



COLLEGE OF EDUCATION

**EDUCATIONAL AND ORGANIZATIONAL LEARNING &  
LEADERSHIP  
(EOLL)  
PROGRAM HANDBOOK**

**2022 - 2023**

**Educational and Organizational Learning and Leadership  
Program  
College of Education  
Seattle University**

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***“Preparing ethical, reflective, culturally competent professionals  
who lead with integrity, embrace diversity, and advance social justice  
in an interdependent world.”***

**Confirmed: June 2022**

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## Section 1: Introduction

Welcome to the Educational and Organizational Learning and Leadership (EOLL) doctoral degree program at Seattle University. You are about to begin a demanding and rewarding journey. Whether you aspire to become a scholarly researcher or a professional practitioner, you will find a rigorous and relevant program of study that will facilitate growth in empiricism and your ability to transform theory into practice.

This handbook contains essential information and is comprehensive in that it provides you with important foundational information concerning the Educational and Organizational Learning and Leadership doctoral program. It includes the steps required from admission to your program to the requirements for the defense and submission of your dissertation.

During your doctoral program, you will have the opportunity to learn a tremendous amount from faculty and peers, in class and out, and through engaging in your own line of research. A primary goal of the doctoral program is for you to learn how to design, conduct and evaluate scholarly research, and be part of a professional learning community. You will be engaged in reading classical and contemporary works and asked to synthesize and generate innovative ideas that will, in turn, inform and shape your thinking and understanding and impact your leadership practice.

This degree program prepares ethical, reflective, and professional leaders who are interculturally competent, value and understand diversity, and use evidence-based practices to work for social justice. We are pleased that you have elected to develop your professional competencies as a leader through this degree program.

The **College of Education Doctoral Student Handbook** is designed to assist you during your experience as a student in the College of Education. Faculty and administrators within the program and the College of Education have prepared this ***EOLL Student Handbook*** to support your successful entry, continuance, and completion of your doctoral degree. Read it carefully! The information provided includes what you need to know that may not be available in other Seattle University publications. **As a doctoral student in the College of Education, you are responsible for the information in this handbook, the Seattle University Graduate Catalog, and the Class Schedule (posted at SU Online each quarter). This document is a living document; changes are made as needed.**

An electronic version of this *Handbook* is available at: <https://www.seattleu.edu/education/eoll/student-resources/>.

Note that this ***Handbook*** is based on the Seattle University ***Graduate Catalog***, the official source of all policies and procedures. Any discrepancies between this ***Handbook*** and the ***Graduate Catalog*** are unintentional and will be resolved using the content of the ***Graduate Catalog*** as the official and correct statement of policy and procedure. The ***Graduate Catalog*** may be accessed at: <http://catalog.seattleu.edu/>. Students should obtain and keep a copy of the Graduate Bulletin of Information for the year they first enroll. It contains the specific policies which apply to their program of studies.

***All information in this handbook is superseded by information in the most recent version of the Seattle University Graduate Catalog.***

### **Statement on Inclusion and Equity**

Founded in 1891, Seattle University is the largest and among the most diverse independent universities in the Northwest. As outlined in the University's Mission Statement, Seattle University is dedicated to educating the whole person, professional formation, and empowering leaders for a just and humane world. Seattle University is committed to achieving excellence as the premier independent university of the Northwest in academic quality, Jesuit Catholic inspiration, and service to society. The Office of Institutional Equity was established to support the university's effort to promote and maintain an equitable and safe learning, living, and working environment. Their website can be found [here](#).

Seattle University Statement on Diversity can be found [here](#).

### **Statement on Disabilities**

Seattle University is dedicated to educating the whole person, professional formation, and empowering leaders for a just and humane world. Students with disabilities are considered fully enfranchised members of the educational community. Seattle University recognizes that traditional methods, programs, and services are not always appropriate or sufficient to accommodate the limitations experienced by some students with disabilities.

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in class, you are encouraged to discuss your needs and arrange support services and/or accommodations through [Disabilities Services](#).

### **Seattle University Nondiscrimination Policy**

Seattle University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, gender identity, political ideology or status as a Vietnam-era or special disabled veteran in the administration of any of its education policies, admission policies, scholarship and loan programs, athletics, and other school-administered policies and programs, or in its employment-related policies and practices. In addition, the University does not discriminate on the basis of genetic information in its employment-related policies and practices, including coverage under its health benefits program.

Seattle University Non-Discrimination Policy can be found [here](#).

### **Seattle University Student Handbook and other publications**

The Seattle University Student Handbook is available at:

<https://www.seattleu.edu/deanofstudents/policies/code-of-student-conduct/>.

Other forms, policies, and publications are available at <https://www.seattleu.edu/redhawk-axis/>.

#### **NOTIFICATION**

The university reserves the right without prior notice to change the fees, rules, and calendar regulating admission, registration, instruction, and graduation from the university and to change any other policy, program, or regulation affecting students. Changes go into effect whenever university officials so determine and apply not only to matriculated students but also to prospective students. The university reserves the right to discontinue courses or programs at any time.

This handbook contains general information. It is not a contract, and its statements should not be construed as a promise of specific treatment for any particular circumstance. (See <http://catalog.seattleu.edu/index.php>)

## Section 2: Educational and Organizational Learning & Leadership Program Office

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## Section 3: College of Education Vision, Mission, Goals, Values and Core Dispositions

### Seattle University

Founded in 1891, Seattle University has offered a values-based education in the Jesuit tradition for more than a century. Located in the heart of Seattle, it is the Northwest's largest and most diverse independent university, with a student population of more than 7700. The 48-acre campus houses eight schools and colleges, including the College of Education. One of 28 Jesuit Catholic universities in the United States, Seattle University draws upon the Jesuit educational philosophy to develop critical thinkers and compassionate leaders. Teaching is the priority of Seattle University. The faculty have distinguished themselves through a commitment to teaching excellence. Many have achieved national and international recognition for their scholarship and service, but teaching remains their primary commitment.

### College of Education

Established in 1935, the School of Education (renamed the College of Education in July 2004) was the first professional degree program offered at Seattle University. Today the College of Education is graduate-only, offering 11 of the 24 graduate degree programs available at Seattle University, including the only academic doctoral program. Nine of the 11 programs prepare candidates for work in K-12 settings.

### Conceptual Framework

The College of Education adopted its conceptual framework in October 2004:

**To prepare ethical, reflective professionals for quality service in diverse communities**

Over the ensuing years, the college developed and subsequently revised several long-range and strategic plans. The current College of Education strategic plan was approved by the faculty and dean in January 2003. However, the conceptual framework remains and is integrated into all College of Education programs and informs the college vision, mission, and goals.

### Vision

The Seattle University College of Education will be an educationally excellent learning community that prepares professional leaders dedicated to education for justice and service to others.

### Mission

1. The College of Education strives to be a scholarly learning community of students, staff, and faculty characterized by collegiality and collaboration.
2. The College of Education strives to lead by collaboratively serving others from a grounding in the ethics and values of the Jesuit tradition.
3. The College of Education strives to provide a curriculum that is relevant to the profession's needs and the greater society and is supported by best practice and research.
4. The College of Education strives to welcome and represent the diversity of our society through its teaching, programs, students, and personnel.
5. The College of Education strives to produce graduates who are compassionate and effective professionals in their respective areas of preparation.

### Goals

1. To prepare practitioners and policy makers to be educational leaders for a just and humane world.
2. To model collegial and collaborative communities in our interactions among faculty, staff, students, and external constituencies.
3. To provide leadership in teaching, learning, scholarship, service, and reflective practices.
4. To increase our recognition as leaders in the profession and our influence as policymakers.

## Values

As an educational community dedicated to service to others, the College of Education faculty and staff embrace the following values:

**Collaboration and Care** – We are committed to our students. Our programs and curricula enable collaboration within and among P-12 schools, colleges, universities, families, community members and organizations.

**Academic Excellence** – As faculty, we are outstanding teachers/scholars, dedicated to service and actively engaged in making quality contributions to their professions. The curricula we deliver are rigorous and reflect current best practices. Our curricula anticipate and create the knowledge, skills and dispositions needed for future leaders in their professions.

**Diversity** - Our commitment to understand and respond to human differences is articulated and practiced throughout all aspects of the programs, including admissions, curriculum, and student field experiences. Our programs provide opportunities to learn about the world beyond the border of the United States, and to learn about American society's relation to and place in the larger world system.

**Faith** – Our programs honor the many beliefs of our students and faculty members. Through open dialog we seek to prepare professionals who experience the Jesuit educational traditions grounded in the Catholic intellectual tradition and appreciate multiple perspectives.

**Education for Justice** – As a college, we have a commitment to education for justice consistent with the Jesuit tradition. This includes advocacy and action with and on behalf of others and reflects beliefs in the dignity of the human person and the rights of individuals in a just society to participate fully in socio-cultural, economic, and political structures that affect them.

