administration in Higher Education	3
LS 780	Special Topics	

Educational Leadership Major

Public School Administration Concentration

Required Courses (for all public school students) – 27 hours

Course Number	Course Title	Hours Credit
LS 705	Administrative Theory	3
LS 707	Ethical Theories	3
LS 710	Principles of Leadership	3
LS 700	Superintendency	3
LS 720	Public School Finance	3
LS 730	Facility Planning and Management	3
LS 740	Public School Law	3
LS 760	Politics of Education	3
CI 702	Curriculum Theories	3

Suggested Elective Courses for Public School Administration– minimum 9 hours

Course Number	Course Title	Hours Credit
LS 600	School Personnel Administration	3
LS 610	Leadership for School Improvement	3
LS 630	School and the Community	3
LS 675	Legal and Policy Issues	3
LS 780	Special Topics	3

Curriculum and Instruction Majors

Required Courses (for all Curriculum and Instruction majors) – 24 hours

Course Number	Course Title	Hours Credit
CI 701	Curriculum Development	3
CI 702	Curriculum Theories	3
CI 703	Theories, Models and Research of Teaching	3
CI 704	Social and Political Determinants of Curriculum Development	3
CI 706	Multicultural Education	3
CI 707	Curricular Change – Models and Practices	3
CIEC 700	Technology and Curriculum	3
CI 677	Writing for Publication	3

Suggested Elective Courses for Curriculum and Instruction– minimum 12 hours

Course Number	Course Title	Hours Credit
CI 609	Curriculum in the Modern Elementary School	3
CI 610	Curriculum in the Modern Secondary School	3
CI 638	Curriculum Planning	3
CI 676	Program Evaluation	3
CI 705	Curriculum in Higher Education	3
EDF 615	History of American Education	3
EDF 619	Educational Psychology	3
EDF 635	Policy Studies in Education	3
EDF 665	Sociology of Education	3
CIEC 715	On-line Course Development and Delivery	3

2. **Area of Emphasis.** The Area of Emphasis requires a **minimum of 9 hours** of graduate level coursework, taken **after admission** to the MU doctoral program. The combination of courses must have a specific focus, which the student will identify and justify on the *Doctoral Program of Study* form. The Area of Emphasis should enhance and support the student’s overall program and objectives.

3. **Research and Support Courses.** The research requirements are designed to provide a base for an advanced level of competencies in research. Support coursework is designed to assist the student in progressing through the doctoral process successfully. The student must have a **minimum of 19 hours** in this section as specified later in this document. Alternative courses may be deemed acceptable by the committee based upon the student’s background and needs. Each student’s program must include a **minimum of twelve (12) semester hours of dissertation research** (LS 797 or CI 797) to be taken after admission to candidacy.

Research and Support Courses – *minimum 19 hours + Dissertation Research hours*

Course Number	Course Title	Hours Credit
LS 719	Introduction to Doctoral Studies	1
LS 703	Research Design	3
EDF 517	Statistical Methods	3
EDF 625	Qualitative Research in Education	3
EDF 711	Survey Research in Education	3
*LS 765	Advanced Research	3 hrs minimum
**LS 776 or EDF 626	** <i>See note below table</i>	3
***LS 797 or CI 797	Dissertation Research	12 hrs minimum

*LS 765: The student must be admitted to candidacy prior to registering for this course. The focus is the preparation of a prospectus. Registration for LS 765 is done only with the approval of the chair. Registration for the course implies that that student has a well conceptualized study and is ready to write to that concept. Therefore, the student should work closely with his/her chair to reach this point prior to registering for LS 765. After participation in LS 765, if the student has not completed a prospectus, continued enrollment in LS 765 may be required at the discretion of the committee chair. The grade for this course will be reflected on the student’s transcript as a PR until the student successfully defends a prospectus, after which time an appropriate grade will be assigned to any and all sections for which the student has registered.

**The student must take one of the following two courses, dependent upon the type of research intended. This may be taken concurrently with LS 765 or LS/CI 797.

LS 776 Computer Analysis – prerequisite EDF 517

EDF 626 Advanced Qualitative Research – prerequisite EDF 625

***LS 797 or CI 797: One term of this course may be taken while the student is working with his or her chair to complete and present the portfolio, and working with the chair to conceptualize the research study. **ONLY ONE TERM** may be taken prior to admission to candidacy. (See option 2 as follows.) After the admission to candidacy the student should

register for this course every term until graduation for a total of at least 12 hours. This course may be taken simultaneously with LS 765, but not in lieu of LS 765.

Registration options for students who have completed coursework but have not successfully defended the portfolio: (*Effective immediately for all students who have not been admitted to candidacy.*)

Option 1: With the approval of the committee chair, a student who has completed coursework but is not yet prepared to defend the portfolio may take one term without registering, regardless of continuous enrollment status, to complete and defend the portfolio. If the student does not complete the portfolio within this term, the student should meet to discuss his/her progress in the program with the chair and the program coordinator. The student cannot register for another course without this discussion.

