



Department of Curriculum & Teaching
Doctor of Education (Ed.D.)
Student Handbook



2026-2027
Updated June 2026

TABLE OF CONTENTS

WELCOME TO THE DEPARTMENT OF CURRICULUM & TEACHING!.....	5
PURPOSE OF THE HANDBOOK.....	5
HOW TO USE THIS DOCUMENT.....	5
RELATIONSHIP TO UNIVERSITY POLICIES & ACADEMIC CATALOG.....	5
Related Policies.....	6
USE OF UNIVERSITY POLICIES.....	6
UNIVERSITY POLICIES & DEGREE REQUIREMENTS.....	6
DEPARTMENT DIRECTORY.....	7
ED.D. OVERVIEW.....	8
MINIMUM ADMISSIONS REQUIREMENTS.....	8
University of Kansas Graduate Admission Requirements.....	8
Doctor of Education in Curriculum & Instruction Application Materials.....	8
Application Deadline.....	9
ADMISSION REVIEW PROCESS.....	9
CONTACT INFORMATION.....	9
ENGAGEMENT AND ENROLLMENT IN DOCTORAL PROGRAMS.....	9
GENERAL ENROLLMENT EXPECTATIONS.....	9
REQUIRED ADVISING MEETINGS.....	9
PROGRAM-SPECIFIC ENROLLMENT REQUIREMENT.....	9
ENROLLMENT ISSUES.....	10
Permission Number.....	10
Holds.....	10
Late Enrollment.....	10

Summer Enrollment.....	10
Who to Contact.....	11
GENERAL ACADEMIC POLICIES.....	11
Definition of Good Academic Standing.....	11
Minimum GPA.....	11
Progress Toward Milestones.....	11
Program Milestones.....	11
Program Plan.....	11
Committee Formation.....	12
Committee Formation Process.....	12
Research Skills.....	13
Responsible Conduct of Research.....	13
Field Experience.....	13
ED.D. COMPREHENSIVE EXAMINATION.....	14
ED.D. PERIOD OF CONTINUOUS ENROLLMENT.....	15
School of Education and Human Sciences Post-comprehensive enrollment policy.....	15
DISSERTATION PROPOSAL.....	16
DISSERTATION PROPOSAL MEETING.....	17
HUMAN RESEARCH PROTECTION PROGRAM.....	17
ED.D. DOCTORAL DISSERTATION.....	18
Dissertation Feedback Expectations.....	18
ED.D. FINAL ORAL EXAMINATION.....	18
SUBMISSION AND PUBLICATION.....	19
ACADEMIC PROBATION & DISMISSAL.....	19
ANNUAL STUDENT PROGRESS REVIEW.....	20

Review Process.....	20
Outcomes and Feedback Process.....	20
Next Steps for Students.....	20
ADVISING & MENTORING.....	20
Advisor Assignment.....	20
Roles and Responsibilities.....	21
Meeting Expectations.....	21
Regular and Timely Feedback.....	21
CHANGE OF FACULTY ADVISOR.....	21
PROFESSIONAL DEVELOPMENT (ED.D. PROGRAM).....	21
EXPECTATIONS.....	21
LEADERSHIP AND PRACTICE DEVELOPMENT.....	22
LEADING AND FACILITATING LEARNING.....	22
TRANSLATIONAL RESEARCH AND INSIGHT DELIVERY.....	22
PETITIONS & EXCEPTIONS.....	23
Request of Program Time Extension.....	23
General Petition (Course Substitution/Waiver).....	23
GRIEVANCE PROCEDURES.....	23
LEAVE OF ABSENCE.....	23
Clarifying grounds for granting “leaves of absence”.....	24
RESOURCES.....	25
KU Writing Center:.....	25
Dissertation Samples, Formatting and Writing.....	25
Reference Management Software.....	25

KU Online Technology Resources.....	25
Education Databases.....	25
Counseling and Psychological Services.....	25
 GRADUATE STUDIES POLICIES AND PROCESSES.....	26
Graduate Studies Funding Sources.....	26
School of Education and Human Sciences Resources/Graduate Student Policies & Forms..	26
School of Education and Human Sciences Graduate Travel & Research Support.....	26
Graduate Studies Dissertation/ETD Formatting Requirements.....	26
University of Kansas Office of Research.....	26
Doctoral Program Time Constraints.....	28
University Policy on Doctoral Exam Time Constraints.....	28

Welcome to the Department of Curriculum & Teaching!

Graduate education in the Department of Curriculum and Teaching at the University of Kansas is a shared responsibility. A major purpose of graduate education is to instill in each student an understanding of and capacity for scholarship, independent judgment, academic rigor, and intellectual honesty. Graduate education is an opportunity for the student to develop into a professional scholar. It is the joint responsibility of faculty and graduate students to work together through relationships that encourage freedom of inquiry, demonstrate personal and professional integrity, and foster mutual respect.

The Curriculum and Instruction program in the Department of Curriculum and Teaching offers a variety of degree and licensure choices tailored to meet the needs of individuals. The Ed.D. in Curriculum & Instruction at the University of Kansas prepares individuals for a leadership position in education and to work with teachers or other professionals in a variety of settings that may include school districts, colleges and universities, state and federal education agencies, and educational companies.

Purpose of the Handbook

This handbook provides guidance on program-specific expectations, procedures, and milestones for Ed.D. students. It is designed to support student progress and clarify departmental policies. The information in this handbook provides general guidelines, links to graduate policies, a list of resources and a checklist for the doctoral program that should be helpful as students progress through their doctoral programs. Students should not hesitate to contact their faculty advisors and/or the Curriculum & Teaching department office with any questions.

HOW TO USE THIS DOCUMENT

This handbook serves as an essential roadmap for both prospective applicants interested in the Doctor of Education (Ed.D.) program and newly admitted doctoral students within the Department of Curriculum & Teaching. For those exploring the program, the document outlines critical foundational information, including admission requirements, application deadlines, and specific program subspecialties ranging from curriculum studies to specialized content education. For admitted students, it functions as an active administrative and academic guide that outlines the distinct roles of advisors and mentors, establishes structural timelines for milestones like the comprehensive examination and dissertation proposal, and details graduation credit requirements. Rather than replacing official university documentation, this handbook is designed to complement the University Academic Catalog and centralized university policies by providing explicit, program-specific pathways and connecting students directly to vital institutional resources.