**Leadership** – We seek to develop responsible and reflective leaders committed to the common good. Leadership is modeled by our faculty who provide leadership in their programs, the college and university and in their professional fields.

## Core Dispositions

Faculty and staff model the values of the College of Education for our students. Through these values, we expect students to demonstrate core dispositions of professional practice.

The conceptual framework of the College of Education (to prepare ethical, reflective professionals for quality service in diverse communities) encompasses the college's core dispositions of ethical, reflective, professional, quality service, and diversity.

## **Ethical**

The College of Education prepares students to meet high standards of conduct and behavior for the profession for which they are preparing. Students examine personal and professional codes of ethics considering Seattle University's and the College of Education's values and standards of practice set forth by their respective professional organizations. Students performing in a clinical setting, internship, or practicum are required to demonstrate the knowledge, skills, and dispositions related to the ethical standards and practice of their respective professional organizations.

**Reflective**

The College of Education prepares students to be self-initiating and life-long learners who 1) integrate and extend their professional knowledge, self-understanding, and professional experience; 2) examine their intentions, assumptions, and personal and professional goals in light of their professional experience, relevant theory, research, professional practice, and the actual outcomes of their own professional practice; and 3) create and apply new understanding from such examination. Reflection is the primary process to achieving these three professional goals.

**Professional**

The College of Education prepares students to be members of and leaders in their professions. A professional is one who has mastered a specialized knowledge base, applies knowledge supported by best practice, research, and theory, and abides by code of ethical standards. A professional remains current in and makes contributions to the field. A professional also demonstrates high-level accountability and a service orientation within the arena of practice.

**Quality Service**

The College of Education prepares students as leaders in their professions who provide high-quality service to students/clients and their communities. Our graduates are prepared to provide services that meet or exceed legal, ethical, and professional standards of practice, reflect validated theories and research-based practices, and result in positive outcomes for students/clients and their communities.

**Diversity**

The College of Education is committed to affirming diversity among all members of its teaching-learning community in order to prepare its students for culturally competent service and leadership in an increasingly diverse society and world. Diversity is defined as the many dimensions of commonalities and differences that broadly encompass the multiplicity of cultures and perspectives. The intent is to create equitable and inclusive arenas that embrace the full spectrum of all community members' contributions and provide optimal access to services, resources, and opportunities.



## Section 4: Program Overview

### Institutional Context

The EOLL program at Seattle University is located within the Department of Leadership and Professional Studies in the College of Education. Seattle University, founded in 1891, is the largest and among the most diverse independent universities in the northwest. As a Jesuit institution, the university seeks to develop critical thinkers and compassionate leaders.

The College of Education, one of nine colleges and schools within the university, is a graduate college offering 11 different degree programs and one undergraduate degree. The college prepares ethical and reflective practitioners for quality service in diverse communities. EOLL program participants will have the opportunity to work with many different faculty members across the college through coursework and research projects. The doctoral degree concentrations draw upon faculty expertise across programs.

### Program History

The EOLL Program initially referred to as the EDLR program at Seattle University, has a long and distinguished history. Since its creation in 1976, it has produced more than 500 graduates who hold leadership positions throughout the region, state, nation, and world. Seattle University mounted the first academic doctoral program in an independent university in the state of Washington in July of 1976 with a cohort of 27 students. Dr. John Morford served as the Dean of the College of Education and was the EDLR program's first chair, serving as senior professor of educational leadership from 1977 through 1991. Over the years, the program has attracted a diverse group of students with respect to gender, age, culture, race/ethnicity, ability, and employment identity. Prior program participants have been selected for Fulbright Fellowships, and graduates have received outstanding dissertation awards from their national/international professional associations. ***The program changed its name to Educational and Organizational Learning and Leadership in September 2020.***

### Carnegie Project on the Education Doctorate (CPED) Framework

In 2014, the College of Education was selected for membership in the highly respected CPED and began revising the program under the CPED framework and guiding principles for program design. Under those guidelines, the Seattle University professional doctorate in education:

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

## Program Foundations

The doctoral program in education and organizational learning and leadership prepares ethical, reflective, and professional leaders who are culturally competent, value and understand diversity, and use evidence-based practices to work for social justice. Students situate their knowledge of leadership and their professional identity as leaders within their understandings of self, the organizations in which they interact, and global orientations in an interconnected world.

Program learning goals establish the student characteristics evident in successful program graduates. Graduates of Seattle University's Educational and Organizational Learning & Leadership program will be scholarly practitioners and influencers with the ability and competencies to name, frame, and solve problems of practice, using empirical evidence to evaluate impact. Our graduates use applied theories and practical research to understand the importance of equity and social justice as tools for collaborative change.

In alignment with Seattle University's graduate student outcomes, the program has identified student outcomes that create a framework for curriculum design and program assessment. These desired student characteristics are developed through multiple experiences within the degree program. EOLL successful program graduates are able to:

- Demonstrate influence as a **Scholarly Practitioner** by utilizing ethical standards in all leadership practices, organizational strategy, communication, collaboration, advocacy, and professionalism;
- Demonstrate the ability to **Name and Frame Problems in Practice** by able to apply ideas and Information, utilize and apply systemic inquiry, and apply appropriate research/evaluation design methodologies, data analysis procedures and data collection strategies;
- **Implement Data-Supported Solutions** through effective data analysis, presentation of findings, interpretations/conclusions, and implementations & contributions to the field/community;
- **Center Professional Formation Rooted in Equity and Justice** by developing skills for designing, critiquing, and implementing relevant research to affect practice, advance social justice, and enact effective change;
- Create responses to changing community, organizational, and group environments and problems, create appropriate and unique solutions, develop adaptive learning organizations; and
- Demonstrate oral and written communication competency.

## **Program Components**

### **Leadership Core**

Courses are designed to develop a knowledge base and competencies to achieve program learning goals and student outcomes. The courses are sequenced to move from a focus on you as a leader, to your roles and responsibilities within organizations, to a global perspective on leadership. The leadership core provides a common foundation for all dissertations completed by program participants. Required courses in the leadership core include 36 credits total.

### **Research Requirements**

This segment of the degree includes courses, research inquiry clusters, and completion of the dissertation. Research courses provide foundational knowledge. The research inquiry clusters provide an opportunity for students to collaborate with faculty within the college and contribute to ongoing research projects. The dissertation requires developing and defending the proposal, obtaining approval for the research through IRB (Institutional Review Board), and completing, defending, and disseminating the dissertation. Research requirements total 30 credits inclusive of the Thematic Dissertation in Leadership Practice.

## **Program Sequence**

The current curriculum for the Educational and Organizational Learning and Leadership program is designed for students to complete within three years. Students have a maximum of six years to complete the EOLL Program. Please refer to your program of study specific to your cohort year for more details about the sequence of coursework. If you believe your enrollment will extend beyond three years, be sure to work with your respective advisor to develop a sequence for coursework and program requirements.

## **Distinctive Program Features**

The above sections describe the program components and sequence of events. This section describes how the program elements are woven together to create a learning community to support the attainment of program outcomes.

### **The Team-based Model**

A cohort model was intentionally selected because it creates a supportive community of learners that benefits both students and faculty members. Working within a cohort provides an opportunity to learn with and from one's peers as well as program faculty. Each cohort will proceed through the program together, enrolling in all required core courses. Program faculty will assist each cohort in developing into an effective learning community wherein students challenge and support one another. Being a doctoral student is an incredibly challenging and intense experience. Creating a strong network of peer support is critical.

### **Participatory Leadership and Research**

From the beginning of the program, students will engage in participatory leadership and research focused on organizational and community problems and change-oriented solutions. Carefully designed inquiry clusters will connect students and faculty with shared interests in real-world action research. Students will gain practical experience with research before creating their own dissertation proposals. In concert with structured research courses, the inquiry clusters will provide students with a balance of theory and practice essential for successfully implementing well-designed research.

### **Problems of Practice**

The Education Doctorate at Seattle University is designed to develop the skills of scholarly practitioners who are able to positively influence the lives of students, families, organizations, and communities. Our program is founded on the belief that inquiry and decision-making skills are often most effectively cultivated through investigating problems of practice. The student's workplace is one of the most effective learning environments to test and develop these skills. Students are strongly encouraged throughout their program to model their research endeavors toward solving problems of practice and to incorporate their professional practice into all scholarly pursuits.

### **Preliminary Exam in Leadership Practice**

The purpose of the exam is to assess the student's competency, knowledge of the fundamentals, and potential for independent research in leadership. The examination provides the faculty with an opportunity to evaluate the student's presentation and communication skills, the student's level of confidence in the mastery of the discipline, and the student's ability to tackle unfamiliar problems in real-time. Students must pass their exam by the end of March in the 1<sup>st</sup> Year of their program, or they could be exited from the program.