Option 2: With the approval of the committee chair, a student who has completed coursework and is very close to defending the portfolio may take LS/CI 797 with the understanding that he/she will be completing the portfolio AND working with the chair to determine the dissertation topic during this term. This is an alternative to taking a term off; it should not be done in addition to that option. Enrollment in LS/CI 797 is ONLY INTENDED for time to work on the dissertation, so the plans for that term must include dissertation discussion. Registration is only done with the approval of the chair.

After admission to candidacy (completion of the portfolio), a student may take up to three terms of LS/CI 797 hours to work with the chair to determine the dissertation topic, before registering for LS 765. If the student cannot/does not determine a viable topic within this period of time, the student should discuss his/her progress in the program with the chair and the program coordinator. These three terms are one year of the student's four years to complete the dissertation, and if no topic is determined by that time, the student's time is seriously affected. The student cannot register for another course without this discussion.

4. Hours of Course Work. A minimum of 76 hours (which includes 12 hours of LS 797 or CI 797) of graduate level coursework is required, with a minimum of 60 hours beyond the master's degree. A maximum of 12 hours of graduate coursework may be transferred from another institution, as per the Marshall University Graduate Catalog (specific information is available at <http://www.marshall.edu/catalog/Graduate/>)

An overall minimum GPA of 3.25 is required of all coursework in the doctoral program. Courses with a grade of "C" or below will not be counted toward the doctoral degree.

Program Approval

The proposed program is designed by the student and outlined on the *Doctoral Program of Study* form for presentation to the student's committee. It is the student's responsibility to contact all of the committee members and make the necessary arrangements for meeting to discuss the document as needed.

Through a collaborative effort, a program plan is agreed upon by the student and his/her committee. The signed form is then forwarded to the ODPE. The doctoral coordinator will ensure that all program requirements are being met. The form, if approved, is submitted for the approval of the Dean of the GSEPD.

The approved *Doctoral Program of Study* and any approved changes will be kept on file in the ODPE. After the *Doctoral Program of Study* has been approved by the Dean of the GSEPD, a copy of the program will be sent to the student and to the committee chair. After this point, changes in the program may be requested using the *Request for a Change in Doctoral Program of Study* form, including all appropriate information and signatures.

Residency Portfolio

Residency Portfolio Requirements

Residency traditionally required two consecutive terms of full-time work (at least 9 hours per term) after being admitted to the doctoral program. As a program that serves primarily students who are fully employed professionals, the typical, traditional residency requirement is inappropriate to serve the needs of the students. In light of the mission of the program, the residency requirements will be met in the following manner:

1. Continuous enrollment from admission to the program to graduation. Continuous enrollment is defined as enrollment and completion of coursework in two out of every three contiguous terms (summer, fall, spring). After admission to candidacy, enrollment is required in every term (effective August, 2010).
2. Participation in doctoral seminars. The student is expected to attend every doctoral meeting; the inability to attend any seminar should be discussed with the student's advisor or chair and reported to the doctoral coordinator.
3. Development of a portfolio of activities and experiences in the doctoral program, documenting participation in the following:

Scholarship – Each student must include at least one of the following activities:

- a. Co-authoring a proposal for submission and co-presenting at a regional or national conference in collaboration with a faculty member.
- b. Co-authoring and submitting for publication a manuscript to a peer reviewed/refereed journal, a book, or a book chapter, in collaboration with a faculty member.

Other professional/academic pursuits - Each student must include at least two of the following activities:

- a. Co-teaching a course with a faculty member
- b. Serving an appropriate internship involving an outside mentor and a mentor on the MU faculty
- c. Developing a course in collaboration with a faculty member
- d. Collaborating with a faculty member in another activity, approved in advance by the student's committee

Planning the Residency Portfolio

The residency requires the development of a portfolio of activities and experiences in the doctoral program that documents collaboration with faculty. The presentation and defense of the portfolio is a part of the student's qualifying assessment.

The student should engage in planning the portfolio with the chair and committee members as the program is being planned. The format of the portfolio will be determined by the student and the committee. The contents, however, should reflect the experiences that the student has had as a result of the choices made to satisfy this requirement. A general format for the plan is available on the doctoral webpage.

At the time the student and committee are planning the *Doctoral Program of Study*, the plan for accomplishing the residency should also be discussed. The documentation of this plan is not necessary for the *Doctoral Program of Study*, but a prospective plan should be kept on file by the student, the committee chair and in the ODPE.

