

SEATTLEU[®]

COLLEGE OF EDUCATION

**EDUCATIONAL LEADERSHIP
PROGRAM HANDBOOK**

2019-2020

**Educational Leadership Program
College of Education
Seattle University**

**Loyola Hall
901 12th Ave
P.O. Box 222000
Seattle, WA 98122-1090
(206) 296-5750**

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

Confirmed: July 2019

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Section 1: Introduction

Welcome to the Educational Leadership (EDLR) doctoral degree program at Seattle University. This degree program 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 interdependent world. We are pleased that you have elected to develop your professional competencies as a leader through this degree program.

Faculty and administrators within the program and the College of Education have prepared this **EDLR Student Handbook** to support your successful entry, continuance and completion of your doctoral degree. The *Handbook* has been designed to provide easy access to information and resources that are essential to your success as a doctoral student. Read it carefully! An electronic version of this *Handbook* is available at: <https://www.seattleu.edu/education/edlr/student-resources/>.

In addition to this handbook, supplement this material with a thorough reading of the relevant sections of the Graduate School Bulletin and the Seattle University Student Handbook. It is your responsibility as a student to review, keep up to date (they are subject to revision) and adhere to them.

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.

As a doctoral student, you will find valuable information specific to the dissertation in practice process in the **EDLR Guide to Proposals and Dissertations**. The **Guide** may be obtained from the EDLR program website at: <https://www.seattleu.edu/education/edlr/student-resources/>.

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 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 statements in it should not be construed as a promise of specific treatment for any particular circumstance. (See <http://catalog.seattleu.edu/index.php>)

Section 2: Educational Leadership (EDLR) Program Office

Department Chair

Manivong J. Ratts, Ph.D.,
Professor, Counseling
vong@seattleu.edu | (206) 296-2843

Program Administrative Assistant

Genet Yadetta
Senior Administrative Assistant
yadettag@seattleu.edu | (206) 296-6139

Mailing Address

Educational Leadership
College of Education
Seattle University
901 12th Avenue
P.O. Box 222000
Seattle, WA 98122-1090

Core EDLR Faculty

Stacey E. Robbins, Ed.D.
Assistant Professor,
Email: robbinst@seattleu.edu
Phone: (206) 220-8257

Colette Taylor, Ed.D.
Associate Professor
Program Director of Educational Leadership
Email: taylorco@seattleu.edu
Phone: (206) 296-6061

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 first 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 a graduate-only college, 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 relevant to the needs of the profession, the greater society and supported by the 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: 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 in light of 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 achieve 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 student/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 EDLR 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 1 undergraduate degree. The college prepares ethical and reflective practitioners for quality service in diverse communities. EDLR program participants will have the opportunity to work with many different faculty members across the college through course work and research projects. The doctoral degree concentrations draw upon faculty expertise across programs.

Program History

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.

Program Foundations

The doctoral program in educational 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. The EDLR program has been designed to promote the development of leaders through three progressive stages. These stages include:

- Year 1: Leader as Self
- Year 2: Leaders in Organizations
- Year 3: Leaders in a Global and Interdependent World

Student growth will be supported through required and elective courses, interaction with peers and faculty, and development of the dissertation. Through study and reflection, EDLR program participants will gain the competencies/ and value orientations needed to be a successful leader in today's global and interdependent world.

Learning goals establish the student characteristics that are evident in successful program graduates. As a result of successful completion of the Seattle University EDLR Program, graduates are:

- Ethical leaders in service to their organizations and communities.
- Reflective leaders who integrate theory and research for effective practice.
- Competent professional leaders in their chosen fields.
- Culturally competent leaders in an interdependent world.

These learning goals describe the leader the program strives to develop as value centered, committed to service and social justice for the common good; professional, reflective, holistic, interdisciplinary, creative, visionary, and scholarly; effective interpersonally and as a leader in organizations; and both committed to and possessing the conceptual knowledge and skills to lead in diverse communities and in an interdependent world.

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. EDLR successful program graduates are able to:

- Demonstrate 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.
- Create responses to changing community, organizational, and group environments and problems, create appropriate and unique solutions, and develop adaptive learning organizations.
- Demonstrate oral and written communication competency.
- Conduct sound research and evaluation toward enhancing leadership policy and practice.