### **Comprehensive Exam in Leadership Practice**

Conferral of the doctorate degree signifies more than the completion of a prescribed course of study; the doctoral candidate must be able to evaluate, synthesize, and communicate the underlying assumptions affecting research and practice in the knowledge area. During the doctoral core coursework, the student prepares a Comprehensive Examination in Leadership Practice. The exam builds on the core curriculum and addresses an issue of importance to the field and the student as a scholarly practitioner. Student must successfully pass their exam by the end of March in the 2<sup>nd</sup> Year of their program, or they will be exited from the program.

### **Thematic Dissertation in Leadership Practice**

The EOLL Program includes a Thematic Dissertation in Leadership Practice (TDiLP) research component, requiring each student to conduct inquiry relevant to the information needs of a learning organization. Students form thematic dissertation groups led by a faculty Inquiry Supervisor and organized around broad, complex, organization-based issues or problems relevant to leadership. Lines of inquiry are tied to the professional interests as supported by the EOLL Program.

More information about the TDiLP can be found in the TDiLP Guide to Proposal and Dissertations located here: <https://www.seattleu.edu/education/eoll/student-resources/>.

### **Onsite Requirements and Summer Institute**

As stated in the admittance criteria for the program, all students admitted into the Ed.D. program are required to attend onsite sessions in Seattle, WA. The first onsite session is New Student Orientation (along with enrollment in EOLL 6005 and EOLL 6010) during Summer Institute before the fall start date. Failure to attend New Student Orientation may result in a student losing admittance into the program.

Two additional summer institutes are also required, which occur the summer following the summer quarter admitted, for Years 2 and 3 of the doctoral program. The summer institute sessions are held the second week (first Monday through Friday) of the Summer I session (see SU Academic Calendar for dates). The Summer Institute is mandatory, and students are expected to attend the full week. Failure to meet attendance and participation expectations could result in a student being removed from the program. Failure to attend the full week (arriving late or leaving early) does not meet the expectations of attending the full session. Students will not move to the comprehensive examination process until the first two onsite requirements have been met.

## **Educational and Organizational Learning and Leadership Professional Dispositions and Expectations**

### *Standards of Engagement*

By accepting Seattle University's offer of admission to the Educational and Organizational Learning and Leadership program and when registering for courses, students agree to abide by the policies and procedures of SU, the College of Education, and the program. Doctoral students are expected to always act with professional competence and demeanor and meet and uphold the ethical standards of the professional world. The Educational and Organizational Learning and Leadership program reserves the right to define professional competence and demeanor and advocates the following community-wide engagement standards.

As an educational community, we commit to act with and practice high standards of professionalism and leadership. Therefore, our standards of engagement are:

1. We take action to produce fulfillment of our shared commitment to learning for the sake of creating a world that is sustainable and socially just.
2. We take responsibility for situations of breakdown, dissatisfaction, and disagreement and view them as leadership opportunities. We act to initiate the missing conversations; have people's concerns listened to, and produce a resolution.
3. We hold ourselves and other members of the EOLL community to standards of interaction: respectful and promote dignity; collaborative and cooperative; attentive to and honoring our roles.
4. We commit to addressing situations where there is disconnection from our shared care and commitment as a community.

The doctoral program sets forth the following dispositions for doctoral students, representing educational and professional expectations. Students

- Conduct sound research and evaluation toward enhancing leadership policy and practice.
- Are receptive to faculty feedback and act meaningfully and professionally upon suggestions.
- Reflect on their progress, identify strengths and weaknesses, and evaluate strategies for success and professional growth.
- Respect and consider cultural and global contexts to determine how to respond to learners and proactively promote all students' learning.
- Demonstrate a positive attitude and commitment to leadership development.
- Demonstrate thoughtful, effective verbal and nonverbal communication and listening skills.
- Are committed to collaboration with colleagues, faculty, and communities to promote all students' learning and development.
- Demonstrates ethical standards in all leadership practices.
- Demonstrate responsiveness to the varying needs of communities and organizations and work with diverse populations constructively.
- Develop practical leadership skills to build effective team-oriented approaches through collaboration and consensus-building.
- Exhibit leadership behaviors such as effective strategic thinking, problem-solving, reflection, and community building.
- Develop skills for designing, critiquing, and implementing relevant research to affect practice, advance social justice, and enact effective change.
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform their leadership practices
- Recognize and fulfill professional responsibilities and habits of conduct (dress, language, preparedness, attendance, punctuality, etc.).
- Demonstrate concern for and protection of safety and well-being of others.
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and new and emerging digital formats.
- Demonstrate professional ethical and legal behavior defined by the respective codes of ethics and laws.

## **Section 5: Getting Started in the EOLL Program**

### **Admissions Process**

Please refer to the Seattle University Graduate Bulletin for the Admission Requirements for Education and Organizational Learning and Leadership Doctoral Program. Each applicant will provide evidence to the screening committee of continuous professional growth and development and evidence of contributions made to the leadership base, to the growth of others, and to the improvement of student achievement.

The EOLL core faculty review all applications. The review is holistic. Accepted applicants are notified by the SU Graduate Office and are sent an admission packet. All accepted applicants must submit a commitment fee to EOLL Office by the given deadline and is nonrefundable. Note that an individual who is denied admission to the College of Education or one of its programs cannot request a review of that decision.

### **Registering and Advising**

EOLL Program faculty members serve as academic advisors, and one is assigned to you after admission to the program. This faculty member remains your academic advisor throughout the program. If it appears that there may be a better match with another faculty member, a change can be made upon request from the student. The first meeting with your academic advisor will occur during the Summer Institute.

Once a program of study has been approved, it serves as the official checklist for degree completion. When all items listed on the program of study are satisfied, degree requirements are met.

Before you advance in subsequent quarters, make an appointment with your advisor to confirm plans for registration. Your advisor can help in many ways, but please remember that it is your program, and you are responsible for all material in the graduate bulletin and all published deadlines and for meeting the requirements for graduation.

SUOnline provides access to course registration. Students are responsible for registering for appropriate courses every quarter as prescribed by their approved program of study while enrolled in the program. Courses that require prior approval or carry variable credit require academic advisor approval.

## Section 6: Planning Your Degree

### Program of Study

The program of study serves as a degree-planning document and the official checklist used to determine if a student is eligible for graduation. The Office of the Registrar maintains the student's official program of study and determines when all degree requirements are completed. Students can check on their own progress through the Program Evaluation function in SUOnline.

Degree requirements are detailed in the Seattle University *Graduate Catalog* and include:

1. Leadership: 36 credits required
2. Research: 30 credits required

### EOLL Program of Study

Year	Quarter	Course
1	Summer	EOLL 6005: Foundations in Doctoral Studies (3 credits)
		EOLL 6010: Critical Analysis and Inquiry in Leadership Studies (3 credits)
	Fall	EOLL 6210: Leadership as Self (3 credits)
		EOLL 6160: Social Inquiry Methods (3 credits)
	Winter	EOLL 6310: Leadership in Organizations (3 credits)
		EOLL 6170: Educational Research Methods I (3 credits)
	Spring	EOLL 6410: Leadership in a Global World (3 credits)
		EOLL 6180: Educational Research Methods II (3 credits)
2	Summer	EOLL 6050: Empowering Leaders for Social Justice (3 credits)
		EOLL 6220: Interdisciplinary Perspectives of Leadership Practice (3 credits)
	Fall	EOLL 6230: Scholar-Practitioner Seminar in Leadership Practice (3 credits)
		EOLL 6190: Participatory Approaches to Social Inquiry (3 credits)
	Winter	EOLL 6320: Catalysts for Change in Organizational Leadership (3 credits)
		EOLL 6420: Community-Engaged Leadership Practice (3 credits)
	Spring	EOLL 6330: Design Thinking in Organizational Learning (3 credits)
		EOLL 6430: Scholar-Practitioner Seminar in Leadership Practice II (3 credits)
3	Fall	EOLL 6510: Thematic Dissertation in Leadership Practice I (6 credits)
	Winter	EOLL 6520: Thematic Dissertation in Leadership Practice II (6 credits)
	Spring	EOLL 6520: Thematic Dissertation in Leadership Practice III (6 credits)

A minimum of 66 credits is required for degree completion. Students seeking Post Graduate Educational Administration certificates in (a) Principal or (b) Program Administrator **must** complete the certification program before enrollment in the doctoral program.

All courses in the Education Doctorate (Ed.D.) are prescribed, eliminating any options for course substitutions.

### **Transfer Credits into the Doctoral Program**

No post-graduate level credits beyond the master's degree may be transferred into the doctoral degree. All Seattle University credits applied to the doctoral program must be at least at the 5000 and post-graduate levels if transferred from any other college or university.