Relationship to University Policies & Academic Catalog

This handbook is designed to provide clear, program-specific guidance and practical pathways for doctoral students navigating their degree. However, it is a complementary tool and does not replace official university documentation. The [University Academic Catalog](#) serves as the official source of authority for all degree requirements, institutional regulations, and academic

policies. All graduate students bear the primary responsibility to familiarize themselves with the official policies of the Office of Graduate Studies in effect at the time of their admission.

Related Policies

[University of Kansas Academic Catalog](#)

[Department of Curriculum & Teaching – Doctor of Education in Curriculum & Instruction](#)

Use of University Policies

University-level policies (e.g., grading, probation, enrollment) are maintained centrally and may change. Students should consult the University Policies & Degree Requirements section of this handbook for links to current policies.

University Policies & Degree Requirements

The University of Kansas maintains all official graduate policies through the Office of Graduate Studies. These policies govern key aspects of graduate education, including enrollment, grading, academic standing, committee composition, and dissertation requirements.

Students are responsible for reviewing and adhering to all University-level policies. While this handbook provides program-specific expectations and procedures, the most current and authoritative policy information is available through the official KU policy library.

The following links provide direct access to commonly referenced policies:

- Enrollment Policies: <https://policy.ku.edu/graduate-studies/enrollment>
- Full-Time Enrollment: <https://policy.ku.edu/graduate-studies/fulltime-enrollment>
- Grading Policies: <https://policy.ku.edu/graduate-studies/grading>
- Academic Probation and Dismissal: <https://policy.ku.edu/graduate-studies/academic-probation>
- Good Academic Standing: <https://services.ku.edu/TDClient/818/Portal/KB/Article/20745/Good-Academic-Standing>
- Doctoral Committee Composition: <https://policy.ku.edu/graduate-studies/oral-exam-committee-composition>
- Post-Comprehensive Enrollment: <https://ogs.ku.edu/post-comprehensive-enrollment>
- Doctoral Dissertation Requirements: <https://policy.ku.edu/graduate-studies/doctorsal-dissertation>
- Leave of Absence: [Policy](#)

All references to university policies throughout this handbook direct students to this section for centralized access to current policies.

Department Directory

Students should not hesitate to contact the Curriculum & Teaching Department, Coordinator for Graduate Programs, Director of Graduate Programs, Department Chair, Faculty Advisors, or Instructors, with any questions.

Department of Curriculum & Teaching

1122 W. Campus Road, Room 321

Lawrence, KS 66045-3101

ctdepartment@ku.edu

785-864-4435 (phone)

785-864-5207 (fax)

Contact the main department office for general inquiries, campus navigation, departmental policies, or to be directed to the appropriate faculty or staff member.

Coordinator for Graduate Programs

Susan McGee

smmcgee@ku.edu

785-864-4437 (office phone)

785-864-5207 (office fax)

Contact Susan McGee for administrative support regarding program enrollment, delivery, program-wide milestones, and navigation of student resources.

Department Chair

Dr. Heidi Hallman

hhallman@ku.edu

785-864-9670

Contact the department chair as an entry point for exploring collaborative research opportunities, proposing innovative curriculum ideas, or seeking guidance on institutional policies. They act as strategic leaders who welcome engagement that advances the department's academic and professional goals.

Director of Graduate Programs

Dr. Min-Young Kim

my.kim@ku.edu

Contact the Director of Graduate Programs if you have questions regarding application requirements, submission statuses, or the initial onboarding process prior to enrollment.

C&T Instructors *The contact information for C&T instructors can be found on the [C&T faculty webpage](#). Contact your individual course instructors directly for questions regarding syllabus requirements, assignment feedback, course materials, or academic support in a specific class.*

Ed.D. Overview

The Doctor of Education (Ed.D.) in Curriculum and Instruction at the University of Kansas prepares graduates for high-impact leadership positions across school districts, higher education, government agencies, and educational non-profits. Designed for working professionals, this cohort-based program begins each fall and focuses on training leaders who can seamlessly translate theory and research into practical, real-world solutions. Students develop advanced expertise across teaching, research, and service through a flexible hybrid format. Classes blend online coursework with approximately five in-person Saturday sessions per semester (fall and spring) at the KU Edwards Campus in Overland Park, KS, with summer meeting schedules announced dynamically.

Important Note for International Applicants: Because this program utilizes a hybrid delivery model, it does not meet the requirements for I-20 or DS-2019 issuance, making it ineligible for international student visas.

Minimum Admissions Requirements

Applicants must meet both the University and departmental admission requirements to be considered for the program.

University of Kansas Graduate Admission Requirements

- All applicants must meet the requirements outlined in the [Admission to Graduate Study](#) policy.
-

Doctor of Education in Curriculum & Instruction Application Materials

In addition to all University requirements for admission to graduate studies, applicants applying to the Curriculum and Instruction Ed.D. program must submit and/or meet the following application requirements:

- A completed [graduate application](#)
- Application fee
- Official transcripts of all degree-granting post-secondary institutions attended and an official transcript for each degree earned. Doctoral applicants must have earned a master's degree or equivalent with at least a 3.5 GPA on a 4.0 scale.
- 2 recommendations, submitted online by the recommender, with a letter of recommendation attached to the recommendation form
- A statement of purpose declaring the applicant's interest in the program and its relationship to the applicant's graduate course of study and/or career objectives
- Resume or CV
- Writing sample – an article, paper or other scholarly composition written by the applicant. An appropriate length is 8-10 pages.

Hybrid programs are not eligible for I-20 or DS-2019 issuance for international student visas.

Application Deadline

The application deadline for the Fall 2027 Ed.D. program in Curriculum & Instruction is May 5, 2027. Applicants should consult the program website for current information and recommended start term.

