



**Doctor of Education (Ed.D.)
Instructional Leadership, Management, and Innovation**

Handbook

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Mission

The mission of the Education Program at West Liberty University is to prepare principle-centered, self-reflective professional educators who will serve as leaders and catalysts for educational change.

The mission of the Doctoral Program at West Liberty University is: “To empower our doctoral candidates to serve as productive, creative leaders in schools, the community, and the workforce through an innovative and research-based program of professional education.”

Vision

The following statement summarizes the vision of the Graduate School for Teaching and Learning: *West Liberty University graduates will be catalysts for educational change in the global society*

Conceptual Framework

Consistent with the mission of West Liberty University, the conceptual framework of the Ed.D. program emphasizes the knowledge and skills that professionals will need to positively impact individuals within their chosen profession through applied research.

Reflective Decision Maker

Candidates who successfully complete the Doctor of Education in Instructional Leadership, Management, and Innovation will understand and demonstrate the capacity to apply high impact decision-making frameworks to maximize possible outcomes in various situations. Candidates who successfully complete the Doctor of Education in Instructional Leadership, Management, and Innovation will understand and demonstrate the capacity to apply reflective decision-making as an integral part a thoughtful approach to research, leadership, and critical thinking.

Problem Solver

Candidates who successfully complete the Doctor of Education in Instructional Leadership, Management, and Innovation will understand and demonstrate the capacity to construct viable arguments and critique the reasoning of others. Candidates who successfully complete the Doctor of Education in Instructional Leadership, Management, and Innovation will understand and demonstrate the capacity to look for and express regularity in repeated reasoning.

Leader

Candidates who successfully complete the Doctor of Education in Instructional Leadership, Management, and Innovation will understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity diversity, inclusion, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional cultures across workforce. Candidates who successfully complete the Doctor of Education in Instructional Leadership, Management, and Innovation will understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Educator

Candidates who successfully complete the Doctor of Education in Instructional Leadership, Management, and Innovation will draw upon current research to design effective instruction within innovative learning frameworks.

Program Overview and Goals

The educational objective of the Ed.D. program is to provide a curriculum leading to a Doctor of Education in Instructional Leadership, Management, and Innovation. This terminal degree is designed for students who are interested in advancing their leadership careers in a variety of marketable industries, such as but not limited to: K-12 / higher education, healthcare, law enforcement, and business. Upon graduating, students will be well-versed in a variety of skill sets that will prepare them to become leaders within the workforce, school, or other institutions to conduct research that positively impacts the greater community within our region.

Upon completion of the Doctor of Education (Ed.D.) in Instructional Leadership, Management, and Innovation, the graduate will be able to:

1. Demonstrate the capacity to promote the current and future success within their current workplace by substantively mastering the Instructional Leadership, Management, and Innovation content courses.
2. Demonstrate the capacity to promote the current and future success within their current workplace by establishing meaningful connections between objectives, instruction, and their research results.
3. Demonstrate the capacity to promote the current and future success within their current workplace by collaborating with other learners, the community and colleagues to inspire positive change through proactive research.
 - a. Engage in community outreach efforts
 - b. Participate in projects and initiatives in the greater region/community
 - c. Participate in professional development opportunities on the university, regional, state, and/or national levels.
4. Demonstrate the capacity to promote the current and future success within their current workplace by drawing upon current research to design an effective research topic while actively engaging in higher-level critical thinking skills through the mastery of either qualitative or quantitative research methods.

5. Demonstrate the capacity to promote the current and future success within their current workplace by responding to the diverse needs of the cultural workplace.
6. Demonstrate the capacity to promote the current and future success within their current workplace by utilizing instructional technology as an essential component of their dissertation research.
7. Demonstrate the capacity to promote the current and future success within their current workplace by obtaining a detailed understanding of planning research and its relation to the larger issues in their workplace / community.
8. Demonstrate the capacity to promote the current and future success within their current workplace by engaging in research that will lead to original results and applicable findings that positively impacts the greater community within our region.

Faculty Information and Contact

The Chair of Graduate Teaching and Learning within the College of Education and Human Performance oversees the Ed.D. Program.

The current graduate faculty and graduate adjuncts in the College of Education and Human Performance will serve as faculty in the program.