In accordance with Seattle University policy, graduate credits from a master's degree earned at other institutions before admission to the EOLL program will be applied to the required number of credits for the EOLL degree at Seattle University. (See <https://www.seattleu.edu/media/redhawk-service-center/registrar/registrar-policies/Transfer-Policy-77-1.pdf>)

In no case can transfer credit reduce the minimum residency requirement. The Education and Organizational Learning and Leadership program may accept up to 24 credits from a master's program (any discipline) or graduate-level work from an accredited public or private university. No courses transferred in can replace the prescribed required coursework outlined for this program. Any consideration of transfer credits, credit waivers, or other exceptions to policy must be reviewed and approved first by the student's academic advisor, then by the department chair, the College of Education Dean's Office, and the Registrar's Office.

**Academic Level:** The credits must be applicable toward a graduate degree at the institution where they were completed. The institution must be regionally accredited. Continuing education credits are generally not accepted unless evidence is provided by the student that they completed work above and beyond those earning continuing education credits and that the work was evaluated at the graduate level (submit a copy of the course syllabus and a statement from the instructor on university letterhead that the course was taught/assessed at the graduate level). ***Only master's credits from regionally accredited higher education institutions are eligible for transfer.***

**Recency:** All credits applied to the doctoral program must be completed within a **6-year period**. Therefore, if older credits are transferred into the program, they establish the beginning of the 6-year period. Students can submit a PEP for review if transferred courses do not meet this requirement. (See SU Degree Requirement Policy at: <https://www.seattleu.edu/media/redhawk-service-center/registrar/registrar-policies/Degree-Rqts-75-01.pdf>)

**Grade Earned:** The student must have earned a "B" or better in the course. Courses that were evaluated using pass/fail, credit/no credit, or satisfactory/unsatisfactory cannot be transferred unless the student is able to document that the grade is the equivalent of a "B" or better and provides such evidence with a Petition for Exception for Policy (PEP) requesting consideration of the credits as transfer credits.



## Request Waivers for Degree Requirements

It is critical to understand the distinction between transfer credits and requests for waivers. As indicated above, a limited number of credits of a maximum of 24 are transferrable into the doctoral program if they meet specific qualifications. These credits, when approved, are applied to the program of study. Waivers, on the other hand, carry no credit value, and the student must complete the minimum number of credits required for the degree even if waivers are approved. A waiver is a request to be exempted from a degree requirement.

A common example is where a student has completed a similar course but cannot transfer in the credits for whatever reason. If the student's request for a waiver is approved, they would be allowed to take a substitute course at Seattle University in a topic area that supports the degree. Note that waivers require Exception to Policy (PEP) approval. All requests for waivers should be discussed with your academic advisor.

## Independent Study

Independent studies enable individual students to pursue learning activities not supported through regular coursework. Plan separate study experiences wisely. Although an independent study may be planned to carry out preliminary work toward preparing a dissertation proposal before its defense, such preliminary work also can be carried out on one's own without registering for credit, thus reserving independent study credits for experiences that uniquely add to advancing leadership skills. If an independent study is planned to carry out preliminary dissertation proposal work, such work may include conducting a literature search, reading and summarizing relevant literature, or framing/writing the literature review.

Students must work with a sponsoring faculty member who will provide oversight of the work conducted. Students are responsible for proposing the scope of work, developing a timeline for completion, and meeting regularly with the sponsoring faculty member. Before developing an independent study, review your program of study and check with your academic adviser to determine if independent study credit is needed to fulfill degree or enrollment requirements.

All independent studies require manual registration by the Registrar. Please contact your proposed faculty supervisor for more details.

Independent study work can be carried across four quarters. If work is not completed in the quarter in which the student registers for the credit, an "N" grade will be issued. When all work is completed, the sponsoring faculty member will issue a letter grade to replace the "N" grade. See deadlines for removal of "N" grades in this *EOLL Student Handbook* or consult the current *Graduate Catalog*: <http://catalog.seattleu.edu/>.

## Candidacy

Students attain doctoral candidacy after passing the EOLL Comprehensive Exam.

## Comprehensive Exam in Leadership Practice

The EOLL Comprehensive Exam in Leadership Practice is a take-home exam requiring knowledge, synthesis, and/or application of topics addressed in the core EOLL core leadership courses (and the research/inquiry sequence).

The Comprehensive Exam includes a generalized question or a set of questions developed by the EOLL faculty. The question(s) is/are designed to cover organizational learning, research, and leadership theory in the EOLL program. Questions are designed in such a way as to further support the student in the development of a dissertation or practice research proposal. Further guidance will be available in the form of a rubric.

The examination process provides an opportunity for students to document mastery of the curriculum, knowledge of leadership, and the competencies required of doctoral program graduates. The exam is an important benchmark in a doctoral student's progress towards candidacy.

### Eligibility

Students are qualified to take the comprehensive exams after successfully completing required courses while maintaining an overall GPA of 3.0 and a GPA of at least 3.0 in core courses. Eligible students must also have received a **satisfactory** Annual Student Progress Report for the previous academic year. In addition, no student with a cumulative GPA below 3.00/4.00 or with more than two courses remaining to complete will be permitted to take the comprehensive examination. In addition, students who have grades of 'Incomplete' in any course will not be permitted to take the Comprehensive Exam.

The exam sequence will be scheduled annually, beginning in early March, with the date determined by the Comprehensive Exam Committee (CEC).

### Timing

The comprehensive exam must be taken within one year of completing the required EOLL core and research/inquiry courses. The comprehensive exam must be passed within four years of the student's admission to doctoral study.

Students must pass the Comprehensive Exam the quarter before they anticipate enrolling in Thematic Dissertation in Leadership Practice I (EOLL 6510).

### Scheduling

The exam sequence will be scheduled annually, beginning in early March, with the date determined by the Comprehensive Exam Committee (CEC). Students must file register to take the comprehensive exam. The deadline to register for fall comprehensive exams is October 1; the deadline to apply for spring comprehensive exams is March 1. Students who do not meet the published application deadline may have their graduation delayed.

There is one opportunity during each fall and spring quarter to take the exam, scheduled 3 – 4 weeks after the quarter begins. The dates for EOLL comprehensive exams appear on the Educational and Organizational Learning and Leadership website.

### Program Director Approval

The program director will review and approve the list of candidates who have applied for the comprehensive exam. Students who have not resolved all incompletes, have not advanced to candidacy, are not in good academic standing, or are not enrolled in the quarter when the exam will be administered will not be approved to take the comprehensive exam.

### **Accommodations**

Students who require accommodations to take the comprehensive examination must make arrangements with the Disability Services. The Disability Services verifications of accommodations may take several months to complete; students are advised to plan.

### **Academic Integrity on Comprehensive Exam**

The comprehensive examination requires original work and must be completed via the student's individual, independent effort. Once comprehensive examination questions have been released, the student may not receive nor offer any information, assistance, and/or meet or converse with others—including family members, friends, classmates, writing coaches, or any other person—concerning either the content or format of responses to the comprehensive examination questions. During the exam period, however, all work must be done individually. Students have 30 days to respond to the exam's items under the auspices of the Seattle University Academic Integrity Code.

All sources must be appropriately cited, including the student's own work. Upon submission of the comprehensive examination, an originality report may be generated via plagiarism detection software to check against plagiarism and cheating.

### **Evaluation**

Two EOLL faculty members will read each comprehensive exam independently, with a third reader assigned if there is a discrepancy between the assessments of the first two readers. Exams will be evaluated using blind review and pass/fail/distinction. A unanimous vote is required for a distinction designation; a majority is necessary for pass or fail evaluations. The review of exam responses will be completed within three weeks from the last day of the exam period. The designated review committee chair will notify the EOLL program chair of the evaluation results. The program chair will then notify the student.

If the Evaluation Committee determines that the student has not fulfilled the necessary requirements for any examination component, the student has failed that component and cannot pass the overall comprehensive examination in leadership practice. Students must pass all content areas of the comprehensive examination. If the student fails the entire comprehensive exam or any section thereof, the doctoral program may dismiss the student from the degree program or permit the student to repeat the whole examination or the section that was failed within eight weeks of results notification.

If any part of the exam receives a "failure" evaluation, the program director will provide feedback to the student, including recommendations for addressing deficiencies. A second exam will be scheduled for the failed portion(s) of the exam. Students will have two (2) attempts at passing the Comprehensive Exam in Leadership Practice exam. If the student fails both attempts, they will be dismissed from their program and the College of Education. The results of the second examination are final.

A maximum of two years will be allowed from completing the student's preliminary examinations to completing their comprehensive exam. Failure to meet this time limit will result in cancellation of admission to the doctoral program (except for an approved Student Leave of Absence).

### **Notification of Inability to Take the Comprehensive Examination**

Suppose a student cannot take the scheduled comprehensive examination for serious and compelling reasons. In that case, it is the student's responsibility to provide timely notification, per the program's procedures and instructions, to the program director. If a student does not provide timely notification, the examination will be counted as an attempt. In addition, if a student fails to apply for

### **Failure to Participate**

It will be considered failing the comprehensive examination if a student does not take the examination after submitting a Comprehensive Exam Application Form. Exceptions to this policy will be rare (e.g., death in the family).