The portfolio plan should include:

- The rationale or theme used in making the selections
- How the student will meet the requirement for scholarly collaboration
- How the student will meet the requirement for other academic pursuits
- The general format to be used for the portfolio
- An anticipated date for the presentation of the portfolio

In planning the portfolio, attention should be given to establishing connections with faculty other than the chair, and even outside the committee where appropriate. A copy of the plan should be maintained by the student and by the committee chair. The progress made by the student in the activities in the portfolio should be a topic of discussion during the student's annual reviews. Additionally, a journal of thoughts regarding experiences in the doctoral program would be beneficial in preparing the final presentation of the portfolio. (The concept of a Learning Journal will be introduced in LS 719 as a method of capturing thoughts about issues and theories, and as a vehicle for discussions with the chair or advisor.)

The student will prepare a brief paper (10-15 pages) in which he or she will discuss the connections between the experiences in the doctoral program and the resulting professional growth and development. This paper should demonstrate a depth of understanding of the mission and goals of the doctoral program.

Completion of Coursework and Related Issues: Progressing through the Program

Course Registration Procedures

A student should consult with his/her advisor or chair prior to registering for any course. Registration for classes, other than 700 level classes, may be done through the MILO system. Go to www.marshall.edu/mymu and select "Academic Services." **All 700 level** (and some 600

level) classes require departmental approval and must be registered by the ODPE. Call 1-800-642-9842 ext. 68949, (304)746-8949 or email thomae@marshall.edu for registration.

Tuition Waivers (policy in effect at the time of publication)

Employees of Marshall University are eligible for a waiver of \$750.00 per term pending availability of the waivers each term. The waiver form must be signed by the employee's supervisor and submitted prior to the posted deadline. Students will be notified by email regarding the deadline for submission each semester. A limited number of tuition waivers are available for fully admitted non-employee students. Application forms for both employee and non-employee waivers may be found at: <http://www.marshall.edu/graduate/tuitionwaivers.asp>. All waiver applications should be submitted to the ODPE well in advance of the waiver submission deadline of the term for which the waiver is desired. Waivers are not processed until after the deadline. The student must be registered for class before the waiver can be processed.

Non-employees receiving waivers will be notified by email within approximately two weeks following the submission deadline. Employees will be notified by the Graduate Dean's Office following the granting of waivers.

Graduate Assistantships

A limited number of graduate assistantships are available. Applications are available from the ODPE. Only students admitted to the doctoral program will be considered. Graduate assistantships include tuition and a stipend. Graduate assistants are expected to work 20 hours per week, (during regular business hours) providing services such as research assistance or instruction. Additional expectations are listed on the website.

Financial Support for Dissertation Research

Students pursuing dissertation research are eligible to apply for financial support. This request for funding will be honored only once for each student, with a maximum value of \$500. Applications are available on the forms page of the doctoral website.

Presentations, Publications and Teaching

Doctoral students are expected to be involved in scholarly pursuits with faculty members. These pursuits include presentations of research made at conferences or workshops, preparing documents for publication, and participating in the creation and implementation of courses or portions of courses. This involvement is not limited to participation with the student's chair or committee members. Students should seek out Marshall University faculty members to become involved in these activities. A limited amount of financial support is available to doctoral students who co-present at conferences with faculty members. A doctoral student must be actively enrolled in the doctoral program to be eligible for this support. Students are eligible for a maximum of two awards, with a maximum of \$500 for each award. Applications are available on the forms page of the doctoral website.

Library Services

Library services are available to students at the MUGC and MU campuses. Extensive collections of bound volumes, microfilms, and periodicals are available through each campus library. In addition to campus libraries, computers are accessible at numerous locations for retrieving literature and data. Additional access to library services is available via the Internet at www.marshall.edu/library/mugc.

Doctoral Seminars

As part of the Residency Requirements all students must attend doctoral seminars, regardless of their current progress in the program. Doctoral seminars are designed to provide opportunities for networking with other students, to facilitate communication and involvement with faculty, and to provide information and material for students at all stages of the doctoral program. Seminars are held on a Saturday, twice each year during the fall and spring semesters. Dates are posted on the doctoral web site.

Annual Review of Student Progress

The annual review is conducted once each academic year. The student will meet with the advisor or chair to document an assessment of the progress made by the student. Time will be scheduled during the Spring Doctoral Student/Faculty Seminar for faculty members to meet as a group with the students for whom they are responsible. Additional individual meetings may be scheduled where necessary. Students not in attendance at the Seminar are responsible for making an appointment to meet with their advisor or chair to discuss their progress.

Prior to meeting with the advisor or chair, the student will print out the annual review form from the doctoral website. An update of contact information should be included, as well as a record of scholarly activity since the previous annual review. Chairs will submit to the ODPE the completed forms for all students for whom they are responsible. All forms should be on file by the end of the spring semester.

Additional general comments arising from discussion may be recorded separately and/or anonymously for general discussion by the faculty in assessing program improvements. After all Annual Reviews are filed, the faculty will meet to discuss issues that have arisen.