Faculty Member Name	Role	Contact
Nicole L. Ennis	Interim Dean, College of Education and Human Performance Graduate Faculty	nicole.ennis@westliberty.edu
Richard L. Whitehead	Interim Chair of Teaching and Learning Graduate Faculty	richard.whitehead@westliberty.edu
William Baronak	Graduate Faculty	wbaronak@westliberty.edu

Miriam Douglas	Undergraduate/Graduate Faculty	miriam.douglas@westliberty.edu
Zachary Shutler	Half-Time Graduate Faculty	zachary.shutler@westliberty.edu

Application and Admissions Requirements

General application requirements:

- Complete the online application form
- Submit official transcripts.
 - Students must have a graduate G.P.A. of 3.25 from a regionally accredited institution; 3.50 preferred
- Submit an up-to-date résumé
- Submit three reference contacts
- Submit writing prompt
- Complete interview with application committee

Performance Standards:

- Doctoral candidates will be expected to maintain an overall 3.0 GPA throughout the program
- Doctoral candidates will be expected to meet the six embedded benchmarks within the doctoral program. If the candidates do not meet a benchmark, they will be required to enroll concurrently in a one-hour extension course, along with the course that is scheduled to be taken at that point in their program.
- Doctoral candidates will be expected to submit satisfactory professional dispositions annually in their dissertation based application courses.

Cohort Start Dates

Each cohort for the program begins in the Summer I term (with exception to cohort #1) and doctoral students will enroll consecutively in summer, fall, and spring terms for the full three years. The program will require the completion of coursework, benchmarks, and a successful dissertation defense to meet the requirements for graduation.

Degree Requirements: Credits

The Doctor of Education in Instructional Leadership, Management, and Innovation requires a total of 60 graduate hours, along with a successful dissertation defense to earn the Ed.D. The 60 credit hours are divided into: 27 graduate hours in leadership, management, and innovation content courses; 15 graduate hours of research based studies; and 18 hours in dissertation based application courses.

Leadership, Management, and Innovation Content Courses (27 Credit Hours)

- EDLM 611: Literature Review of Leadership in Management
- EDLM 615: Cultural Leadership & Organizational Management
- EDLM 621: Advances Research and Leadership Studies I: Seminar
- EDLM 623: Ethical Issues and Obligations of the Leader
- EDLM 625: Theory and Practice of Leadership in a Diverse Workplace
- EDLM 630: Budgeting and Management of Finances
- EDLM 631: Advances Research and Leadership Studies II: Seminar
- EDLM 632: Instructional Management & Innovation of Change
- EDLM 633: Strategic Planning and Forecasting

Research Based Studies (15 Credit Hours)

- EDLM 610: Orientation to Research & Doctoral Studies
- EDLM 612: Qualitative Research Methods
- EDLM 613: Quantitative Research Methods
- EDLM 620: Research Design & The Prospectus
- EDLM 622: Approaches to Data Assessment & Critical Analysis

Dissertation Application Courses (18 Credit Hours)

- EDLM 614: Dissertation I: Developing the Strategic Research Plan
- EDLM 624: Dissertation II: Formalizing the Research Proposal
- EDLM 634: Dissertation III: Application of the Research Results

Course Progressions

	<i>Summer I</i>	<i>Summer II</i>	<i>Fall I</i>	<i>Fall II</i>	<u><i>Spring I & II</i></u>	<i>Spring II</i>	<i>Total</i>
Y1	(3)	(3)	(3)	(3)	(6)	(3)	21
	EDLM 610 Orientation to Research & Doctoral Studies	EDLM 611 Literature Review of Leadership in Management	EDLM 612 Qualitative Research Methods	EDLM 613 Quantitative Research Methods	EDLM 614 Dissertation I: Developing the Strategic Research Plan	EDLM 615 Cultural Leadership & Organizational Management	
Y2	(3)	(3)	(3)	(3)	(6)	(3)	21
	EDLM 620 Research Design & The Prospectus	EDLM 621 Advanced Research and Leadership Studies I: Seminar	EDLM 622 Approaches to Data Assessment & Critical Analysis	EDLM 623 Ethical Issues and Obligations of the Leader	EDLM 624 Dissertation II: Formalizing the Research Proposal	EDLM 625 Theory and Practice of Leadership in a Diverse Workplace	
Y3	(3)	(3)	(3)	(3)	(6)		18
	EDLM 630 Budgeting and Management of Finances	EDLM 631 Advanced Research and Leadership Studies II: Seminar	EDLM 632 Instructional Management & Innovation of Change	EDLM 633 Strategic Planning and Forecasting	EDLM 634 Dissertation III: Application of the Research Results		60

Year One (1)

Summer I Curriculum

EDLM 610: Orientation to Research & Doctoral Studies- (3) Hours: This course includes an introduction to doctoral level research, writing, and the research process. The student will be made aware of the key elements to reading and analyzing scholarly research and the ways to utilize published articles to justify conducting their study. The goal of this course is to establish a research topic and understand the ways in which to categorize, organize, and outline current, peer-reviewed research that can be included in their Chapter 2. Students will also conduct several needs assessments at their proposed study site to determine practical issues the workplace may be experiencing.