### **Appeal Policy for Comprehensive Examination in Leadership Practice**

The formal appeal to the Comprehensive Exam Process should be addressed in writing to the Program Director. Alternatively, the request may be addressed to the Department Chair. The appeal must be addressed to one of these College of Education officers. The appeal must include a written statement laying out the grounds for the appeal and supporting documentation.

The appeal must be initiated within 15 calendar days from the day the student knew or reasonably should have known about the action generating the complaint, excluding campus holidays, intersession periods, and summer sessions. The valid grounds on which a student may base an appeal are confined to three areas: (1) evidence of procedural error committed intentionally or inadvertently by the Program faculty or staff and/or (2) evidence of non-academic criteria being used to evaluate academic work, including personal bias and violations of the campus nondiscrimination policy and/or (3) special mitigating circumstances beyond the student's control (such as documented severe illness to self or immediate family, or death in the family) not properly taken into account in a decision affecting the student's academic progress. To seek relief under "special mitigating circumstances," the student must have raised the issue with the program contemporaneous with the mitigating circumstances or as soon as possible and no later. For example, if a documented medical condition impairs the student's ability to pass an exam, the student must notify the exam committee before the exam's administration.

The Program Director/Department Chair may convene an informal committee of at least two COE faculty members to evaluate the information and seek further information. The Program Director and /or Department Chair may render a decision based on this investigation and evaluation or may choose to defer a decision until a hearing committee has considered the case.

If an appeals committee is convened, it will examine the evidence and hold what hearings and meetings it deems necessary to make a recommendation in the case. It is not necessary for the parties to appear unless requested by the committee, but parties have the right to appear if they wish to do so. The Program Director/Department Chair may attend appeals committee meetings but will not be present during the committee's deliberation of its final recommendation. Members of the committee who have professional or personal relationships with either party in a dispute that would create a hindrance to objective judgment or a conflict of interest must withdraw themselves or be recused from the committee. The Program Director/Department Chair will name a replacement. After appropriate deliberation, the committee will make its recommendation to the Program Director/Department Chair. Considering the recommendation of the appeals committee (if convened), the Program Director/Department Chair will make a decision on the appeal, which will be sent in writing to the student, the faculty involved, and the chairperson of the appeals committee.

An appeal of the Program Director/Department Chair's decision may be made in writing, with evidence and history provided to the Office of the Dean either by the student or the faculty member(s) involved. If an appeal is made to the Office of the Dean, the Office of the Dean or designee will determine whether to hear the appeal. If the appeal is heard, the office of the Dean will render a decision based on the evidence and history provided. The decision will be sent in writing to the student, the department involved, the chairperson of the appeals committee, and the Program Director/Department Chair.

## Dissertation

The dissertation provides an opportunity for the student to demonstrate their ability to synthesize existing knowledge and add to that body of knowledge. The dissertation is both a process and a product. The process is complex and requires careful attention to many procedural and technical details. Without careful planning, the dissertation process can be even more complex and create significant delays in degree completion. The dissertation, a scholarly product, must conform to high academic and scholarly standards, as it serves as evidence of both the student's capability at the doctoral level and the institution's standards for excellence.

The EOLL at SU requires a Thematic Dissertation in Leadership Practice (TDiLP) research component, requiring each student to conduct inquiry relevant to the information needs of a learning organization. Students form thematic dissertation groups led by a faculty Inquiry Supervisor and organized around broad, complex, organization-based issues or problems relevant to leadership. Lines of inquiry are tied to the professional concentration areas supported by the EOLL Program. Doctoral Thematic Dissertations in Leadership Practice are rigorous capstone inquiry projects designed to align theories, research skills/tools, and opportunities to demonstrate a mastery of EOLL elements.

### Dissertation Inquiry Supervisor/Dissertation Chair

Your Dissertation Inquiry Supervisor/Chair is the person who guides you through the process of completing your proposal and dissertation. Dissertation policies and procedures are described in the ***EOLL TDiLP Guide to Proposals and Dissertations***, available at the EOLL program website: <https://www.seattleu.edu/education/eoll/student-resources/>.

### Preliminary Exam in Leadership Practice

Scheduled at the end of the 1st year, the preliminary exam in leadership practice is given to assess the student's mastery of 1st year learning objectives and readiness for advanced learning. Doctoral students must complete the exam before moving to the program's second year.

#### Eligibility

Students are qualified to take the preliminary exams after successfully completing required 1<sup>st</sup>-year courses while maintaining an overall GPA of 3.0 and a GPA of at least 3.0 in core courses. In addition, no student with a cumulative GPA below 3.00/4.00 or with more than two courses remaining to complete will be permitted to take the preliminary examination. In addition, students who have grades of 'Incomplete' in any course will not be permitted to take the Preliminary Exam.

The exam sequence will be scheduled once each year, beginning in early April, with the date determined by the Comprehensive Exam Committee (CEC).

### Program Milestones Summary

The table below summarizes the major milestones for doctoral students. Because individual circumstances may vary, students are strongly encouraged to consult with their primary advisor about the suggested pacing of the program.

Please remember that students must be admitted to candidacy (i.e., successfully pass their comprehensive examination), and doctoral candidates must complete all requirements for the degree, including the dissertation, within six years after admission to the doctoral program. A student may petition for an extension of the time limit by submitting a request to the EOLL Program Director. If s/he endorses the request, the program director then forwards it to the Associate Dean of the College of Education for final action.

<b>Milestone</b>	<b>Complete by the end of (full-time students):</b>	<b>Complete by the end of (part-time students):</b>
Preliminary Examination in Leadership Practice	Spring Quarter 1	Spring Quarter 2
Comprehensive Examination in Leadership Practice	Spring Quarter 2	Spring Quarter 3
Complete Core Coursework	Spring Quarter 2	Spring Quarter 3
Dissertation Proposal	Fall Quarter 3	Fall Quarter 4
Dissertation Defense	Spring Quarter 3	Spring Quarter 4

# Section 7: Policies of Importance to EOLL Program Participants

## Introduction

This section highlights important policies for program participants. While every attempt has been made to create an accurate summary of these policies, the official source for all policies governing students is the Seattle University *Graduate Catalog*. Any discrepancy between this *Handbook* and the *Graduate Catalog* will be resolved using the text of the *Graduate Catalog*. Additional information is available in the Seattle University *Student Handbook* and the *EOLL Guide to Proposals and Dissertations*.

**SU Graduate Catalog:** <http://catalog.seattleu.edu/>

**SU Student Handbook:** <https://www.seattleu.edu/policies/>

**EOLL Guide to Proposals and Dissertations:** <https://www.seattleu.edu/education/eoll/student-resources/>

### Seattle University Academic Policies for Graduate Students

Please refer to the Seattle University 2022-2023 Graduate Catalog for information regarding the following policies (see <https://www.seattleu.edu/policies/>)

- Degree Requirements
- Time Limits for Completing Degree
- Transfer Credits for Graduate Courses Taken at another Institution
- Retaking of Courses
- Grading
- Academic Probation
- Academic Dismissal
- Readmission
- Simultaneous Enrollment
- Hardship Withdrawal
- Official Withdrawal
- Grieving a Course Grade

Students should be familiar with the academic policies of the University above. In addition, the College of Education's academic policies for EOLL doctoral students are found in the following sections.

## Specific EOLL Doctoral Program Policies

### Academic Progress and Expectations

#### Satisfactory Academic Progress

Seattle University's academic regulations set the minimum standard for satisfactory academic progress. Other factors that determine satisfactory academic progress are monitored by the student's program, and failure to meet these requirements can result in the program recommending to the Office of Dean that the student be placed on probation or dismissed from the program.

- **Good Standing**

Good academic standing requires more than an acceptable cumulative and quarterly GPA. Graduate students must make satisfactory progress in all aspects of their program to continue as students and to graduate. Good standing can also be referred to as full graduate standing, which is the normal status of graduate students with no holds or probation status at the university.

#### Probation

**Probation due to GPA.** Students placed on probation due to GPA have one quarter to improve their standing to good standing, or they may be dropped from the program. A student who has a cumulative graduate GPA below the degree program's minimum and/or a quarter GPA below 3.0 at the end of any quarter of enrollment will be placed on academic probation. A student who has no cumulative graduate GPA recorded at the end of a fall or winter quarter will be placed on academic probation. Once a student has been placed on probation, the student must raise the cumulative GPA to their program's minimum by the end of the next quarter of enrollment and must earn a quarter GPA of at least 3.00 in the next quarter of enrollment or be dismissed from the program.