ADMISSION REVIEW PROCESS

The Graduate Admissions Committee reviews all applications for the Curriculum and Instruction (C&I) graduate programs according to established department procedures. The committee identifies qualified applicants and recommends them to program area faculty for final acceptance decisions.

Applications are evaluated holistically based on multiple criteria, including:

- Academic preparation and prior graduate coursework
- Professional experience and leadership potential
- Quality of the statement of purpose and writing sample
- Alignment of professional goals with the Ed.D. program focus
- Strength of recommendations

The admissions committee seeks candidates who demonstrate the potential to succeed in a rigorous doctoral program and to contribute meaningfully to the field of education.

CONTACT INFORMATION

If you have questions regarding the admission process or the status of your application, you should contact the Coordinator of Graduate Programs, Susan McGee, or the Director of Graduate Programs, Dr. Min-Young Kim.

ENGAGEMENT AND ENROLLMENT IN DOCTORAL PROGRAMS

GENERAL ENROLLMENT EXPECTATIONS

Enrollment for both the Fall semester and summer courses begins in mid-March during the Spring semester. Registration for the Spring semester opens in October.

REQUIRED ADVISING MEETINGS

As you prepare for the upcoming enrollment period, we highly encourage you to schedule a meeting with your faculty advisor. Think of your advisor as a dedicated partner in your academic and professional journey. Meeting together is the best way to ensure you are staying on track for graduation, navigating course sequences smoothly, and aligning your schedule with your long-term goals. Your success is our priority, and taking the time to connect with your advisor ensures you can move into the next semester with clarity, confidence, and a strong plan in place.

PROGRAM-SPECIFIC ENROLLMENT REQUIREMENT

The Ed.D. program is a cohort model that begins each fall and is designed to be completed in a structured, 3-year cycle. To complete the program in 3 years, the course sequence below should be followed. Additional requirements for the degree, including enrollment in dissertation hours for doctoral candidacy, are described below.

C&T 925 Introduction to the Curriculum & Instruction Doctor of Education Program
C&T 802 Curriculum Planning for Education Settings
C&T 806 Instructional Strategies and Models
ELPS 872 Quantitative Methods for Research in Educational Leadership
C&T 803 Differentiating Curriculum and Instruction
C&T 902 Directed Readings
C&T 970 Fostering Teacher Growth and Inquiry
C&T 995 Field Experience in: _____ (A supervised, directed field practicum that will inform a Research Action Plan. Students will enroll in 1 credit hour in the fall, and 2 credit hours the following spring.)
C&T 808 Qualitative Research: Curriculum Inquiry
C&T 971 Planning and Conducting Educator Inquiry in Professional Settings
C&T 980 Seminar in Mixed Methods Research
C&T 972 Connecting Professional Growth and Student Learning
C&T 990 Capstone Seminar

ENROLLMENT ISSUES

Permission Number

This is a specific number provided by the Coordinator of Graduate Programs that allows students to enroll in a course for extenuating circumstances (closed class, restricted courses, etc.) Contact the department Coordinator of Graduate Programs for more information.

Holds

Enrollment holds are restrictions that prevent you from enrolling in courses for the next semester. It may mean that documentation is missing, that you need to meet with an advisor, or that some other action is required. The university's policy on enrollment holds can be found here: [Enrollment Hold Policy](#)

Late Enrollment

Students not enrolled in at least one course before 12:00 a.m. on the first instructional day of the Fall, Spring, and summer semesters for full-term courses are considered enrolling late. The enrollment process varies depending on the instructional day in which you are attempting to add classes (short courses have adjusted dates that are found on the short course academic calendar). Although the University of Kansas offers late enrollment, waiting to enroll can result in many complications and is not recommended. Information can be found on the [Registrar's website](#).

Summer Enrollment

The Ed.D. program is designed to be completed in a structured, 3-year cycle. To complete the

program in 3 years, the course sequence does include enrollment in two courses (6 credit hours) each summer.

Who to Contact

If you encounter issues related to enrollment, contact the Registrar's Office first to discuss the issue and then contact the Coordinator of Graduate Programs in the Department of Curriculum & Teaching.

Failure to maintain appropriate enrollment may have significant consequences, including:

- Delays in progress toward degree completion
- Ineligibility for financial aid or assistantships
- Inability to meet program milestones or graduation timelines

Students are strongly encouraged to monitor their enrollment status and consult with their advisor or program coordinator if any issues arise.

General Academic Policies

Definition of Good Academic Standing

Minimum GPA

To remain in good standing, degree-seeking graduate students must maintain a minimum cumulative GPA of 3.0 or higher. Additionally, students must uphold academic and scholarly integrity, comply with all university, school, and departmental policies, and show satisfactory progress toward their degree or certificate as evaluated at least annually by their program. Failure to meet these performances and progress standards will result in academic probation or program dismissal, and students must be in good academic standing to successfully graduate.

Official Policy Link: You can access the official, most up-to-date version of this document in the online policy library at [Good Academic Standing](#).

Progress Toward Milestones

To ensure continuous and satisfactory progress toward the Ed.D. in Curriculum & Instruction, students must actively complete several critical milestones within their initial 12 hours of graduate enrollment. During this foundational period, students are required to consult with their faculty advisor to select an Advisory/Core Committee consisting of at least three Graduate Faculty members. Students must meet with this committee to plan and formally approve a Program Plan Proposal, which must then be signed and filed with the C&T department. Additionally, students must complete and file the Engagement and Enrollment in Doctoral Programs - Residency Agreement form within these same initial 12 hours of enrollment. Meeting these early planning deadlines is essential for establishing an approved path to degree completion and maintaining proper doctoral student standing.