Summer II Curriculum

EDLM 611: Literature Review of Leadership in Management- (3) Hours: In this course, the student will build off the knowledge gained in EDLM 610 and add to their literature review of leadership in management. Throughout the course, the students will identify and write the themes of their research topic and complete the draft of Chapter 2. This course will involve extensive writing and research to allow the student to make a justifiable argument to there being not only enough valid literature on their topic to justify exploring it, but also to build the case that future research is necessary.

Fall I Curriculum

EDLM 612: Qualitative Research Methods- (3) Hours: This course explores the introduction to the nature of qualitative research methods and the process to how the student may add a qualitative research methodology to their proposed study. The student will explore the common components of qualitative research, the nature of designing a qualitative study, and the foundations it is grounded upon. The overall alignment of the methodology towards the proposed research topic and research questions will be introduced by the completion of this course.

Fall II Curriculum

EDLM 613: Quantitative Research Methods- (3) Hours: In this course, the student will learn the basic concepts of quantitative research and the statistical models which encompasses this methodology. Elements covered will include the overall foundations of the quantitative methodology and the identification of variables and various statistical instruments. The overall alignment of the methodology towards the proposed research topic, research questions, and hypotheses will be introduced upon the completion of this course.

Spring I & II Curriculum

EDLM 614: Dissertation I: Developing the Strategic Research Plan- (6) Hours: The student will apply the skills learned in year one of their doctoral journey to successfully develop the key framework(s) of their proposed strategic research plan. The student will incorporate peer-reviewed research and the recommendations embedded within scholarly journals to develop their problem statement, purpose statement, methodology, and research questions - all of which will be aligned with their chosen methodology. Students will also be introduced to the Prospectus. EDLM 614 is a benchmark course in which students will be required to produce an approved Strategic Research Plan.

Spring II Curriculum

EDLM 615: Cultural Leadership & Organizational Management- (3) Hours: Students in this course will evaluate the role that culture plays in an organization's workplace environment and the leader's ability to utilize and manage the differences in their staff to successfully adapt, learn, and improve. Through the analysis of cultural awareness and responsiveness, the student will develop dispositions on the key components of leadership behaviors that support an overall inclusive and diverse culture.

Year Two (2)

Summer I Curriculum

EDLM 620: Research Design & The Prospectus- (3) Hours: This course will explore the core research designs that are included within the student's chosen methodology from EDLM 614. Students will learn the foundations and theories to justify and defend the selection of their core design and incorporate this into their Prospectus. In addition to choosing the design, the students will be able to differentiate between other core methodological designs to build a solid rationale for the approach utilized in their Prospectus. An alignment of all key components of the research Prospectus will be expected by the completion of this course. EDLM 620 is a benchmark course in which students will be required to produce an approved Prospectus.

Summer II Curriculum

EDLM 621: Advanced Research and Leadership Studies I: Seminar- (3) Hours: Students will continue research on their approved topic and research plan by establishing a completed Chapter 2 with themes grounded in literature, an embedded and logical theoretical framework, and a clear needs assessment. All statements in Chapter 2 will be supported with existing literature, including a justification on their selected methodology based on previous scholarly works. This course requires an on campus seminar. EDLM 621 is a benchmark course in which students will be required to produce a draft of Chapter 1 and a completed Chapter 2. The students will also present their Prospectus during a three-day, on-campus seminar. Committees will be selected during this course.

Fall I Curriculum

EDLM 622: Approaches to Data Assessment and Critical Analysis- (3) Hours: In this course, the student will learn the various data analysis techniques to employ in their proposed research based on their chosen methodology and design. This course will cover the common statistical tests that students may utilize in a quantitative study, as well as the thematic analysis / coding techniques required in qualitative research. By the end of this course, students will be able to successfully identify a data collection and analysis technique which will allow the researcher to gain their results. Sampling techniques will also be explored.

Fall II Curriculum

EDLM 623: Ethical Issues and Obligations of the Leader- (3) Hours: In the 21st century, the leader is required to know their obligations to identify and address potential ethical issues in the workplace and the steps to solving problems of practice. This course will explore the common ethical issues today's leaders face and how to implement the necessary improvement interventions while focusing on solutions. An emphasis will be placed on effective communication, identification of key/common ethical issues, and the skills needed to resolve and implement a desired, ethical outcome.

Spring I & II Curriculum

EDLM 624: Dissertation II: Formalizing the Research Proposal- (6) Hours: This course will focus on the alignment of the key components of the dissertation Proposal. The student will actively communicate with their committee members to ensure the study is designed in a way to gain achievable results. By the end of this course, the student will produce a completed and accepted Proposal by their committee. EDLM 624 is a benchmark course in which students will be required to produce an approved Proposal (Chapters 1-3) and successful submission to the WLU Institutional Review Board.