**Probation based on program recommendation.** The EOLL program faculty monitor the academic progress of their students. Factors that a program may use to assess academic progress include, but are not limited to, performance in course work; performance in professional dispositions; satisfactory and timely completion of all milestones as determined by the program; satisfactory progress in research; overall graduate and/or program GPA; and performance, preliminary, comprehensive, and other examinations. Failure to meet these requirements can result in the program recommending to the Office of Dean that the student be placed on probation or dismissed. If it is determined that the student will be placed on probation, the Office of the Dean will communicate the length of the probationary period and requirements for returning to Good Standing.

The Educational and Organizational Learning and Leadership (EOLL) in the College of Education also follows these regulations; however, individual degree-granting programs within may impose additional criteria for determining a student's academic standing. There are four sets of criteria that EOLL considers in determining whether or not students are making satisfactory academic progress:



- **Continuous Enrollment:**

Students are required to enroll every quarter (summer, fall, and spring) from the time of matriculation until degree conferral, except for cases with an approved Leave of Absence on the student's record.

- **Grades:** A student who receives a grade of C- or below in one or more courses will be considered to have an unsatisfactory record and will automatically be placed on academic probation. To be removed from academic probation, the student must complete 6 quarter hours of graduate credit with no grade lower than a B-. If a student receives any grade lower than B-, the student is not making satisfactory progress and is subject to removal from the program. Any student who earns a B- or lower in EOLL 6510, 6520, or 6530 in any given quarter will be put on probation the following quarter and must successfully fulfill probation requirements that following quarter to remain in the dissertation process.
- **Milestone deadlines:** Please consult the EOLL website for specific milestones and associated deadlines required by the EOLL program. These milestones include preliminary and comprehensive exams. Please note that most milestones require paperwork to be filed with the **EOLL** office within a certain timeframe before the exam. Please consult your **advisor** for guidance on these timelines and other requirements. Students who fail to meet appropriate milestone deadlines are not considered to be making satisfactory progress.
- **Time to degree:** Doctoral students must successfully defend and submit their final dissertation by the end of their sixth year.
- **Student Annual Performance:**

The EOLL faculty reviews all EdD students actively enrolled in the EOLL doctoral program each year. Each doctoral student provides summary information concerning progress--to-date in the doctoral program. All faculty review the summary documents to (a) identify opportunities to mentor individual students and (b) monitor the health of the EdD program overall. The faculty in the EOLL program will conduct annual reviews of each enrolled student in the doctoral program, including a student self-assessment of progress.

Department faculty review and discuss student progress and give written feedback and recommendations to enhance or sustain the student's progress in attaining their course, leadership, professional dispositions, and research goals. Each student will meet with their assigned advisor to review and complete this evaluation on an annual basis to discuss student performance in the program. Based on the meeting and completion of this evaluation, all parties should clearly understand what progress goals and milestones are to be met within the next academic year.

These evaluations will occur after the first spring quarter of attendance and thereafter in each subsequent spring quarter (unless otherwise communicated by the program director). Students will receive a formal annual performance report from the program faculty that provides an assessment of the student's progress – reflecting on coursework, progress on program learning outcomes, professional dispositions, and other areas as needed.

If a student fails to meet the standards for satisfactory academic performance/progress and or complete the annual student performance process, they may be placed on academic warning, probation, or dismissed from the program. Students failing to meet in a significant manner one or more expectations associated with the program meets with their advisor to discuss concerns mentioned in the Student Annual Performance Report (SARP) to make plans to address those concerns. In the following review cycle (either a midyear or annual review), the student submits an updated Annual Review Form and a cover letter explaining what they are doing to improve their performance in the program. If the review committee rates a student's progress as probation in two review cycles, they may be dismissed from the program.

Unsatisfactory performance is determined by the faculty at the program level and may occur for a number of different reasons, including but not limited to:

- Inability to conduct independent research in a fashion appropriate to the accepted norms of a doctoral study;
- Inability to function within a team environment to the degree that it negatively affects the learning, practice and/or research of fellow doctoral students,
- Behavior that does not meet the professional standards as set forth by the EOLL professional dispositions
- Failure to meet one or more major milestone requirements
- Inability to pass the diagnostic/preliminary examination/comprehensive examination (note that university policy limits comprehensive examination attempts to two),
- Failure to complete the doctoral degree/make timely progress towards the dissertation,
- Extensive petitions for candidacy extension
- Failure to meet requirements outlined in a program's handbook, annual progress communications, or other direct communications to students from programs or advisors.

Remediation process for unsatisfactory performance:

Step 1: During the annual performance review process, the doctoral student is identified by their academic program/department as not making sufficient progress towards the degree, failing to complete the degree within the specified time period, and displaying substandard academic performance, regardless of GPA, or exhibiting unacceptable behavior(s) that are relevant to professional standards.

Step 2: The student meets with their advisor and/or program director to develop a remediation plan for improvement. The program will provide a written remediation plan or written academic "warning" to the student containing specific information about improvement(s) needed to avoid dismissal.

The department/program will develop the remediation plan/academic warning will be developed by the department/program for the individual student and be documented accordingly through the annual review process and establish a reasonable timeline for the doctoral student to respond to the remediation plan/warning. The time for remediation depends on the situation and is up to the program to decide.

Step 3: If the student fails to resolve/remediate the specified and documented deficiency within a reasonable timeframe and/ or receives two notifications for unsatisfactory performance, the program may initiate a program dismal.

### **Academic Integrity Policy**

All students are expected to read, understand, and follow Seattle University's Academic Honesty Code. The policy is included in the Academic Policy Manual, available online at <https://www.seattleu.edu/policies/>

### **American Psychological Association Format for Papers**

Formal papers submitted for all EOLL courses should follow the writing and documentation guidelines of the Publication Manual of the American Psychological Association (7th ed., 2020). The manual can be purchased at the Seattle University Bookstore. An orientation to APA format will be offered each summer quarter. Students are encouraged to take advantage of this helpful offering to familiarize themselves with the basics of the APA format. There are also several helpful websites with information about the APA format.

### **Attendance and Participation**

Attendance and participation are required in all courses and are important for your success in the program. Specific attendance requirements are identified in course syllabi. As doctoral students, you have made a serious commitment to learning and must make every effort to attend and engage actively in the community of learners.

Each class meeting is designed as an active laboratory to provide hands-on interactive experiences for meaningful learning. Therefore, students are expected to attend all classes and weekend seminars unless a verifiable emergency situation precludes attendance. Emergencies are defined as anything which is serious and unexpected. Emergencies cannot be written on the calendar in advance. Examples of emergencies are heart attacks, car accidents, and a serious health crisis of the student or in the student's immediate family. Examples of non-emergencies are family weddings, vacations, conferences, or any other event which can be planned around.

If a student needs to miss one class, the ***Class Absence Credit Recovery*** is designed to ensure students demonstrate the level of participation and engagement that constitute to successful completion of the course. This may only be used to augment a student's absence from one class. The workload should align with the approximately hours of class that were missed. The absent student is still responsible for the weekly course work submitted by the assigned deadline. Failure to complete the ***Class Absence Credit Recovery*** could result in a lower letter grade.

Absences from class can result in lower grades, repetition of the course, and/or students being dropped from the program. Students are responsible for contacting and consulting with EOLL program faculty about absences, program and class attendance policies, and all makeup work. Individual program faculty members reserve the right to decide whether students have adequately addressed absences from classes and weekend seminars.

### **Zoom Etiquette**

The EOLL program strongly encourages you to use your video when participating in Zoom classes. We recognize that it is not always possible to include video, though it is appropriate to encourage its use when possible. To protect one's privacy, many people use an alternate background for zoom versus their real-time background. This is acceptable; however, please keep in mind not all platforms have this feature. Please also select an innocuous and non-offensive background if you choose this option. Illicit, exploitive, or otherwise inappropriate content is prohibited.

We are aware that everyone comes from different circumstances and upbringings. We are also mindful that "professional etiquette" is informed by values that are sometimes exclusive to certain communities. (Example: expecting you to have access to a dedicated workspace where there will be no noise distractions.) We will work to develop our shared expectations with Zoom together as a class.

### **Guests**

Students are required to consult with appropriate program faculty in advance of classes and weekend seminars about inviting guests. This policy applies to all regularly scheduled classes, weekend seminars, and retreats scheduled for all EOLL core classes.

### **Class Times**

The EOLL program is delivered in a blended format blended with both online and in-person class experiences and seminars that meet throughout each academic quarter. An academic schedule for the next year of the program is distributed each year early in the winter quarter. Visit [www.SUOnline.seattleu.edu](http://www.SUOnline.seattleu.edu) for the most up-to-date information.