Program Milestones

Program Plan

Students enrolled in the Doctor of Education (Ed.D.) program are required to complete and submit an official Doctoral Program Plan before completing their first 12 credit hours of coursework. This comprehensive plan maps out the student's academic trajectory, establishing compliance with key degree requirements including a minimum of 27 graduate credit hours in the major area of concentration, a minimum of 9 credits of research skills coursework, 18 credit hours of dissertation. Completion of a structured 3-credit-hour individualized study in a supervised setting with your advisor. The finalized program plan must be reviewed and signed by the student, the major advisor, committee members, and the graduate coordinator to ensure all institutional and departmental benchmarks are met. To view or download a fillable copy of this form, please refer to the Ed.D. Program Plan Document located in the appendix of this handbook

Committee Formation

Each student must have an advisory committee consisting of at least three members of the Graduate Faculty. One member of the committee must be authorized to serve as a chair. One member must be from the graduate department representing the Curriculum & Instruction area. And one member must be from outside the Curriculum & Teaching Department. This member serves as the Graduate Faculty Representative. All three members must be authorized to serve on doctoral committees and must be tenured or tenure-track. The Ed.D. program coordinator will help students form their committees with input from the student's faculty advisor.

Committee Formation Process

The student, in consultation with their faculty advisor, is responsible for identifying potential committee members. The advisor will guide the selection process to ensure appropriate expertise and alignment with the student's research interests.

Once proposed, committee membership must be reviewed to ensure compliance with University policies. Final approval of the committee rests with the department and is coordinated through the program office. The Graduate Programs Coordinator will assist with confirming eligibility and facilitating official approval processes with the School of Education and Human Sciences. Students are expected to complete committee formation within their first year of enrollment to ensure timely progress toward degree milestones.

Research Skills

Upon admission to doctoral study, students who have not completed a research and evaluation methods course for the education master's degree must take the course, "Understanding Research in Education" (EPSY 715), during the first doctoral enrollment. The course taken to fulfill this requirement, whether taken at KU or at another institution, does not count toward any doctoral requirements.

Before being admitted to the comprehensive examination, students must have successfully completed the research skills requirements that demonstrate satisfactory evidence that they possess the professional research skills of advanced practitioners in their concentrations, as established for the degree. Specific research skills requirements vary with department and program, but all reflect the expectation of a significant research skills component distinct from the dissertation but strongly supportive of it. The Ed.D. research skills requirement includes completion of at least 9 graduate hours relevant to understanding, promoting and evaluating professional practice, including statistics, assessment and evaluation, qualitative methods, and/or historical and philosophical methods. Up to 3 hours, excluding credit hours for the required master's course in research methods and evaluation, whether taken at KU or elsewhere, may be waived using prior B-level or higher graduate course work. A statement concerning specific research skills should be secured from the student's major department. At least 6 of the 9 credit hours must be 800 level or above. The 9 credit hours cannot include EPSY 715 or its program equivalent.

Responsible Conduct of Research

All students must satisfy departmental and university requirements regarding the responsible conduct of research. The Responsible Conduct of Research requirement may be fulfilled with satisfactory completion of "Qualitative Research: Curriculum Inquiry" (C&T 808). Additionally, all University of Kansas doctoral students must complete mandatory training in Research Skills and Responsible Conduct of Research (RS/RCR) to establish a foundation for ethical, high-quality scholarship. To satisfy this requirement, students must complete two distinct components: a suite of online modules through the Collaborative Institutional Training Initiative (CITI) managed by the Office of Research, and eight hours of discipline-specific, face-to-face or synchronous online discussion-based training developed by their degree-granting unit. The required CITI modules—covering core areas such as authorship, plagiarism, data management, conflicts of interest, and research ethics—must be completed during the student's first semester of enrollment, with mandatory retraining required every four years. The department-led, eight-hour interactive training focuses on discipline-specific research methods, tools, and ethical decision-making, and must be completed prior to entering doctoral candidacy. This interactive training will occur in C&T 925 Introduction to the Ed.D. Program. In accordance with USRR 2.3.8.6, no courses taken under the Credit/No Credit (CR/NC) option can be used to satisfy these RS/RCR requirements. Specific program requirements fulfilling this policy are detailed in the [University Catalog](#).

Field Experience

Students will engage in a practicum that aligns with their career goals. This might include conducting professional development at a school or district, or it might involve developing and/or analyzing curricula and educational materials.

When the student has met the requirements for research skills and all other major requirements, the committee chair must report this to the Graduate Division on the appropriate form, certifying that the student is prepared to proceed to the comprehensive oral examination. If a program requires research skills that are tested separately rather than integrally with the program, the completion of each requirement should be reported immediately to the Graduate Division so that it may be recorded on the student's permanent record.

Ed.D. Comprehensive Examination

When an Ed.D. aspirant has completed the major portion of the course work at a satisfactory level (enrolled in no more than 6 credits of required regularly scheduled coursework in the degree program) and has completed the research skills requirement and all other departmental requirements prerequisite to the comprehensive examination, the department asks the School of Education and Human Sciences Graduate Division office to schedule the comprehensive examination. (Upon request from the doctoral student's faculty advisor, the department will submit an online Progress to Degree [PtD] form a minimum of two weeks prior to the beginning of the comprehensive written exam. The clearance form is a responsibility of the faculty advisor, and students whose applications for clearance for the exam are not received in sufficient time for processing will not be permitted to take the exam.) Students must be enrolled when they take the exam.

The examining committee must meet the KU [Graduate Studies' Doctoral Student Oral Exam Committee Composition](#) policy requirements. A minimum of 4 total members is required, all authorized to serve on doctoral committees. Three of the 4 members must be from the home department. Two of those, including the committee chair, must be tenured or tenure-track. The third member from the home department may or may not be tenured or tenure-track. The fourth member must be from outside the home department and must be tenured or tenure-track. This fourth member will serve as the [Graduate Studies Representative](#).

The comprehensive examination consists of both written and oral parts and covers the major area pursued by the student. The student passes the comprehensive examination if a majority of the official examining committee (including the chair) approves the student's performance. The grade on this examination is Honors, Satisfactory, or Unsatisfactory. An aspirant who receives a grade of Unsatisfactory may be allowed, upon the recommendation of the department, to repeat it, but it may not be taken more than three times. The aspirant may not repeat the oral examination until at least 90 days have elapsed since the last unsuccessful attempt or by petition.