Active Status – Continuous Enrollment

EdD is a competency based program emphasizing research and performance and does not depend solely on the accumulation of credit hours. The number of years involved in attaining or retaining competency cannot be readily specified. However, the student must continue to make progress toward the degree. To ensure this, students are required to maintain continuous enrollment. Continuous enrollment is defined as enrollment and completion of coursework in at least two of every three contiguous terms. After admission to candidacy, the student must be enrolled every term (effective August, 2010). Continuous enrollment is expected from the first term after admission to the program through the student's graduation term.

Students who cannot meet this requirement must request in writing a waiver from the doctoral coordinator. Students may be granted inactive status for up to one year, providing they apply to the program faculty in writing, and the program faculty grant this status. Requests for inactive status should include the reason for the request and the date the student expects to be able to return to active status. Requests should be sent to the ODPE. Program faculty will consider the request at the next program meeting, and the student will be notified in writing of the decision. Inactive status is permitted only once during the student's tenure in the program.

Voluntary Withdrawal from the Program

A student may choose to withdraw from the program at any time by notifying the Doctoral Coordinator in writing. A copy of this notification is to be sent to the MU Graduate Admissions Office. The document requesting withdrawal must contain an original signature, faxes, emails or copies will not be accepted by the Graduate Admissions Office. A student who withdraws from the program in this manner can seek reinstatement to the program as described in this document.

Removal from the Program

If the student fails to maintain continuous enrollment, and if the student has already utilized the inactive status request, action will be taken to remove the student from the program.

- The student will be notified by registered mail, and given the opportunity to appeal in writing removal from the program to the faculty. The student will meet with faculty and defend why he or she should not be removed from the program.
- If the appeal is granted, the student must submit in writing a plan to complete the program in a reasonable time.
- If the appeal is denied, the student will be removed from the program. A hold will be placed on the student's ability to register for classes. Should the student wish to take courses in another program, a change of program form will be filed to remove the hold from registration.

Reinstatement into the Program

If the student has been admitted to candidacy, the four-year time limit continues in effect from the date of admission to candidacy. If this time has expired, the student must reapply for the program. The acceptance of the previously formed committee, program of study and qualifying assessment will be contingent on the decision of the faculty and the student's committee.

If the student wishes to be reinstated within one year after removal or voluntary withdrawal from the program, the student must file a written appeal to the program faculty. The student will appear before the faculty to explain his or her written plan for timely completion of the program.

If the student wishes to be reinstated more than one year after removal or voluntary withdrawal from the program the student must reapply. The acceptance of the previously formed

committee, *Doctoral Program of Study* and qualifying assessment will be contingent on the decision of the faculty and the student's committee.

****The program faculty may consider extraordinary circumstances in enforcing inactive status, removal from the program, and reinstatement.***

Qualifying Assessment

Presentation and Defense of the Residency Portfolio

The Qualifying Assessment is the point in the student's matriculation at which the doctoral faculty determines whether the student is sufficiently prepared to undertake the planning and implementation of dissertation research.

In preparation for the Qualifying Assessment, the student will prepare the brief paper to be used in the oral defense. The student's doctoral committee will evaluate this paper, using an established rubric, prior to scheduling the oral defense.

The oral defense of the student's portfolio and experience will be conducted in a public forum. To schedule the oral defense, the student must submit the appropriate form, signed by the student and all members of the committee at least 2 weeks prior to the requested date. The ODPE will obtain a classroom for this presentation once this form is submitted. The student's committee members must be in attendance with the same exceptions allowed for Dissertation Defense. The remainder of the doctoral program faculty should be in attendance to the greatest extent possible.

The oral defense will include the following elements:

- A brief presentation (10 minutes) of the student's experiences, including courses, seminars, and other activities in the program. The student should discuss these experiences as they relate to the initial portfolio plan and to the final portfolio.
- A brief presentation based on the paper developed by the student discussing the connections between the experiences in the program.
- A dialogue between the student and the faculty during which questions will be posed to the student to further investigate the student's depth of understanding of the coursework and portfolio activities.

In preparation for this, the student's doctoral committee should be provided with a copy of the student's portfolio plan, program of study, and the written paper in advance of the date of the defense.

At the completion of this presentation, the committee members will meet privately to evaluate the student's portfolio and defense. An "exceptional" or "acceptable" evaluation will result in the recommendation of the student for admission to candidacy.

In the case of an "unacceptable" rating, the committee and the student will confer to discuss the deficiencies and to specify what the student must do to proceed. If the student's second attempt to qualify for candidacy is unacceptable, the student will be dismissed from the doctoral program.