### **Commencement Requirements**

The *Graduate Catalog* indicates: "Doctor of Educational and Organizational Leadership and Learning (EOLL) students who have not completed their dissertation and have more than 6 quarter credits remaining in their program requirements are not eligible to participate in commencement." This means that to participate in commencement, you must:

1. Submit to the Registrar's Office via SUOnline an *application for graduation* no later than November 1 before the June ceremony—this application will generate a letter from the Registrar's Office listing all unmet requirements that need to be completed to earn your doctoral degree, which will determine if you qualify to participate in commencement.
2. Have 6 credits (or fewer) remaining in your EOLL program requirements and meet the grade point standards for the EOLL degree program.
3. Have defended your dissertation successfully; have all required dissertation forms signed by all dissertation committee members and are on file in the EOLL program office.

### **Course Changes**

The instructor reserves the right to alter information in their syllabus as needed to reflect the course coverage accurately and enhance the course's learning outcomes. When or if changes are necessary, they will be announced in advance, and students will have appropriate time to make schedule adjustments. Any anticipated changes will be discussed with the class for input and as part of the decision-making process; however, final decisions about changes are the instructor's responsibility.

### **Disability Services**

If the student has a disability that the student believes requires accommodation by Seattle University, it is the student's affirmative responsibility to request such accommodation from Seattle University's Disabilities Services office (Loyola room 100). The student should make an appointment with the Disability Specialist to evaluate the need for accommodation and, if needed, define the accommodation. An accommodation request form (available on their website) is required from each student for each and every quarter that any accommodation is needed. Please allow sufficient time for processing the evaluation and accommodation request. The Associate Dean serves as the ADA Coordinator and a resource for all faculty, staff, and students in the College of Education. For more information, please contact SU Disabilities at: <https://www.seattleu.edu/disabilities-services/> or 206-296-5470.

## E-Mail Accounts

You *must* use the SU e-mail account which you are assigned, as ***all official communications will come to you via this account***. To set up your e-mail account online, all you need is your SU username and student ID number. These should have been mailed to you with your initial acceptance letter. Go to <https://pwreset.seattleu.edu/> and click on the link for "I am setting my password for the first time." Follow the directions from there. If you have any difficulties, you can call the Help Desk at 206-296-5571 or [helpdesk@seattleu.edu](mailto:helpdesk@seattleu.edu). Important information is transmitted via email; therefore, ***it is critical that you frequently and regularly monitor your e-mail account, including and especially when you are not taking classes on campus***.

## Emergency Contact Information

Students are required to provide accurate and current emergency contact information to the University. This contact information should be reviewed on an annual basis. Please go to [www.SUOnline.seattleu.edu](http://www.SUOnline.seattleu.edu) and select "user account." Then, select "address change" to enter a change of address, phone, or new emergency contact information. In addition to submitting changes to your contact information on SUOnline, please inform the EOLL program office of any changes to your contact information.

## Enrollment Status

A doctoral student is full-time whenever enrolled for six or more credits in a quarter or if enrolled in less than six credits, upon written verification from their faculty advisor. A student engaged in at least one dissertation credit is considered a part-time student. Program enrollment includes items such as continuing dissertation research, doctoral dissertation seminars, independent study, internships, multi-quarter courses, and the specific credit registered for during the quarter.

## Exception to Policy

If you have serious reason to seek an exception to any of the policies and/or procedures listed in the ***Graduate Catalog***, you must petition your academic advisor by using a petition form available in the EOLL Program Office or from your academic advisor. Submit the completed Petition for Exception to Policy to your academic advisor for review and action.

## Fees for EOLL Program Participation

An annual program fee is required of all EOLL students during their enrollment in the program. Fees are used to pay for seminar food and other related educational expenses. The fee schedule and payment process will be announced in the fall of each year.

## Financial Aid

Graduate students must be enrolled at least part-time (three credits) to be considered for financial assistance. Financial support is available through student loans, and there are opportunities for scholarships and limited graduate assistantships. We encourage you to check with your workplace human resources office, as some employers provide tuition assistance. Seattle University financial aid is not available for international students.

To be considered for financial aid, you must be admitted to the university and complete the Free Application for Federal Aid (FAFSA). This is your application for federal, state, and institutional funds. Contact Student Financial Services at <https://www.seattleu.edu/redhawk-axis/>.

## Gender Neutrality

This program supports elective gender pronoun use and self-identification. As course assignments include group work and in-class discussion, it is vitally important for us to create an educational environment of inclusion and mutual respect.

## Grades and Grading

Faculty members are responsible for establishing course standards and grading requirements and for evaluating student work. Please see the (see <https://www.seattleu.edu/redhawk-axis/academic-policies/>) for more details.

Graduate students must maintain a B average and have a minimum 3.00 cumulative GPA to earn a master's, educational specialist, or doctoral degree. **This is both a quarterly and annual requirement.** If a student's minimum cumulative GPA falls below the minimum 3.00 cumulative GPA, they may be placed on academic probation.

Any student who earns a B- or lower in EOLL 6510, 6520, or 6530 in any given quarter will be put on probation the following quarter and must successfully fulfill probation requirements that following quarter to remain in the dissertation process.

**Doctoral students must repeat any course when receiving a C- grade or lower.** The grade(s) earned on the repeated course(s) will remain on the record, but course credits for a required course will be counted only once toward a degree.

In addition to the letter grades described above, the following grading symbols may be used:

**I – Incomplete:** A temporary grade assigned because a critical portion of the required work was not completed because of illness or other serious circumstances beyond the student's control. The I grade may not be used for the convenience of the faculty member or student. When the instructor assigns the I grade at the end of a term, and a provisional grade is also submitted. This provisional grade becomes the course grade if you miss the deadline for completing the course requirements. This provisional grade includes all work completed plus a failing grade for work/exams the student did not complete. When the specified work has been completed, the faculty member completes a change of grade transaction to authorize a final grade for the course. Note that the following deadlines are for faculty submission of grade changes. Work must be submitted to faculty before these deadlines.

Deadlines for submission of the grade change are listed in the **Seattle University Academic Calendar** (<https://calendar.seattleu.edu/MasterCalendar.aspx>).

**N - No Grade:** The grade may be suspended for some courses in which the work is not expected to be completed during the regular quarter. It is the student's responsibility to request the removal of the "N" grade when course requirements are fulfilled. If you miss the deadline for removing an "N" grade, you will have to re-register and pay regular tuition to obtain credit for completed work. Note that the following deadlines are for faculty submission of grade changes. Work must be submitted to faculty before these deadlines. Timelines for removal of the "N" grade are as follows:

<u>N Grades Received</u>	<u>Must Be Removed Before</u>
Summer	August 1 of the following calendar year
Fall	November 15 of the following calendar year
Winter	March 1 of the following calendar year
Spring	May 1 of the following calendar year

**CR/F-Mandatory Credit/Fail:** In the EOLL program, Internships are not graded but are deemed to be credit (CR) or fail (F).

**Q- Doctoral Courses (rare):** Q grades are only given for incomplete dissertation credits in EOLL 6100 and may extend beyond a year from the quarter in which the student has registered for the EOLL 6100 credits. The 'Q' grade must be removed within the six-year limit for all degree coursework, no matter when earned. Once the 'Q' six-year limit has expired, the 'Q' becomes permanent, and the student must re-register for the course, and payment of regular tuition is required to obtain credit for the work completed. Q grades are converted to letter grades by the program director when the student has submitted three copies of the completed dissertation to the EOLL program office. **Q-grades DO NOT apply to the EOLL 6510-6530 Thematic Dissertation in Leadership Practice series.**

### Graduation

Graduation and commencement do not mean the same thing. Graduation comes after completing all coursework and other degree requirements and can occur at the end of any quarter. Commencement is the annual formal ceremony in June at which degrees and diplomas are presented (see previous Commencement section).

Doctoral (EOLL) candidates must have completed all doctoral coursework and their TDiLP, have secured the signatures of their committee and the Inquiry Supervisor, and have submitted the project/dissertation by May 1 of the year in which they wish to participate in the commencement ceremony. See "Graduation" for additional requirements for participation in commencement.

Doctoral students will not have their degree posted to the transcript at the end of the spring quarter unless the EOLL Inquiry Supervisor signs off the dissertation and the dissertation and all other grades (including removal of all I and N grades) are received by the Office of the Registrar on the date final grades for the spring term are due as published in the University Academic Calendar. You must apply for graduation by going to [www.SUOnline.seattleu.edu](http://www.SUOnline.seattleu.edu)

The following deadlines must make application for graduation:

Winter Quarter Graduation:	October 1 of the year before graduation
Spring Quarter Graduation:	November 1 of the year before graduation
Summer Quarter Graduation:	February 1 of the year of graduation
Fall Quarter Graduation:	February 1 of the year of graduation

When all degree requirements are met, graduates will have their degrees posted at the end of the quarter of graduation, and your diploma will be mailed to you in approximately eight weeks. Before receiving your diploma, you may request that a letter be sent stating that all degree requirements have been completed. This letter is available from the Registrar's office by emailing a request to [registrar@seattleu.edu](mailto:registrar@seattleu.edu).