Note: Students in Ed.D. programs must pass both written and oral components of the comprehensive examination. Satisfactory performance on the written component must be attained before the oral component may be attempted. To fail either component is to fail the examination. All members of the student's comprehensive examination committee are involved in the evaluation process. The written component of the comprehensive examination, like the oral, focuses on advanced knowledge in the major and any appropriate related areas. The focus of the examination is the ability to relate program knowledge to tasks and problems faced by practitioners. To pass, the student must be evaluated as having responded satisfactorily to questions in the major areas. If a student fails any portion of the written comprehensive component, a failure of the examination is recorded. The examining committee determines if the entire written component of the examination, or only the failed portion(s), must be retaken. The entire written component lasts a minimum of 16 hours. If a student passes the written component but fails the oral, the examining committee determines if both components or only the oral must be repeated.

Ed.D. Period of Continuous Enrollment

School of Education and Human Sciences Post-comprehensive enrollment policy

Doctoral candidates are required, after passing the comprehensive oral examination, to be continuously enrolled in a minimum of 6 hours per semester (fall, spring) until such time as the student has completed 18 post-comprehensive credit hours or the degree, whichever comes first. Students are expected to enroll full time (6 hours) each fall and spring semester, including in one or more hours of dissertation that, as accurately as possible, reflects the candidate's demands on faculty time and university facilities. Students may also take programmatically equivalent coursework beyond the required coursework that moves the student towards degree completion and is related to the dissertation. Internship and field experience hours may count towards these enrollment minimums as per programmatic requirements. If after 18 hours of post-comprehensive enrollment the degree is not completed, the candidate must continue to enroll each semester (excluding summers) until all degree requirements have been met. Regardless of the number of dissertation hours students are enrolled in, they must be enrolled in a minimum of one hour the semester they defend and complete/submit their dissertation.

Summer enrollment is no longer required as part of continuous enrollment. However, in the following instances, summer enrollment **is required by the School of Education and Human Sciences**: 1) if a student plans to defend his/her/their proposal or dissertation during the summer

semester (including during the first two weeks of the fall semester without fall enrollment), then the student must be enrolled in the appropriate number of summer hours; and 2) in consultation with the advisor, if the student and advisor mutually agree that dissertation progress will include demands on faculty time and university facilities, then the student should be enrolled in the summer.

Post-comprehensive enrollment **may** include enrollment during the semester or summer in which the comprehensive oral examination has been passed. Courses required as part of the program plan do not count towards the post-comprehensive hours requirement. However, any dissertation hours taken during the semester that the student successfully passes the comprehensive exam will count towards the 18-hour requirement.

Students and their advisors should monitor enrollments to ensure that enrollments are consistent with this enrollment policy. Students failing to comply with the university's post-comprehensive enrollment policy will be required to correct any enrollment deficiencies by adding any missing credit hours prior to receiving approval for the oral defense of the dissertation.

Under certain conditions, the candidate may petition the School of Education and Human Sciences Graduate Division for a leave of absence during the period between the comprehensive examination and the final oral examination.

Dissertation Proposal

Upon passing the comprehensive examination, the aspirant becomes a candidate for the Ed.D.

The Graduate Division, using the recommendations of the candidate's department, designates the dissertation/proposal committee at this time. The dissertation committee must meet the KU [Graduate Studies' Doctoral Student Oral Exam Committee Composition](#) policy requirements. All members of the committee must be chosen from the Graduate Faculty, and the chair must, in addition, be authorized to chair doctoral dissertations. A prospective member of the committee from outside the university must have gained appointment as a member of the Graduate Faculty authorized to serve on doctoral committees before appointment to the committee. *(Contact the Curriculum & Teaching department for information about the Graduate Faculty appointment process.)*

Doctoral aspirants may begin work on the dissertation after they complete the equivalent of one full-time semester of doctoral study in regular student status and may use their practicum experience in preparation for the dissertation. **However, students may first enroll in dissertation credit hours only during the semester in which they take their comprehensive examinations. Dissertation hours taken during that semester count toward the minimum of 18 hours of dissertation credit only if the examinations are passed during that same semester.**

The dissertation proposal must be read by a minimum of three dissertation committee members. One copy of the approved dissertation proposal title sheet, signed by these members of the dissertation committee, along with an electronic copy of the proposal, must be submitted to the School of Education and Human Sciences Graduate Division office. *(The signed dissertation proposal title sheet is submitted to Susan McGee and the entire proposal is emailed as a PDF or Word attachment to Tracy Rockers in the School of Education and Human Sciences Dean's office.)*

If the proposal is rejected by the dissertation committee, the student must resubmit a proposal the following semester. If the second attempt at the proposal is rejected, the student is dismissed from the program. Exceptions to the above policy would be considered only if the student submits verification of extenuating circumstances preventing progress.

Dissertation Proposal Meeting

The dissertation proposal meeting, sometimes referred to as the dissertation proposal defense, is a time for candidates to meet with their dissertation committees to discuss the focus, direction, and methodologies of their dissertations. The proposal typically is comprised of the first three chapters of the dissertation and should follow the dissertation formatting requirements found on the Graduate Studies website (see the Resources section at the end of this handbook for additional guidance regarding the dissertation writing process). Candidates should submit their proposals to their committees at least two weeks prior to the dissertation proposal meeting. After consultation with the advisor, candidates arrange with their committee members a mutually agreeable date and time for the proposal meeting.

Human Research Protection Program

The University requires prior review by the Human Research Protection Program (HRPP) of all research projects involving human subjects. There are no exceptions. Although certain types of research may be exempt from record keeping, the committee decides which projects fall in the exempt class. It is the student's responsibility to become acquainted with the University's guidelines for research involving human subjects, to submit an application, and to observe the conditions of the committee-approved applications. Expedited projects may be approved within one week. Committee-reviewed projects may take four weeks. Detailed information about the IRB and applications are available [here](#). The office of the HRPP is located in Youngberg Hall, 2385 Irving Hill Road, Lawrence, KS 66045.