Admission to Candidacy

When the student has successfully completed the qualifying assessment, the *Doctoral Admission to Candidacy* form will be completed and signed by the committee chair, committee members, and the student as evidence that the student has successfully completed all qualifying assessments. At this time, the student will work with his/her chair to prepare to register for LS 765 to begin the writing process. One semester of LS 797 or CI 797(1 hour) may be taken prior to LS 765, for the purpose of completing the portfolio, and working with the chair to begin conceptualizing the study

After admission to candidacy, a student may take up to three terms of LS/CI 797 hours to work with the chair to determine the dissertation topic, before registering for LS 765. If the student cannot/does not determine a viable topic within this period of time, the student should discuss his/her progress in the program with the chair and the program coordinator. These three terms are one year of the student's four years to complete the dissertation, and if no topic is determined by that time, the student's time is seriously affected. The student cannot register for another course without this discussion.

Dissertation Research Hours

After a student passes the qualifying assessment, he or she is required to register for 1 to 12 hours of LS 797 or CI 797 Dissertation Research every term (effective August, 2010). These course hours are credited to the student's dissertation chair, and provide time for the student to work closely with the dissertation chair in this final stage of the doctoral program. The student must have at least 12 hours of LS 797 or CI 797 to qualify for graduation, but dependent upon the amount of time the student uses to complete the dissertation the total may be more than 12. The student must be registered in LS 797 or CI 797 during the term in which graduation occurs.

Time Limit

Doctoral candidates are allowed no more than four (4) years (effective for students admitted after 9/09) beyond completion of the qualifying assessment and admission to candidacy to complete remaining degree requirements (i.e., the written dissertation and oral defense). If a student fails to complete the doctorate within four years after admission to candidacy, an extension of time can be obtained only by meeting requirements specified by the student's committee and program faculty.

Extension of Time of Candidacy

At the end of four years of candidacy, the student may request in writing a one-year extension to complete the dissertation. The student must show evidence of making progress toward completion of the dissertation.

**The program faculty may consider extraordinary circumstances in granting time extension.*

Dissertation Development and Approval

Elements of the Prospectus

The dissertation prospectus is the student's proposal identifying a research problem and the method of investigating this problem. The prospectus is the first step toward completion of the dissertation, which is an original contribution to the major field. The study may be basic or applied research; it may be experimental or non-experimental, quantitative or qualitative in its design. It is essential that the student be capable of defending the theoretical basis of a proposed study and the statements, analytical decision, and analytical methods relevant to successful completion of a high quality dissertation. A detailed prospectus must be approved before the student begins any data collection. A prospectus, at a minimum, must contain the following sections:

1. Introduction.
2. Statement of the Problem or Purpose. This should be a very specific statement which lucidly and succinctly presents the main thesis of the study. It may be followed by a series of hypotheses or research questions.
3. Justification of Study. This section should explain the purpose and rationale for the study. It should specify reasons as to why the problem is worthy of study, including a statement of the theoretical and practical need for the study. This will include logic and a brief review of the literature relating to the problem.
4. Literature Review. This section should present a critical review of literature supporting the study and demonstrating the need for the dissertation.
5. Research Methods. This should be summarized in a conceptual model and followed by an expanded narrative. Quantitative studies should include the following as appropriate: a) population, b) sampling procedure, c) data collection procedures and instruments, and d) data analysis. Qualitative studies should assume a format appropriate to the nature and design of the study.
6. References. All works cited in the paper should be included in the reference section. The required citation style for the prospectus in educational leadership is the *American Psychological Association (APA)* style. It is strongly recommended that in the development of a prospectus the student consult the following sources:

- *American Psychological Association Publication Manual* 6th ed., Washington, DC, 2010.
- Marshall University Electronic Theses and Doctoral Dissertations www.marshall.edu/graduate/etd/

Close cooperation with the dissertation chair is essential to develop a prospectus. Students will often develop several before one is accepted. When the dissertation chair and

student believe the prospectus is ready, a meeting of the doctoral committee is held at which the student presents and defends the prospectus. The document should be provided to committee members well in advance of the scheduled prospectus meeting. All committee members should be present at the meeting.

Upon committee approval, an *Approval of Doctoral Prospectus* form is signed by each of the committee members and is filed with the ODPE. It is important for the student to recognize that prospectus approval is a prerequisite to dissertation research. Along with the approval of the *Institutional Review Board (IRB)*, the two documents constitute a contract for conducting the dissertation research as approved.

Institutional Review Board

Both the student researcher and the committee chair must complete the IRB Education and Training as described on the IRB website at www.marshall.edu/research/ori/education.asp. Careful attention should be paid to required forms which must be submitted to the Office of Research Integrity. IRB approval must be sought by all researchers, even if the research appears to be exempt. In that case, the IRB will provide a letter confirming the exempt status.