## **EOLL Program Commencement Verification Procedure**

Each year the EOLL Program is asked to verify graduates who will participate in commencement. This procedure identifies the steps necessary to submit names and information to the Registrar for commencement purposes.

### Procedure:

1. The Program Director will serve as the verifying faculty member for purposes of submitting names to the Registrar for those students who are eligible to participate in commencement.
2. In April of each year, the Registrar will forward the names of students who have applied to graduate and participate in commencement and provide a deadline (usually the first week in May) for verification and submission. Information needed from the program includes the name of the graduate, the official title of their dissertation, and the name of the dissertation chair.
3. Students are eligible to participate if they have (a) successfully defended their dissertation, (b) have a signed and submitted D5/6 Form in the EOLL Program Office, and (c) have no more than six (6) credits of coursework remaining. Care must be taken to submit only those names for students who are fully eligible to participate as verified by these criteria.
4. The Program Director will work with the EOLL Administrative Assistant to identify eligible students. Initial information will be submitted by the deadline, along with the names of those who applied to graduate but are not eligible.
5. In some cases (e.g., scheduling of dissertation defense, emergency situation, or availability of dissertation committee members), a student may defend their dissertation early in May but after the initial deadline. In this event, the Registrar will continue to accept names of eligible students through May 15 or, in the event the 15<sup>th</sup> is on the weekend, the last working day before this date. The same information must be submitted for "late adds" as is called for in item 2 above.

## **Harassment Policy**

Seattle University seeks to promote and maintain an environment free from harassment of any type. Preventing and remedying sexual harassment at Seattle University is essential to ensure a nondiscriminatory safe environment in which students can learn (See <https://www.seattleu.edu/deanofstudents/sexual-misconduct-resources/>). If faculty or staff is sexually harassing a student, this should be reported to the Affirmative Action officer in Human Resources. If a student outside of an employment or teaching situation is sexually harassing another student, this should be reported to the Associate Vice President for Student Development or any of the contact persons listed in the office of the Vice President for Student Development. For more information, see the [Graduate Catalog](#) and the [EOLL Handbook](#), or contact the Affirmative Action officer or the Vice President for Student Development.



## **Inclusive Learning Environments**

The EOLL community (faculty and students) will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, ethnicity, culture, gender, language, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness in a diverse community encourages and appreciates expressions of different ideas, opinions, and beliefs so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment. A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative, and excellent learning community. Our core commitment shapes our core expectations for behavior inside and outside of the classroom.

## **Leave of Absence**

*Students are encouraged to take all courses with their cohort.* Seattle University (SU) acknowledges that students may encounter situations that require interruption of continuous enrollment. The EOLL Program provides options for a student leave-of-absence (SLOA). Refer to the EOLL website for more information about requesting a leave of absence. Returns from SLOA are subject to the EOLL Time Limits for Degree Completion and Program Continuation policy.

## **Program Assessment**

The Educational and Organizational Learning and Leadership program faculty review student performance on multiple measures at decision points described in the below section as well as on an ongoing basis as needed. The performance data are aggregated and reviewed by the EOLL faculty yearly. Performance data are shared quarterly with educational leadership faculty at program meetings and with the EOLL Governance Committee. A comprehensive review of candidate performance data is conducted at the end of each academic year, and a written report is submitted to the COE Dean. Recommendations for program changes are made primarily by means of the annual program review process but also in consultation with the program and COE faculty.

## **Program Dismissal**

Students who do not adhere to University/COE/EOLL program policies may be placed on probation and may be dismissed from the program. While such instances are rare, should they occur, students will be contacted by their advisor and informed specifically and in writing of issues and concerns regarding academic progress or attendance, interpersonal or practice effectiveness, professionalism, safety concerns, disruption of student learning, and/or ethical violations. Students will be asked to respond to these concerns personally and in writing.

The program director and the appropriate faculty will make decisions regarding probation or dismissal in consultation with the COE Associate Dean. All pertinent information regarding the basis for such decisions will be disclosed to the student in a timely manner.

Program dismissal is governed by the Seattle University Academic Probation, Dismissal, and Appeal Policy and Procedure for Graduate Students, which can be found at Redhawk Axis:

<https://www.seattleu.edu/redhawk-service-center/academic-policies/>. The policy outlines the basis for probation and dismissal, relevant processes and timelines, and appeals procedures. In addition to this policy, at any point at which dismissal is being considered, and before submitting a recommendation in favor or disfavor of dismissal to the Dean's Office, the program advisor shall conduct a formal face-to-face meeting with the student to discuss the basis or bases for dismissal.

COE-level Probation and Dismissal Process is outlined here:

<https://www.seattleu.edu/education/student-resources-and-services/policies-forms/>

Other policies impacting program dismissal include the Academic Integrity policy and the Code of Student Conduct. The Academic Integrity Policy can also be found at Redhawk Axis (link above). The Code of Student Conduct can be found at the following link on the Dean of Students webpage:  
<https://www.seattleu.edu/deanofstudents/integrity-formation/code-of-student-conduct/>.

### **Registration**

Registration is completed online at [www.SUOnline.seattleu.edu](http://www.SUOnline.seattleu.edu) according to the registration periods outlined at <https://www.seattleu.edu/advising/advising-procedures/registration/>. Students are responsible for registering, enrolling, and making changes to their programs of study by published deadlines. If students fail to make certain through MySUOnline that their registration and enrollment are correctly recorded before the end of instruction during the term, and they later submit a retroactive petition, there is no guarantee that such a petition will be approved there is significant likelihood it will be denied.

### **Repeating a Course**

Students must repeat any doctoral course(s) when receiving a C- grade or lower. The second grade received will be used in computing the grade point average for graduation; the original grade, however, will remain on the record (See <https://www.seattleu.edu/media/redhawk-service-center/registrar/registrar-policies/Repeated-courses-77-02.pdf> ).

### **Student Files**

A file for each student is kept in Loyola Hall. Copies of candidacy forms, petitions, and other critical documents are on file and available in electronic format. Students may be asked to submit copies of documents to the office for inclusion in the file.

### **Time Limits for Degree Completion and Program Continuation**

All credits applied to a degree (including transfer credits) must be completed within six calendar years. Credits not completed within the six-year limitation cannot be applied toward degree requirements unless a petition for an exception to policy (PEP) is submitted and approved. Please note that such requests are rarely approved and typically only under special circumstances.

Students who have been granted admission into the program are admitted into a specific cohort and must move through all coursework with their cohort members. The EOLL degree program is designed to be completed in three years; most students complete program requirements within four years. Students will be administratively withdrawn from the institution after failing to register for three consecutive quarters, not including summer quarter. This policy is included in the Student Leave of Absence policy:  
<https://www.seattleu.edu/redhawk-axis/academic-policies/>.

The program courses must be completed in the specific sequence as outlined in one's approved program of study. If a student falls out of sequence, regardless of circumstance, the EOLL program faculty will determine if the student may continue in the program. Depending on the circumstance, one of the following rules will be applied to the student and their continuance in the program:

- A student may be dismissed from the program with no opportunity to reapply.
- A student may reapply to the program and, at the discretion of the EOLL program faculty, be allowed to return to the place they left off (picking up with a different cohort).
- A student may be allowed to continue with their original cohort members and complete missed courses before graduation.

If a student seeks an extension beyond the sixth year of the doctoral program, the student must submit a petition and gain the approval of three parties: (1) the student's faculty advisor; (2) the department chair that supports the EOLL program; and (3) a dean's designee (typically an associate dean). In this petition, the student must explain how earlier coursework remains current in the field.

**If a student goes into the fourth year and/or beyond, enrollment in EOLL 6100 is required during all quarters in which dissertation work is being completed.**

Extensions beyond the sixth year of the doctoral program require approval from the EOLL faculty and the Dean of the College of Education. When requesting an extension beyond the allotted time, the students must demonstrate how current earlier coursework remains.

#### **Student Complaint Process**

In accordance with the College of Education policy (<https://www.seattleu.edu/education/student-resources-and-services/policies--forms>), students should use the prescribed complaint process for academic complaints against other students and faculty, staff, and administrators. This process does not apply to grievances or appeals that are otherwise addressed by other university policies, including the following: Academic Grading Grievance Policy, Academic Integrity Policy, Academic Probation, Dismissal, and Appeal Policy and Procedures for Graduate Students, Professional Conduct Appeal Procedures, or the Student Code of Conduct.

This complaint process does not apply to grievances related to discrimination, harassment, or sexual misconduct, which are governed by processes administered through the Office of Institutional Equity.

#### **Tuition Remission Policy**

In accordance with Seattle University policy (<https://www.seattleu.edu/hr/benefits/tuition-benefits-program/>), the Doctorate in Educational and Organizational Learning and Leadership is NOT eligible for Seattle University's Tuition Remission (TR) program.