Ed.D. Doctoral Dissertation

Dissertation Feedback Expectations

Students should work with their advisor to establish a clear plan for submitting drafts and receiving feedback throughout the dissertation process.

- Advisor Feedback: Typically provided within 2–4 weeks, depending on the length and complexity of the submission.
- Committee Feedback: Students should allow approximately 2–3 weeks for committee members to review major documents (e.g., proposal, full dissertation drafts).
- Proposal and Defense Materials: Final drafts should be shared with committee members at least two weeks prior to any scheduled meeting or defense.

Timely submission of materials is essential to ensure that faculty can provide meaningful feedback and that students remain on track for degree completion.

The candidate must present a dissertation that exhibits the application of existing knowledge in the major field of professional study. Ed.D. candidates may satisfy the dissertation requirement by completing a comprehensive, critical assessment of the relevant literature on a major educational issue or problem. This study should demonstrate the application of existing knowledge to the author's area of professional practice. The format and style of a student's dissertation is left to the discretion of the student, advisor, and committee, but format and style options may be constrained or dictated by the policy of the department from which the student is to receive the degree and by the Office of Graduate Studies. The dissertation is prepared under the direction of the dissertation committee. The minimum number of dissertation hours in the Ed.D. program is 18 (unless the candidate successfully defends earlier), although students need to maintain enrollment in dissertation hours until the final dissertation defense. Instructions regarding the [proper form of the final document](#) may be obtained from the School of Education and Human Sciences Graduate Division office. Any substantial divergences must be approved in advance as prescribed by the instructions, and candidates and faculty members are urged to seek early approval to avoid last-minute disappointments over unacceptable format or reproduction.

Ed.D. Final Oral Examination

When the dissertation has been tentatively accepted by the dissertation committee, the chair of the dissertation committee may request the School of Education and Human Sciences Graduate Division Office to schedule the final oral examination. (Upon request from the candidate's faculty advisor, the department will submit an online Progress to Degree [PtD] form a minimum of three weeks prior to the defense date. The clearance form is a responsibility of the faculty advisor, and students whose applications for clearance for the final exam are not received in sufficient time for processing will not be permitted to take the exam.)

The examination covers the dissertation and the candidate's concentration area. The candidate passes the final examination if a majority of the official examining committee members (including the chair) approves the candidate's performance. When the final oral examination

has been passed, the dissertation committee reports a grade of Honors, Satisfactory, or Unsatisfactory. Candidates who fail the final oral examination may be allowed to repeat it upon recommendation of the dissertation committee.

Submission and Publication

When the candidate has passed the final oral examination and the members of the dissertation committee have signed the dissertation, a title page and acceptance page with original signatures are to be delivered to the Graduate Affairs office of the school/college in which the student's program resides so that completion of degree requirements may be officially certified. As a requirement of graduation, the candidate must arrange publication of the dissertation and payment of all applicable fees, through the electronic submission process found [here](#).

Dissertations will be made available through UMI/ProQuest and KU ScholarWorks, unless there is an embargo in place or special circumstances pertain as outlined in the KU Embargo policy.

The student must be the author of the dissertation, and every publication deriving from it must indicate that authorship. Practices vary among disciplines—and even among scholars in a given field—as to whether the mentor's name may appear as a co-author, and whether as senior or junior co-author, on subsequent publication of the dissertation (usually revised), or on articles prepared from it. It is expected that clear understandings in individual cases will be established during the apprenticeship period, when ethical practices in publication are addressed within the professional development training of the program.

Academic Probation & Dismissal

Students are expected to maintain good academic standing as defined by both University and program standards. Failure to maintain a minimum GPA of 3.0, failure to make satisfactory progress toward degree milestones, or unsatisfactory dissertation progress (e.g., NP or repeated LP grades) may result in academic probation.

Students placed on probation will be notified and expected to meet defined conditions within a specified timeframe. Failure to meet these conditions may result in dismissal from the program. Students should consult the University Policies & Degree Requirements section of this handbook for detailed probation and dismissal policies.

Annual Student Progress Review

Review Process

Each academic year during the spring semester, the faculty conducts a mandatory Annual Student Progress Review for all students enrolled in the Ed.D. program to ensure steady advancement toward the degree. This holistic evaluation assesses key markers of academic and professional growth, including cumulative grade point average (GPA), successful completion of required coursework, and overall milestones within the program timeline (such as period of continuous study requirements, comprehensive examinations, and dissertation progress). The primary goal of this review is to provide constructive feedback, celebrate achievements, and proactively identify any areas where additional support or adjustments may be needed to facilitate timely graduation. Students' faculty advisors will lead the review of their assigned students.

Outcomes and Feedback Process

Following the evaluation, students will receive an official notification detailing one of three possible performance outcomes:

- **Satisfactory:** The student is meeting or exceeding all program benchmarks, maintaining the required grade point average, and demonstrating steady forward progress on their academic timeline.
- **Satisfactory with Warning:** The student is currently maintaining acceptable progress, but specific minor concerns have been identified—such as an upcoming timeline bottleneck, an incomplete grade, or a minor dip in performance—that require proactive attention to prevent future disruption.
- **Unsatisfactory:** The student is not meeting critical program milestones, has fallen below minimum academic standards, or is missing required coursework. This status indicates a significant deviation from the degree timeline and requires immediate intervention.

Next Steps for Students

Any review resulting in a "Satisfactory with Warning" or "Unsatisfactory" designation will be accompanied by targeted, actionable feedback from the faculty. In these instances, the student will work closely with their advisor to establish a formal remediation plan to address the highlighted deficiencies and restore satisfactory standing in the program.

Advising & Mentoring

Doctoral students are supported through a shared advising and mentoring structure involving faculty advisors, advisory committees, and program leadership.

Advisor Assignment

Incoming students are assigned an initial faculty advisor upon admission. Students are paired with a faculty member based upon their stated goals for entering the Ed.D. program.