Immediately after the approval of the prospectus, the student must submit electronically an *Initial Application (Protocol) for Review* (dealing with data collection which could be harmful to a person or persons) to the *MU Institutional Review Board (IRB#2)*. The student may not go forward with the dissertation without approval. If the student will be sending requests to respondents for data, the proposal letter must be formatted on MU Doctoral letterhead. Any letter requesting information or data must state the following:

1. The purpose of the research (i.e., dissertation)
2. That participation in whole or in part is voluntary.
3. That those being surveyed have the right to not respond to every item.
4. That confidentiality and/or anonymity will be maintained.
5. That if subjects are students, their class standing or grades will not be jeopardized if they choose not to participate.
6. That if subjects are on a sports team, their status will not be affected if they choose not to participate.

Upon approval by the IRB, the student must provide a copy of the IRB letter to be filed with the Prospectus approval to the ODPE.

Defending the Dissertation

The culminating activity of the doctoral program is a dissertation in a significant and specific area of research that contributes to the knowledge base in the major field of study. All dissertations must follow the *Marshall University Electronic Theses and Dissertations* guidelines from www.marshall.edu/graduate/etd/.

In conducting the research, analyzing the data, and preparing the initial draft, the student works closely with the dissertation chair of his/her committee, and any other committee members deemed necessary.

After the dissertation chair reviews and approves a draft of the dissertation, copies are distributed to all members of the student's committee. These copies should be sent to committee members at least **THREE** weeks prior to the defense.

Request to Schedule Defense

The student in collaboration with the dissertation chair must indicate in advance the time, date and location (obtained by the ODPE) of the oral dissertation examination and must request an approval on the appropriate form from the ODPE before the examination can be scheduled.

The *Request for Approval to Schedule Dissertation Defense* form is signed by the student and each committee member to signify approval for the dissertation defense. This form must be submitted to the ODPE at least **THREE** weeks prior to the requested defense date. The student should provide the final draft copy of the dissertation to committee members at the time they are asked to sign this form.

Dissertation Defense

The student will be admitted to final oral dissertation examination upon completion of the dissertation and after fulfilling all other requirements set by the committee. The student's doctoral committee will conduct the examination. All doctoral committee members (or substitute approved by the Dean or Dean's designee) shall be present for the dissertation defense. The defense is conducted in an open, publicized meeting.

No examination is to be given without all committee members present. If a committee member cannot attend the dissertation defense, then permissions from the student, the dissertation chair, and the Dean of the GSEPD are required for approval of a substitute committee member to serve at the defense. There can be no substitute for the dissertation chair. Only one substitute is allowed, and the request for a substitute must be made in writing prior to the examination. The request for a substitute should be signed by both the original faculty member and the substitute faculty member. A substitute faculty member must have the same or higher graduate faculty status as the original faculty member and represent the same academic discipline or specialization.

At the defense, two decisions are made by each committee member:

1. Whether the student passed the oral defense, and
2. Whether the individual committee member will approve and sign the dissertation at that time.

The dissertation must bear the original signatures of at least all but one of the committee members. If more than one member of the committee, whatever the size of the committee, dissents from approving the dissertation, the degree cannot be recommended.

If a substitute faculty member attends the final examination, the substitute signs the *Oral Defense Approval*; however, the original committee member is to sign the *ETD Signature* form.

The dissertation must be submitted to the University by the deadline of the semester in which the degree is expected to be granted. This deadline is posted on the *Marshall University Electronic Theses and Dissertations* web page: www.marshall.edu/graduate/etd/. Additional requirements for electronic submission are listed on this website on the *Doctoral ETD Check-Off List*. All specified items must be submitted by the posted deadline to be eligible for graduation.

Failure to complete the dissertation within four years from admission to candidacy requires the student to meet any requirements specified by the student's doctoral committee in order to be reinstated with a time extension.

Graduation Procedures

Applying for Graduation

Graduation Applications are located on-line at www.marshall.edu/graduate/forms/formlist.asp. This application is to be completed, printed and sent to MU Graduate Records Office, 100 Angus E. Peyton Drive, South Charleston, WV 25303. A check for \$100.00 made out to Marshall University, is to be included. Graduation applications must be submitted thirty days prior to the date of graduation.

Along with the *Oral Defense Approval* form, the student will receive a *Conditions Necessary for Graduation* memo, a form indicating conditions the candidate must meet in order to graduate. The student's advisor should work with the candidate to eliminate any deficiencies indicated. The student is responsible for eliminating deficiencies prior to graduation.

A student must be registered at MU in LS 797 or CI 797 for the term in which he/she anticipates graduation. At registration, the student files an *Application for Doctor of Education Degree*, found on the website. A *Checklist for Doctoral Graduates* is issued to the student to provide details for complete graduation procedures, including the specifications of the doctoral committee-approved dissertation for submission to the graduate school.

Hooding and Commencement

All doctoral students will be expected to participate in the hooding ceremony during commencement. The graduating doctoral student will be hooded by the student's committee chair, or by the chair's designee in the program area.