Spring II Curriculum

EDLM 625: Theory and Practice of Leadership in a Diverse Workplace- (3) Hours: This course will explore the realm of diversity in the workplace. It will dive into the leadership styles and theories that allow the leader to be successful in their current and/or future role(s) and ways to adjust the present leadership style to which one leads. Doctoral candidates will also explore the challenges and opportunities that the leader may face leading a diverse workforce, while at the same time facilitating an overarching appreciation of the different values their workplace provides. The necessary skills for effective leadership will also be discovered so the leader will be able to successfully strengthen their organization.

Year Three (3)

Summer I Curriculum

EDLM 630: Budgeting and Management of Finances- (3) Hours: In this course, the doctoral candidate will learn the basics of budgeting, asset management, and allocating resources for the hiring of personnel within their organization. Funding patterns, as well as the effects of finance reform will be viewed from an organizational and leadership perspective. The skills necessary to allow for fiscal management and morality will be addressed.

Summer II Curriculum

EDLM 631: Advanced Research and Leadership Studies II: Seminar- (3) Hours: Doctoral candidates will begin to explore the expected APA 7 formatting requirements of the dissertation, ways to report their results/research, and the fundamental arguments and assumptions embedded within Chapter 5 of their dissertation. Doctoral candidates will be expected to begin applying their research to a real-world setting, ideal for working professionals. This course requires an on-campus seminar. Doctoral candidates will be required to produce a presentation at the three-day seminar of their Proposal and their current status in research/data collection to Year-Two Students and faculty advisors.

Fall I Curriculum

EDLM 632: Instructional Management & Innovation of Change- (3) Hours: Key components of instructional management and the innovation of change in the workplace will be viewed through the lens of the employee seeking the need of quality professional development from their leader(s). The innovation of change, components of leadership theory, and how approaches to leadership share the organization's change process. Several change models and theories will be examined and students will have to apply the concepts learned throughout this course to research, plan, implement, monitor, and improve the implementation of the desired change process.

Fall II Curriculum

EDLM 633: Strategic Planning and Forecasting- (3) Hours:

This course allows the Doctoral candidate to gain new leadership skills in applying both an individual and shared vision throughout their organization. Within this course, the student will analyze and develop a strategic plan, interpret the need to forecast long-term goals through the utilization of internal and external stakeholders, and develop strategies to make sure your organization stays ahead of the curve. An emphasis will be placed on strategic planning and forecasting fundamentals/models through utilization of the planning process.

Spring I & II Curriculum

EDLM 634: Dissertation III: Application of the Research Results- (6) Hours:

In this course the doctoral candidate will be finalizing their research results and completing Chapters 4 and 5 of the dissertation. Through self-motivation and communication with their dissertation committee, the candidate will be expected to apply the skills gained throughout this doctoral program in order to make quality interpretations and assumptions of their results and allow for reflective practice as they close out the dissertation process. EDLM 634 is a benchmark course in which doctoral candidates will be required to defend a completed Dissertation.

Degree Requirements: Benchmarks

EDLM 611: Literature Review of Leadership in Management (3 Hours)

Benchmark Assessment: Comprehensive Outline of Topical Area of Interest

The candidate will complete a detailed and comprehensive draft of their literature review upon completing this course. The systematic review of literature is the foundation of a study (Chapter 2) and provides the student with the framework and the knowledge of what past researchers have accomplished and what has yet to be discovered. The comprehensive draft should be well developed and contain 4-6 key themes that are encompassed throughout the topic in current, peer-reviewed literature.

Candidates will:

- Research and evaluate the current and trending issues within their selected research topic through synthesizing previous studies' findings
- Identify the key components of scholarly writing (claims and evidence) and the structure of an academic paper (introduction-information-conclusion)
- Conduct and develop a systematic review of relevant, published literature in the defined area of their research topic, using an Evidence-Claim relationship
- Evaluate and implement the results of the EDLM 610 needs assessment(s) to establish a comprehensive draft outline of a leadership in management literature review
- Select a theoretical/conceptual framework that will be the foundation of their research

EDLM 614: Dissertation I: Developing the Strategic Research Plan Draft (6 Hours)

Benchmark Assessment: The Strategic Research Plan

The candidate will complete an approved strategic research plan which will serve as the outline for the prospectus presentation in year two of the doctoral program. The strategic research plan is a culminating, formative assessment of the key materials that the student learned in year one of their doctoral program. The plan should be fully aligned with all 10, key aspects of the proposed study and formally justifies, though established literature, why elements were chosen.

Candidates will:

- Develop the remaining themes within the literature review
- Explore and critique opposing methodology and designs

- Analyze how the background of the problem informs development of the problem statement and the need for study exploration of the dissertation
- Discover how the research questions influence the selection of methodology and design
- Design an approved strategic research plan which will be utilized as the blueprint for the prospectus and the proposal benchmarks

EDLM 620: Research Design & The Prospectus (3 Hours)

Benchmark Assessment: The Prospectus

The prospectus presentation is the summative assessment which will be approved in EDLM 620 and presented in the ELDM 621 seminar the following term. The prospectus PowerPoint presentation is built upon the strategic research plan but requires the student to provide a greater depth of knowledge for each element's selection, including but not limited to providing justifying evidence for the selected and non-selected components and ensuring all of the study's key components are in full alignment.