Roles and Responsibilities

- Advisor: Provides guidance on coursework, research, and degree progress.
- Student: Communicates regularly and meets program milestones.
- Committee: Supports evaluation and academic progress decisions

Meeting Expectations

Students and advisors should meet at least once per semester (minimum), with more frequent meetings during major milestones.

Regular and Timely Feedback

Faculty advisors are expected to provide feedback on academic work (e.g., drafts, proposals) within a reasonable timeframe.

- Coursework feedback: within 1 – 2 weeks
- Dissertation drafts: within 2 – 4 weeks

Change of Faculty Advisor

If your research focus shifts or you need to change your faculty advisor for any reason, the department supports a clear transition process. Students must complete and route the official Change of Advisor Form for the following required approvals:

1. **New Advisor Agreement:** Secure the signature of the faculty member who has agreed to become your new advisor.
2. **Previous Advisor Acknowledgement:** Obtain a signature from your current advisor to finalize the transition.
3. **Departmental Approval:** Submit the form to the Department Chair for final signature and official processing.

Note: Blank forms can be requested from the department office and must be fully signed before any official advisor updates are made in the university system.

Students are expected to secure a new faculty advisor within one academic semester (or a maximum of six months) of initiating an advisor change. If a student is unable to identify a new advisor within this timeframe, the department will review the student's status to determine appropriate next steps, which may include reassignment of a temporary advisor or, in rare cases, discontinuation from the program if adequate advising support cannot be established.

PROFESSIONAL DEVELOPMENT (Ed.D. PROGRAM) EXPECTATIONS

Doctoral education is about more than completing a dissertation in practice; it is a period of intense transformation into a leading practitioner-scholar. While this section outlines recommendations rather than strict graduation requirements, actively engaging in these areas is vital to your capacity to lead organizational change, implement research-backed solutions, and drive long-term systemic success.

LEADERSHIP AND PRACTICE DEVELOPMENT

Students are strongly encouraged to actively expand their leadership toolkit beyond their immediate institutional context.

- **Systemic Problem-Solving:** Attend administrative workshops, policy boot camps, or organizational development seminars to master strategic planning, continuous improvement frameworks, and change management models.
- **Data-Driven Decision Making:** Participate in working groups or seminars focused on institutional research, program evaluation, and data analytics to effectively measure organizational performance and equity gaps.
- **Fiscal and Legal Stewardship:** Seek out training on educational finance, budgeting, grant management, and policy compliance to develop robust institutional project management skills.

LEADING AND FACILITATING LEARNING

Developing advanced skills in adult learning, professional capacity building, and community engagement is a cornerstone of educational leadership.

- **Professional Capacity Building:** Whenever possible, lead professional development sessions, community workshops, or institutional task forces. Focus on designing actionable training, facilitating collaborative professional learning communities (PLCs), and mentoring emerging leaders.
- **Inclusive Practice Training:** Utilize university and community centers to participate in advanced workshops on diversity, equity, inclusion, and belonging (DEIB) in organizational leadership and policy design.
- **Stakeholder Communication:** Actively refine your ability to communicate complex data and educational strategies to diverse audiences, including boards, community partners, staff, and public stakeholders.

TRANSLATIONAL RESEARCH AND INSIGHT DELIVERY

Sharing your insights and evidence-based solutions with the broader practitioner community is crucial for expanding your professional profile and influencing field-wide practice.

- **Conferences and Convenings:** Aim to present your applied research or program evaluations at a minimum of one regional or national professional association conference per year (e.g., AERA, UCEA, NASPA, or relevant K-12/higher education leadership conferences).
- **Translational Writing:** Work to translate your dissertation in practice or institutional findings into actionable formats. Ideally, students should aim to draft white papers, policy

briefs, or strategic action plans that can be utilized by educational organizations prior to graduation.

- **Public Advocacy and Media:** Where appropriate, consider sharing your expertise through op-eds, educational blogs, podcast appearances, or industry magazines (e.g., Education Week, The Chronicle of Higher Education) to influence public discourse and educational policy.

Petitions & Exceptions

Request of Program Time Extension

There is a form that is explicitly required for doctoral students who need additional time to complete their degree requirements beyond the standard institutional time limits. To be eligible for this extension, a doctoral student must already have an approved dissertation proposal filed with the Graduate Division. The student is required to provide comprehensive details, including their current GPA, previous extensions, remaining program milestones, a strict timeline for completion, and a clear justification for the delay. The petition requires a multi-tiered review and approval process, passing sequentially from the student's advisor and dissertation committee to the department, the Graduate Division, and, if necessary, the Graduate Studies Advisory Committee (GSAC). The form can be accessed here: [Graduate Petition Time Extension](#)

General Petition (Course Substitution/Waiver)

There is a form to be used by students to request a course substitution or waiver for a required School of Education & Human Sciences course, or to submit a general petition for policy exceptions. General exceptions include dropping a course during the petition period, altering program requirements, changing academic advisors, or increasing allowable transfer hours taken outside of the university during the final 30 hours of the program. For any course substitution or waiver, the student must explicitly state the required course being replaced and attach an official syllabus or course description. Similar to the time extension form, this petition dictates a specific administrative workflow, requiring signed recommendations and rationales from the advisor, the department, the Associate Dean, and potentially the GSAC. The form can be accessed here: [Graduate General Petition](#)

Grievance Procedures

The University of Kansas School of Education and Human Sciences Grievance Procedure outlines the process for students to address allegations of unfair treatment, academic misconduct, or violations of student rights within the school. Administered at either the subordinate unit level (such as a department) or the Office of the Dean, the policy mandates that formal written complaints must be submitted within six months of the incident. It strongly encourages initial informal resolution and mediation, but if those fail or are waived, a neutral grievance committee must hold a closed hearing within 30 days. Both parties retain the right to legal counsel, to present pre-submitted evidence, and to question witnesses. Following the hearing, the committee has 14 days to submit a written recommendation to the department head or Dean, who will then issue a final decision within 14 days; final outcomes may be appealed further to the University Judicial Board.

For the complete text, specific formatting guidelines, and exact procedural rules, you can view the official policy here: [School of Education and Human Sciences Grievance Procedure](#).