Program Components

Leadership Core

Courses are designed to develop 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 on-going research projects. The dissertation requires development and defense of the proposal, obtaining approval for the research through IRB (Institutional Review Board), and completing, defending, and disseminating the dissertation. Research requirements total 30 credits.

Concentration Options

Program participants choose a concentration option to create a specialization within the degree. These concentrations provide focus and depth within the selected area of professional practice. A minimum of 24 credits is required; courses vary by concentration. The Educational Administration concentrations—(a) (a) Principal, (b) Program Administrator—result in certificates regulated by state and national accreditation and licensing requirements. If you seek a certificate, you must meet with the Educational Administration program director to determine eligibility. The other four concentrations are (c) Adult, Post-Secondary and Higher Education, (d) Spiritual Leadership, and (e) Public/Non-Profit Leadership.

Program Sequence

The current curriculum for the Educational Leadership program is designed for students to complete within three years. Students have a maximum of six years to complete the EDLR Program. Please refer to your program of study specific to your cohort year and concentration 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 attainment of program outcomes.

The Cohort 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 to develop into an effective learning community wherein students challenge and support one another. Being a doctoral student is a very challenging and intense experience. Developing a strong network of peer support is critical.

Participatory Leadership and Research

Students, from the very beginning of the program, will engage in participatory leadership and research focused on real organizational and community problems and change-oriented solutions. The initial orientation course (ELDR 6000) and the subsequent EDLR courses will provide fundamentals of leadership theory and practice. Carefully designed inquiry clusters will connect students and faculty with shared interests in real-world action research. Students will gain practical experience with research prior to creating their own dissertation proposals. The inquiry clusters, in concert with structured research courses, will provide students with a balance of theory and practice essential for successful implementation of well-designed research.

Professional Practice

The EDLR degree enables students to develop a concentration within a professional practice arena to deepen student immersion into the unique issues faced by leaders within the scope of practice. Concentrations connect students with key concepts and skills critical to the field. Internships and independent studies can be crafted within the concentration to provide additional theoretical and practical knowledge. Concentrations also serve as an ideal springboard to inquiry clusters and dissertation topics.

Portfolio in Leadership Practice (Comprehensive Exam)

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. The comprehensive portfolio is an organized, selective collection of statements designed to facilitate a student's academic and professional development, and to provide a basis for evaluating degree progress. The portfolio represents the scope and depth of a student's goals, plans, and accomplishments in coursework, independent study, research, internships, and other advanced learning activities in both the concentration area and the leadership core. The portfolio thus provides both a vehicle for self-reflection and a comprehensive record of a doctoral student's experiences and ongoing progress toward academic and professional goals.

Thematic Dissertation in Leadership Practice

The EDLR Program includes a Thematic Dissertation in Leadership Practice (TDiLP) research component, requiring each student to conduct inquiry relevant to 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 EDLR Program. More information about the TDiLP can be found in the TDiLP Guide to Proposal and Dissertations located here:

<https://www.seattleu.edu/education/edlr/student-resources/>.

Section 5: Getting Started in the EDLR Program

Admissions Process

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

All applications are reviewed by EDLR core faculty. 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 EDLR Office by the given deadline and is nonrefundable. Note that an individual who is denied admission to the College of Education or to one of its programs cannot request a review of that decision.

Registering and Advising

EDLR Program faculty members serve as academic advisors and one is assigned to you in EDLR 6000 during your first summer in 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 EDLR 6000 course.

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. For this reason, if a student decides to take courses other than those listed, the program of study must be amended using a Petition for Exception to Policy (PEP) form. Students must complete a PEP to request a change to the program of study. The PEP must be submitted to the student's academic advisor and then to the EDLR for processing; all approval signatures are required. Course substitutions must support the degree.

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 as well as for all published deadlines and for meeting the requirements for graduation.