Candidates will:

- Build upon the strategic research plan and successfully present a logistical and rational argument for the selected elements, outlining the methods the study will utilize, from start to finish
- Analyze the feasibility of the proposed research study
- Employ research and results from published studies to develop an equitable design through implementing the key elements of a doctoral level research
- Research evidence-based investigative practices to provide a scholarly justification for the chosen research plan
- Differentiate between the methodology and design sections of the prospectus/proposal.

EDLM 621: Advanced Research and Leadership Studies I: Seminar (3 Hours)

Benchmark Assessment: Comprehensive Draft Chapter 2 & Chapter 1 Draft

A fully approved Comprehensive Draft of Chapter 2, along with a Chapter 1 draft, are the two required benchmarks that will be expected to be approved in this course. Chapter 2 will be a tentative, final version.. The comprehensive draft of Chapter 1 will be expected to contain completed information in each section of the chapter, while providing logical arguments and sources for the embedded content.

Candidates will:

- Successfully communicate through oral, written, and digital means the needs and justification for the proposed study
- Collaboratively engage and cultivate relationships with fellow students, community and staff members, and their committee for the benefit of scholarly exploration
- Finalize an approved Chapter 2 and comprehensive draft of Chapter 1
- Develop a logical argument to how the research questions influenced the selection of the methodology and research design

EDLM 624: Dissertation II: Formalizing the Research Proposal (6 Hours)

Benchmark Assessment: The Research Proposal

The research proposal is the culminating assessment for year two of the doctoral program, a complete and approved Chapters 1, 2, and 3. It is imperative that the doctoral candidate reach this benchmark before the end of the term, hence, successful IRB submission is also required during this 16 week course. The dissertation proposal should integrate committee feedback that has been received over the last academic year and contain an alignment of all key components of the dissertation proposal.

Candidates will:

- Assess the interrelatedness of Chapters 1, 2, and 3 of the dissertation proposal
- Explore the strategies needed to effectively manage the dissertation process
- Support the importance of identifying the data sources that will produce information to answer the research questions in the study.
- Identify the sources of data that will yield information to successfully answer the research questions in the doctoral candidate's study
- Observe the importance of integrating committee feedback

EDLM 634: Dissertation III: Application of the Research Results (6 Hours)

Benchmark Assessment: Dissertation Defense

The doctoral candidate will complete an approved dissertation and conduct a committee approved dissertation defense before the candidate can earn the Doctor of Education in Instructional Leadership, Management, and Innovation. The candidate should incorporate the feedback they received throughout the doctoral journey and present a logical approach to their research results. The doctoral candidate will be expected to justify why the results of their study are valid while also making an argument for the successful answering of their research questions.

Candidates will:

- Become agents of change through explaining the practical implications of their research results for the organization in which the study was conducted
- Engage in reflective practice while cultivating and communicating the results to make assumptions and interpretations of the study's outcomes
- Convey the strengths, weaknesses, and limitations of their research study
- Suggest recommendations for future practice and research
- Examine the importance of integrating committee feedback

Time Limit for Completion for Degree

The Ed.D. coursework can be completed in three years by continually taking summer, fall, and spring courses and by meeting all pre-established course benchmarks.

To meet this timeline, the doctoral candidates will be required to meet six benchmarks within their coursework throughout this program. If these benchmarks are not met when the student is enrolled in a benchmark course then the student will be required to enroll in a concurrent one-hour extension course, alongside the next course in the program.

The maximum allotted time for a student to successfully complete their dissertation defense and all other program requirements is five (5) years. Once this timeframe has been reached, the doctoral student will need to petition to proceed in the program to the Chair of Graduate Teaching and Learning.

Graduation Requirements

To ensure competent graduates, the following graduation qualifications for the Ed.D. Program have been established:

- Cumulative 3.0 GPA in Ed.D. courses;
- Completion of 12 credit-hours in Education Common Core with at least a B in each course;
- Completion of 18 credit-hours in specific area of emphasis with at least a B in each course;
- Successful completion of Ed.D. Professional Dispositions forms in DISS courses;
- Completion of all Ed.D. Benchmark requirements, including successful dissertation defense

A graduate student must fulfill the requirements listed in the WLU Graduate Catalog that was in effect at the time of his/her original entrance to WLU. After consulting with his/her assigned academic advisor, a graduate student may request a change to a more recent Graduate Catalog if it is in his/her best interest to do so. If a graduate student is not enrolled at WLU for at least one fall or spring semester and decides to reenroll the following academic year, he/she will be required to complete the graduation requirements of the WLU Graduate Catalog in effect at the time of reenrollment.