Leave of Absence

A Leave of Absence may be granted upon request to the graduate program in advance of the leave. A leave of absence may be granted in extraordinary circumstances (e.g. cases of illness, emergency, financial hardship, military leave), to pursue family responsibilities, or to pursue full-time activities related to long-range professional goals. More information can be found here:

[Leave of Absence Policy](#)

Please contact the Department's Coordinator of Graduate Programs to request a leave of absence.

The School of Education and Human Sciences approved clarification regarding grounds for granting a leave of absence:

Clarifying grounds for granting “leaves of absence”

Background: Graduate Studies policy states: *“A student...may petition the Graduate Division through the department for a leave of absence during either the pre-or post-comprehensive period to pursue full-time professional activities related to the doctoral program and long-range professional goals. Leaves of absence also may be granted because of illness or other emergency...”*

The GSC discussed grounds for granting a leave of absence. The Office of Graduate Studies policy is permissive in the sense that leaves MAY be granted, but there is no requirement that they be. Nevertheless, having some reasonable basis for denying a leave seems prudent. The GSC advises departments and the Graduate Division that if conditions are such that a student's completion of degree requirements would be impossible subsequent to the leave, granting a leave would be inappropriate—regardless of the reason for the requested leave (effective date: June 2011).

At any given time, a graduate student is categorized in one of 4 statuses: (a) regular enrollment, (b) leave of absence, (c) discontinued (voluntary resignation from the program—return from which requires reapplication), or (d) dismissed. If a student is not enrolled during one of the regular academic semesters, the department must determine whether the student's status is (b) (c) or (d). Failure to make satisfactory academic progress may be grounds for placing the student in the dismissed status. A student's taking a leave of absence (not enrolling) without the approval of the department may be understood as indicating the student's discontinuance of her/his program of studies, but is a determination best made by the department in consultation with the student's program advisor.

Resources

Libraries available to students in the School of Education and Human Sciences include the Learning Resource Center, on the first floor of JRP, and the KU Libraries of Anschutz and Watson as well as a library at Edwards Campus. The JRP library is more limited to books about teaching, Special Education, and textbook materials that would be used in Elementary or Secondary schools that can be used to make up sample lessons, as well as a Children's book section. The larger KU libraries have more books and more for research purposes. Libraries also have copiers that can be used usually requiring the KU Card for payment. The Learning Resource Center includes the Gale Sayers Computer Lab and also large poster printing capability. Copies of dissertation proposals are digitally stored at the LRC as well. If you need access to see a full dissertation, check the KU Libraries catalog to see which library may have it – often Anschutz.

KU Libraries

When looking through the library catalog at this site, please notice that some books are e-books so can be clicked on and opened right online.

KU Writing Center:

Whether you are preparing for your comprehensive exams, writing your dissertation or dissertation prospectus, editing a paper for publication, writing a book review or fellowship application, the Graduate Student Research/Write-Ins can be an ideal space to work on your writing goals.

The KU Graduate Writing Center offers many types of workshops and other support for graduate students.

Dissertation Samples, Formatting and Writing

KU ScholarWorks

KU Libraries Thesis and Dissertation Formatting: <https://guides.lib.ku.edu/etd>

Reference Management Software

EndNote and Zotero are also available from KU Libraries .:

KU Online Technology Resources

[Resources to help students with technology](#)

[School of Education and Human Sciences Technology Department](#)

Education Databases

These databases include the ERIC database and Wilson Omni file database, which has full-text. Another great site is the Educator's Reference Complete. This database has Education Journals on it that can be opened right online. Many of the same journals that are down in the LRC are also in this database – good to know in case an issue is missing from the library and to access anywhere. Many of these journals are not also available under the e-journals on the library site, but some journals may be found there also.

Counseling and Psychological Services

Counseling and Psychological Services (CAPS) offers a variety of counseling services for graduate students. Located on the 2nd floor of Watkins Health Center, CAPS is staffed with professional social workers, counseling and clinical psychologists and a psychiatrist to assist graduate students in dealing with personal concerns. Services available include individual and couples counseling. To contact CAPS, please call 864-2277, or visit the [website](#).

Graduate Studies Policies and Processes

Graduate Studies Funding Sources

School of Education and Human Sciences Resources/Graduate Student Policies & Forms

School of Education and Human Sciences Graduate Travel & Research Support

Graduate Studies Dissertation/ETD Formatting Requirements

University of Kansas Office of Research

As a graduate student, you will receive important information regarding workshops and seminars. We encourage you to participate in these programs as appropriate. Please be sure to reach out to the many opportunities both within and outside your graduate program. For more information about services available to current KU graduate students.

Doctoral Program Time Constraints

University Policy on Doctoral Exam Time Constraints

Normally, doctoral degree students complete all requirements in eight years after first enrollment in a doctoral program leading directly to a doctoral degree. (The Curriculum & Instruction Ed.D. program is designed to be completed in three years.) Graduate Studies policy requires a 10-year limit on combined master's and doctoral programs. **Please refer to the link above to see the policy in its entirety.**

Doctoral Degree Time Limit Chart - Eight-year time to degree (Ten-year time limit on combined master/doctoral degree)

Table listing semester start dates and deadlines.

Semester Start Date	Eight-year limit for doctoral degree	Ten-year limit for combined master/doctoral degree
Fall 2020	Summer 2028	Summer 2030
Spring 2021	Fall 2028	Fall 2030
Summer 2021	Spring 2029	Spring 2031
Fall 2021	Summer 2029	Summer 2031
Spring 2022	Fall 2029	Fall 2031
Summer 2022	Spring 2030	Spring 2032
Fall 2022	Summer 2030	Summer 2032
Fall 2023	Summer 2031	Summer 2033
Fall 2024	Summer 2032	Summer 2034
Fall 2025	Summer 2033	Summer 2035
Fall 2026	Summer 2034	Summer 2036
Fall 2027	Summer 2035	Summer 2037
Fall 2028	Summer 2036	Summer 2038