CHECKLIST OF PROGRAM REQUIREMENTS

The major steps in the completion of the Doctor of Education are listed sequentially below. None can be omitted or completed out of sequence without approval of the student's committee and the Dean of the Graduate School of Education and Professional Development (GSEPD) of Marshall University.

- 1. **Admission** to the program and assignment of a temporary advisor.
- 2. **Enrollment** in LS 719 Introduction to Doctoral Studies, and LS 703 Research Design.
- 3. **Approval of a doctoral committee** chairperson and committee members.
- 4. **Program of Study.**
 - a. Tentative program submitted to committee members one week prior to committee meeting.
 - b. Acceptance of *Program of Study* by the doctoral committee.
 - c. Approval of *Doctoral Program of Study* by the Dean of the GSEPD.
- 5. **Residency Portfolio**
 - a. Discussion of draft of portfolio plan at Program Planning meeting.
 - b. Approval of portfolio plan by committee.
- 6. **Completion of required coursework and portfolio.**
 - a. Submit portfolio reflection to committee for approval.
 - b. Request scheduling of oral defense at least 2 weeks prior to requested date.
- 7. **Qualifying Assessment.**
 - a. Successful completion of portfolio defense.
 - b. **Admission to candidacy.**
 - c. Identification of the **Dissertation Advisor** (optional).
- 8. **Dissertation Development and Approval**
 - a. Work with Dissertation Advisor to conceptualize study
 - b. Register for LS 765.
 - c. Work with Dissertation Advisor to develop **prospectus**.
 - d. Register for LS 797 or CI 797 with Dissertation Advisor.
 - e. Approval of a dissertation **prospectus** by the doctoral committee.
 - f. Apply for **IRB** approval of research
 - g. Conduct research
- 9. **Dissertation Defense**
 - a. Completed dissertation submitted to committee at least **three** weeks before defense.
 - b. Request to schedule defense submitted at least **three** weeks prior to desired defense date.
 - c. Successful **defense** of a dissertation.
- 10. **Graduation preparation**
 - a. File application for graduation by the published deadline.
 - b. **Electronically submit approved dissertation** by published deadline.
 - c. File additional paperwork and fees as specified at www.marshall.edu/graduate/etd/
 - d. Submit Student Exit Survey to ODPE
 - e. Order cap, gown and hood for commencement and hooding ceremonies.

MUGC
DOCTORAL
FACULTY
DIRECTORY

August 2010

<u>Faculty</u>	<u>Academic & Research Interest</u>	<u>Department</u>	<u>Phone/E-mail Office Location</u>
 <p>Pauley, Rudy Associate Vice President for Outreach & Continuing Studies</p>	<p>Student Retention, On-line Instruction, Student Achievement</p>	<p>Academic Affairs</p>	<p>746-1920 or 696-7263 rpauley@marshall.edu</p> <p>MUGC GC 305 or Huntington Old Main 110</p>
 <p>Eagle, Teresa Dean, GSEPD</p>	<p>On-line Instruction, Doctoral Education, Leadership in Curriculum & Instruction, Current Issues in Pre-K-16 Education</p>	<p>Graduate School of Education and Professional Development</p>	<p>746-8924 t.eagle@marshall.edu</p> <p>MUGC GC 303</p>
 <p>Allen, Leonard Part-time Assistant Professor</p>	<p>Professional Learning Communities, Classroom Assessment, Professional Development</p>	<p>Leadership Studies</p>	<p>746-8935 allen83@marshall.edu</p> <p>MUGC GC 205</p>
 <p>Anderson, Dennis M. Distinguished Professor</p>	<p>Higher Education Administration</p>	<p>Leadership Studies</p>	<p>746-8989 andersond@marshall.edu</p> <p>MUGC GC 314</p>
 <p>Bailey, Sandra S. Professor</p>	<p>Alternative Certification Programs, Teacher Recruitment and Retention, Middle Childhood Education</p>	<p>Elementary and Secondary Education</p>	<p>256-0266 ext. 3 baileys@marshall.edu</p> <p>Higher Education Center 300 University Drive Beaver, WV 25813</p>




<u>Faculty</u>	<u>Academic & Research Interest</u>	<u>Department</u>	<u>Phone/E-mail Office Location</u>
 <p>Childress, Ron Professor</p>	<p>Program Evaluation, Program Planning, Survey Research</p>	<p>Elementary and Secondary Education and Leadership Studies</p>	<p>746-1904 rchildress@marshall.edu MUGC GC 242</p>
 <p>Cunningham, Mike Professor, Program Director - Leadership Studies</p>	<p>School Leadership, Distance Education, Survey Development, Assessment & Evaluation</p>	<p>Leadership Studies</p>	<p>746-1912 mcunningham@marshall.edu MUGC GC 204</p>
 <p>Debela, Nega Professor</p>	<p>Qualitative Research, Multicultural Education, Teaching English as a Second Language</p>	<p>Elementary and Secondary Education</p>	<p>746-8931 debela1@marshall.edu MUGC GC 214</p>
 <p>Galbraith, Michael Professor</p>	<p>Adult & Higher Education, College Teaching, Adult Learning Methods</p>	<p>Leadership Studies</p>	<p>746-8952 galbraith@marshall.edu MUGC GC 215</p>
 <p>Harris-John, Mary Associate Professor</p>	<p>School Administration, Secondary Education, Principalship, First Amendment and Bill of Rights in the Public Schools, Qualitative Research</p>	<p>Leadership Studies</p>	<p>746-1913 johnm@marshall.edu MUGC GC 235</p>