Academic and Non-Academic Procedures

Academic Procedures

Academic Calendar – Ed.D. courses are held in two 8-week terms during each Fall and Spring semester and two 6-week terms during the summer.

Academic Support Services – Several WLU academic support services are available to students who experience difficulty in a course or whose GPA is in danger of falling below the requirements.

- The Student Success Center provides free tutoring services by trained peer tutors.
- Accessibility Services provides disability-related accommodations and support for students with documented disabilities.
- Counseling Services provides free and confidential counseling by a licensed professional counselor.
- The Writing Center provides free, one-on-one tutoring throughout all stages of the writing process.
- EdD faculty advisors also work one-on-one with students to provide individualized support and guidance.

Appeal of Grades, Academic Probation, or Suspension – An Ed.D. student, who believes that his/her final course grade, probation, or suspension from the Ed.D. Program was based on inadequate evidence or insufficient due process, may appeal by following these procedures within 14 calendar days of receiving notification of the final course grade, probation, or suspension.

1. For a grade appeal only, meet informally with the course instructor to attempt to resolve the conflict. If the conflict is not resolved, continue with #2.
2. Email a written appeal request to the Chair of Teaching and Learning explaining the reason for the appeal and providing documented evidence for the appeal. Within 14 calendar days of

receipt, the appeal will be brought before the Ed.D. faculty for discussion and resolution. The Program Director will email the decision to the student.

3. If the appeal is not resolved with #2, email a written appeal request to the Dean of the College of Education and Human Performance explaining the reason for the appeal and providing documented evidence for the appeal. Within 14 calendar days of receipt, the Dean will email the decision to the student. There is no appeal of the Dean's decision.

Academic Honesty – All Ed.D. students are expected to abide by the WLU Policy on Academic Dishonesty. Any work submitted by a student for academic credit must be the student's own work. Plagiarism, fabrication, collusion, cheating, or any form of academic dishonesty will result in failure of the assignment and may result in failure of the course.

Class Participation and Attendance – Even though most Ed.D. courses are scheduled for an eight week term, each course requires 45 hours instruction. Instruction may take place in a face-to-face setting and/or online setting as well as through independent readings, videos, podcasts, online discussions/blogs, online websites/modules, assignments, projects, exams, etc.

Catalog Determines Degree Requirements – A graduate student must fulfill the requirements listed in the WLU Graduate Catalog that was in effect at the time of his/her original entrance to WLU. After consulting with his/her assigned academic advisor, a graduate student may request a change to a more recent Graduate Catalog if it is in his/her best interest to do so. To request to change to a later catalog, a student needs to contact the Registrar's Office located in 121 Shaw Hall, WLU Main Campus, 304-336- 8007, or <http://westliberty.edu/registrar> and select Data Change Request Form under the Students & Forms link. If a graduate student is not enrolled at WLU for at least one fall or spring semester and decides to reenroll the following academic year, he/she will be required to complete the graduation requirements of the WLU Graduate Catalog in effect at the time of reenrollment.

Course Schedules and Registration – The WLU academic calendar specifies the days when registration occurs. Course schedules are available in WINS a few weeks prior to the registration period. Students are expected to view their DegreeWorks and are required to consult with their academic advisor each semester prior to registration. Each student has access to register for courses through his/her WINS account, which is located at <https://westliberty.edu/WINS>.

Course Substitutions – Course substitutions are not available in the Ed.D. Program.

Courses By Arrangement – Courses by arrangement are not available in the Ed.D. Program.

DegreeWorks – Located in WINS, DegreeWorks is the online system, which lists the graduation requirements for a student’s declared degree program. When viewing DegreeWorks, always "refresh" (top right) and select "process new" (top middle) to be sure updated information is being displayed.

Full-time Graduate Student Status – A graduate student must register for at least six credit-hours to be considered a full-time graduate student.

Grade Point Average (GPA) – Ed.D. students grades earned in graduate courses compute into their graduate GPA. Courses that are graded using the standard letter grade system are figured into a student’s graduate GPA using the standard point system. (See WLU Catalog for detailed explanation.) Grades earned in graduate courses that are approved by the Chair of Teaching and Learning for transfer into a student’s Ed.D. degree will also be computed into a student’s graduate GPA. The Ed.D. Program requires students to maintain a 3.0 GPA to be in good academic standing and a 3.0 GPA for graduation. Students’ GPAs are monitored at the end of each semester (fall, spring, summer). Failure to maintain those standards will result in probationary status and/or dismissal from the program.