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

Section 6: Planning Your Degree

Program of Study

The program of study serves as a degree-planning document and as the official checklist used to determine if a student is eligible for graduation. Degree requirements and concentration options should be drafted by the student in consultation with his/her academic advisor during the first year in the doctoral program. When finalized, the program of study must be approved by the academic advisor. 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 (depending on concentration option)
3. Concentration: 24 to 36 credits required (depending on concentration option)

A minimum of 90 credits is required for degree completion; some concentrations require additional credits for a maximum degree total of 105 credits. Students seeking Educational Administration certificates in (a) Principal or (b) Program Administrator must first meet with the Educational Administration program director to determine eligibility. 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.

CONCENTRATIONS

The EDLR program provides concentration options that allow participants to "customize" the professional studies strand of their program of study. Concentrations allow students to focus on leadership within particular areas of professional practice. Five concentration options exist, three of which yield certificates.

1. Adult, Post-Secondary, and Higher Education: For current or future leaders serving in higher education or other adult organizational settings who would gain additional expertise in education finance and law, instructional leadership, adult learning, and student development.
2. Principal: The Residency Principal Certificate is for aspiring school leaders who wish to move into leadership roles. This program of study meets Washington State requirements for initial principal certification. Holders of the Residency Principal Certificate may advance to the Professional Principal upon completion of additional requirements. Students seeking this concentration must meet with the Educational Administration program director to determine eligibility and any admission requirements that need to be met.
3. Program Administrator: The Residency Program Administrator Certificate is for instructional leaders preparing for district-level positions in curriculum, special education, professional development and other areas. Holders of the Residency Program Administrator Certificate may advance to Professional Program Administrator upon completion of additional requirements. Students seeking this concentration must meet with the Educational Administration program director to determine eligibility and any admission requirements that need to be met.
4. Spiritual Leadership – This concentration, offered in collaboration with the School of Theology and Ministry, is designed for those who seek higher-level positions as religious leaders.

5. Public/Non-Profit Leadership – This concentration, offered in collaboration with the College of Arts and Sciences, is aimed at leaders seeking options to strengthen their skills in public agency management, policy development and analysis, or for those whose work contributes to the efforts of nonprofit organizations engaged in issues of social justice and global change.

Transfer Credits into Your Program of Study

In accordance with Seattle University policy, graduate credits earned at other institutions prior to admission to the EDLR program can, under very limited conditions, be applied to the required number of credits for the EDLR degree at Seattle University. (See <https://www.seattleu.edu/media/redhawk-service-center/registrar/registrar-policies/Transfer-Policy-77-1.pdf>)

The student must make a formal request for the use of these credits using a Petition for Exception to Policy (PEP) form and must provide official transcripts documenting successful course completion. The credits will be allowed to meet research or concentration requirements only and may not be accepted to meet core leadership requirements.

The following conditions govern eligibility of transfer credits completed prior to admission to the doctoral program, as described in the Seattle University *Graduate Catalog*:

Credit Limit: No more than 15 quarter-hour graduate credits may be transferred. If credits earned are semester credit hours, the maximum is 10 semester-hour credits.

Academic Level: The credits must be applicable toward a graduate degree at the institution where they were completed. The institution must be regionally accredited. Normally, credits are listed at 5000 level and above and the courses are taught by faculty members with an earned doctoral degree. Continuing education credits are generally not accepted unless evidence is provided by the student that he/she 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/evaluated at the graduate level). ***Only master's credits from regionally accredited institutions of higher education 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.

If a student wishes to complete credits at another institution after admission to the doctoral program at Seattle University, prior approval is required. In addition to meeting all of the above requirements, the courses must not be available at Seattle University. A Petition for Exception to Policy (PEP) will be required to consider the request. Credits completed after admission to the EDLR program but prior to approval will not be accepted for transfer.

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 can be transferred into the doctoral program, if they meet certain 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, he/she 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 course work. Plan independent study experiences wisely. Although an independent study may be planned to carry out preliminary work toward preparing a dissertation proposal prior to 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, be sure to 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 *EDLR Student Handbook* or consult the current *Graduate Catalog*: <http://catalog.seattleu.edu/>.

Candidacy

Students attain doctoral candidacy after passing the EDLR Comprehensive Exam Portfolio.