<u>Faculty</u>	<u>Academic & Research Interest</u>	<u>Department</u>	<u>Phone/E-mail Office Location</u>
 <p>Heaton, Lisa Professor, Program Director – Curriculum & Instruction</p>	<p>Educational Computing, Educational Technology, Project Evaluation, Distance Education, Qualitative Research</p>	<p>Elementary and Secondary Education</p>	<p>746-2026 heaton@marshall.edu MUGC GC 240</p>
 <p>Hollandsworth, Sue Assistant to the Dean</p>	<p>Teacher Certification, Special Education, Elementary and Secondary Curriculum and Instruction</p>	<p>GSEPD Dean's Office</p>	<p>746-1909 hollandswor3@marshall.edu MUGC GC 202</p>
 <p>Isaacs, Thelma Professor, Interim Associate Dean, COEHS</p>	<p>Middle Level Education, Character Education, Teacher Preparation, Classroom Management</p>	<p>School of Education</p>	<p>696-2868 Isaacs9@marshall.edu Huntington 133 Jenkins Hall</p>
 <p>Kolsun, Cynthia Assistant Professor</p>	<p>Superintendency, Middle Level & High School Education, 21st Century Learning, Career & Technical Education</p>	<p>Leadership Studies</p>	<p>746-8959 kolsun@marshall.edu MUGC GC 203</p>
 <p>Lassiter, Eric Professor, Program Director - Humanities</p>	<p>Graduate Humanities Program, Qualitative Methods, Ethnographic Theory and Practice</p>	<p>Humanities</p>	<p>746-1923 lassiter@marshall.edu MUGC GC 233</p>

<u>Faculty</u>	<u>Academic & Research Interest</u>	<u>Department</u>	<u>Phone/E-mail</u> <u>Office Location</u>
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<u>Faculty</u>	<u>Academic & Research Interest</u>	<u>Department</u>	<u>Phone/E-mail Office Location</u>
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 <p>Rubenstein, Bob Professor, Program Director – Counseling</p>	<p>School Counseling- Counseling, School Effectiveness, Ethics, Leadership, Sport/Competition/Application for Public School Personnel, Licensure/Certification</p>	<p>Counseling</p>	<p>746-1953 brubenstein@marshall.edu MUGC GC 216</p>
 <p>Securro, Sam Professor</p>	<p>Applied Statistics, Educational Psychology, Effects of Instructional Software on Reading and Math Achievement</p>	<p>Elementary and Secondary Education</p>	<p>746-8948 securro@marshall.edu MUGC GC 245</p>
 <p>Seymour, Celene Director, MUGC Library</p>	<p>School Library Program Coordinator, Library Assessment, Library Instruction, English/Writing</p>	<p>University Libraries</p>	<p>746-8901 seymour@marshall.edu MUGC AC 110</p>

<u>Faculty</u>	<u>Academic & Research Interest</u>	<u>Department</u>	<u>Phone/E-mail Office Location</u>
 <p>Simone, Fran Professor</p>	<p>Writing, Literacy</p>	<p>Elementary and Secondary Education; Humanities</p>	<p>746-1984 fsimone@marshall.edu</p> <p>MUGC GC 207</p>
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 <p>Spatig, Linda Professor</p>	<p>Women's Issues, Appalachian Studies, Qualitative Research, Social Context of Education, Equal Opportunity and Social Justice Issues</p>	<p>School of Education</p>	<p>696-2875 spatig@marshall.edu</p> <p>Huntington 243 Jenkins Hall</p>
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<u>Faculty</u>	<u>Academic & Research Interest</u>	<u>Department</u>	<u>Phone/E-mail Office Location</u>
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 <p>Wubie, Bizunesh Associate Professor</p>	<p>Early Childhood Education, Children's Home and Classroom Experience, Multicultural Issues in Early Childhood Education, Children's Language Development</p>	<p>Elementary and Secondary Education</p>	<p>746-8978 wubieb@marshall.edu MUGC GC 213</p>
 <p>Yeager, Jack Professor Emeritus</p>	<p>Public School Law, Politics in Education</p>	<p>Leadership Studies</p>	<p>746-1985 jyeager@marshall.edu MUGC GC 201H</p>