Grading System – All Ed.D. courses are graded using the standard letter grade system. (See WLU Catalog for detailed explanation.) Every Ed.D course syllabus should include a grading system for that course, including how many points are needed to earn each letter grade and how many points each assignment is worth. Rubrics should be provided for the grading of major assignments, benchmarks, and forums.

Incomplete Grade – As stated in the WLU Catalog, an Incomplete is “to be given at discretion of the instructor and must be completed within one semester after end of course or an “F” will be recorded.” Incompletes are only given for extenuating circumstances with documented evidence of the circumstances provided to the course instructor before the end of the course.

Override – Since the Ed.D courses must be taken in a sequence, students can not receive an override to register for a course when the prerequisite course has not yet been completed.

Online Courses – Online courses are held in Sakai, which is WLU’s online learning management system and is located at <https://sakai.westliberty.edu>. On the first day of the term, a student, who is enrolled in an online course, is responsible for logging into Sakai with his/her assigned student ID and password to view the course syllabus and other specific information about the course.

Retaking Courses – Since the Ed.D requires that all students earn a B or better, a student will have to retake a course in which he/she earned lower than a B the following year when it is offered again. Both the original grade and the second grade for the specific course will be figured into the student’s graduate GPA.

Transfer Courses – WLU does not accept transfer courses for the EdD Program.

Masters Students Enrolling in Ed.D. Courses – A current Masters student cannot enroll in the Ed.D. Program.

Withdrawal from Courses – An Ed.D student who wishes to withdraw from a course must communicate with the course instructor:

- To determine if there could be another solution to the student’s situation;
- To receive approval to withdraw from a course.

A student may drop a course at any time during the first four days of a term. A student may withdraw from a course without penalty before two thirds of the term has passed, which for 8-week courses is within the first five weeks of the term, and for 6-week courses is within the first four weeks of the term. After that date and before the last class meeting, which for 8-week course is during the last three weeks of the term and for 6-week course is during the last two weeks of the term, a student may withdraw with a “WP” if he/she is passing the course, or if he/she is not passing the course, then the student will receive a “WF” which is computed as an “F” in the student’s grade point average. To withdraw from a course, a student must email the Registrar’s Office his/her full name, WLU ID, course number, name, and CRN of the course needing to drop. The Registrar’s Office will contact the course instructor to find out the last day that the student attended the course, which will determine the student’s withdrawal date. Depending upon the student’s date of withdrawal, the student may or may not receive a partial tuition refund; see the Tuition Refund Policy in the WLU Catalog.

It is important to note that this will be considered a “stop-out.” Since there is a logical sequence to the Ed.D. program, the student will have to sit out a full academic year before re-enrolling into the Ed.D. program. Depending on when the withdrawal occurs, the student may be allowed to continue if the course in question is a content course.

Non-Academic Procedures

Accessibility Services – Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by Accessibility Support Services. Prior to granting disability accommodations in a course, the instructor must receive written verification of eligibility from Accessibility Support Services, which is located in the Student Success Center. It is the student's responsibility to initiate contact with the office and to follow through with the established procedures for academic accommodations.

Advising & DegreeWorks – The ultimate responsibility in fulfilling graduation requirements is that of the graduate student. Each graduate student is assigned an academic advisor / chair who is a faculty member teaching courses in the Ed.D. Program.

Course Evaluations – During the last week of each Ed.D. course, enrolled students will receive a message to their WLU email containing a link to an electronic evaluation for each course they are in the process of completing. Students are strongly encouraged to submit these course evaluations by providing valuable feedback about the course and instruction. Summaries of completed course evaluations do not identify students and are provided to faculty and their supervisors.

Email Account – All enrolled Ed.D. students will be assigned a WLU email account that students are expected to regularly (daily) check in order to stay informed of class assignments, deadlines, registration information, billing statements, and other campus information. Students can forward their WLU email to another email within their Gmail settings. If a student has difficulty accessing their WLU email account, they should use another email address to contact the WLU IT Department at helpdesk@westliberty.edu. Failure to check email will not remove students from responsibility in meeting stated deadlines and procedures.

Financial Aid – To apply for financial aid, graduate students must: • Complete and submit the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. The FAFSA must be submitted annually.

- First time borrowers must also complete “Entrance Counseling” and the Master Promissory Note at www.studentloans.gov.
- Be enrolled in at least six credit-hours per semester in a degree program.
- Current graduate students must maintain Satisfactory Academic Progress (SAP) by having at least a 2.5 cumulative G.P.A. and successfully complete 70% of attempted credit-hours. Courses in which a student registers for and then withdraws from are included in the SAP requirements.

For more information, go to: <http://westliberty.edu/graduate-programs/financial-aid-and-cost/>.

Graduation – Ed.D. students are conferred their degree during Commencement Ceremonies held in May. The semester before his/her last required course, a student must complete an application for graduation and pay the graduation fee; deadlines for completing this application can be found on the WLU academic calendar. About one month prior to the Commencement Ceremony, graduating students are encouraged to attend the WLU Graduation Fair, where students receive valuable resources in preparation for the completion of their degree, pick up their ordered cap and gown, and check to be sure they have met all financial obligations to WLU.

Library – The Elbin Library, located on the WLU Main Campus, contains numerous items in print, audio, and video as well as electronic access to several databases and digital collections. Ed.D. students can access electronic materials using a login and password, which is changed each academic year and may be obtained from the library or their instructors. Available to students via phone, email, or at the library, librarians are available to assist students in obtaining electronic copies of journal articles and borrowing materials from other university libraries. For more information about the library, go to: <http://westliberty.edu/library/>.

Professional Dispositions – As part of the Ed.D. Program, professional dispositions are collected and reviewed as all graduate students progress through the program. Professional dispositions are part of the essential qualities of educators: knowledge, skills, and dispositions articulated by the Interstate New Teachers Assessment and Support Consortium (INTASC).

Using the Professional Dispositions Form, each student will be expected to complete a self-evaluation and have the form completed electronically by his/her advisor or a faculty member and his/her employer or practicum supervisor during these points in the Ed.D. Program:

EDLM 614

EDLM 624

EDLM 634

Candidates must score “Target” across all domains on the Professional Dispositions form during each period of collection. If a student receives a disposition evaluation of “Developing” or “Unacceptable” in any category on the Professional Disposition Form, the student and the academic advisor and/or practicum supervisor will meet and create a plan of corrective action.

Statement of Non-Discrimination – West Liberty University prohibits discrimination and is committed to providing equal opportunity and an educational and work environment free from discrimination on the basis of sex, race, color, creed, religion, national origin, ancestry, physical or mental disability, age, sexual orientation, marital or family status, pregnancy, veteran status,

service in the uniformed services (as defined in state and federal law), genetic information, gender identity, or gender expression. West Liberty University shall adhere to all applicable state and federal equal opportunity/affirmative action statutes and regulations. The university is dedicated to ensuring access and equal opportunity in its educational programs, related activities, and employment. Retaliation against an individual who has raised claims of illegal discrimination or cooperated with an investigation of such claims is prohibited. Students and employees may bring questions or concerns to the attention of the Chief Human Resources and Title IX Officer, Diana Harto, Shaw Hall, CUB 131, 208 University Drive, West Liberty, West Virginia 26074, 304-336-8029 and 304-336-8440 (fax).

Technology – All Ed.D. students are expected to have access to a computer, printer, and the Internet in order to access courses and complete assignments. Many Ed.D. courses will require regular access to Sakai, which is the WLU learning management system. The WLU Main Campus has secure, wireless networks that are accessible for student use. All students are expected to use the wireless networks, Sakai, and their assigned WLU email in accordance with the WLU Appropriate Use Policy (AUP), which can be found in the WLU Catalog. These offices provide technology support to students, faculty, and staff:

- Information Technology Services – East Wing Main Hall basement, Main Campus – 304-336-8886
- Office of E-Learning (for Sakai) – East Wing Main Hall first floor, Main Campus – 304-336-8432

Textbooks – Students can view required textbooks for Ed.D. courses as well as order and have books shipped to them through the WLU bookstore website: www.westliberty.bncollege.com. Or students may purchase textbooks from any textbook retailer or e-book provider. Ordering textbooks before the course begins is suggested since courses are only eight weeks and shipping may take some time.

Transcripts – Official transcripts of a student’s WLU academic record can be ordered through the Registrar’s Office at <http://westliberty.edu/registrar/students/transcripts/>. WLU may withhold a student’s transcripts if he/she has failed to meet all financial obligations to the institution.

Tuition Payments and Refunds – All registered students will be emailed an invoice to their WLU email account prior to the beginning of each semester and twice monthly for additional activity on a student’s account. To access their most up-to-date tuition invoice, students should sign into WINS, go to (1) “Student Services”, (2) “Student Accounts & Billing”, (3) “Statement and Payment History.” Payment plans are available for the fall and spring semesters but not summer terms. Students may pay their bill in person or online through the WLU Business Office: <http://westliberty.edu/business-office/>. Bills not paid by the due date will be assessed a late fee.

WINS Account – All enrolled Ed.D. students have an online WINS (West Liberty Information System) account (located at <https://westliberty.edu/WINS>) which allows students to view and verify personal information (addresses, telephone numbers, major, advisor, etc.), access final grades, register for courses, Access billing and financial aid information, and view unofficial transcripts and DegreeWorks. If a student has difficulty accessing their WINS account, they should contact WLU Admissions, Registrar, or Graduate Programs offices. Failure to check WINS accounts will not remove students from responsibility in meeting stated deadlines and procedures.