Comprehensive Exam Portfolio

The purpose of the comprehensive examination portfolio includes the following considerations: (a) demonstrate synthesis across ideas, content areas, and courses; (b) demonstrate specialization of knowledge within a particular domain; (c) demonstrate in-depth competency within program areas; (c) integrate content from program courses with professional/experiential knowledge; and (d) support initial work efforts toward the dissertation.

The primary purpose of the comprehensive examination is to provide faculty with an opportunity to examine doctoral students' ability to:

- a) fluently use foundation skills and knowledge;
- b) critically and clearly express ideas and knowledge in writing;
- c) demonstrate in-depth competency within program areas
- d) integrate content from program courses with professional/experiential knowledge;
- e) support initial work efforts toward the dissertation; .and
- f) critically synthesize current professional literature.

In addition, the comprehensive examination process permits students to organize and synthesize a broad array of historical and state of the art data and information. This integrated knowledge base should demonstrate the student's ability to produce scholarly thoughts and writings in his or her chosen specialty area as well as understand the broader professional, educational, political, and societal context of that specialty.

The comprehensive examination process culminates in the compilation of a Candidacy, or "Comps," comprehensive examination portfolio, with multiple deliverables, that has been designed to prepare students for successful completion of the Thematic Dissertation and Leadership Practice (TDiLP) process.

The comprehensive examination portfolio requires students to gather and present evidence that they have successfully completed each of five components that together make up the portfolio listed below. Except where specifically noted in these policies or previously approved, accomplishments or experiences substantially completed prior to initial enrollment in the EDLR program cannot be used to satisfy any of the portfolio components.

Comprehensive Examination Portfolio Components: Portfolio consists of five primary sections:

- Self-Assessment and Professional Development Plan
- Leadership and Research Competencies
- Multicultural, Diversity and Intercultural Competencies
- Social Justice Competencies
- Final Reflection

Each section requires the completion of specific activities as well as the submission of artifacts to demonstrate achievement of specific student learning outcomes. Although a student may begin work on his or her comprehensive exam portfolio at any time (for example, begin assembling a portfolio during the first year of graduate study), the student should have satisfactorily completed over 80% of the required course work prior to the submission of the comprehensive examination (typically during the Winter Quarter of the second year of the program). All comprehensive exam portfolios will be submitted via ***Via LiveText***

Student comprehensive exam portfolios will be independently reviewed and evaluated by faculty who make up the *Comprehensive Exam Committee*.

Comprehensive Exam Committee members complete their independent evaluation, sign the Comprehensive Examination Report form and report the outcome to the student within three weeks. Formal indication of "pass" or "no pass" is indicated by each faculty on the appropriate form. The reviewing faculty must sign a form indicating the student has satisfactorily completed the comprehensive examination. The portfolio documentation and the signed approval form must be kept and placed in the student's file.

If the Evaluation Committee determines that the student has not fulfilled the necessary requirements for any particular component of the portfolio, the student has failed that component and cannot pass the overall comprehensive examination portfolio.

Students must pass all content areas of the comprehensive examination. A student who does not pass the qualifying examinations may be suspended from the doctoral program, or upon the recommendation of the advisory committee, may be permitted to repeat the comprehensive examination **a maximum of one time**.

For any second resubmission, students can revise and resubmit their portfolio materials. Any specific portfolio components that were passed in the first doctoral comprehensive examination submission will be considered passed for the second doctoral comprehensive examination submission and not be evaluated again. Students will only be required to resubmit supporting materials (i.e., revised doctoral comprehensive examination submission form, revised supporting evidence) for the doctoral comprehensive examination component(s) they did not pass on a first attempt. Alternatively, students may opt to submit supporting materials for a specific doctoral comprehensive examination component that was not previously reviewed by the doctoral comprehensive examination evaluation committee but also satisfies the requirements and in this sense replaces the originally reviewed component.

Appeal Policy

The formal appeal to the Comprehensive Exam Process should be addressed in writing to the Program Director. Alternatively, the appeal 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 that lays out the grounds for the appeal, and any supporting documentation.

The appeal must be initiated within 30 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 session. 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. In order 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 prior to the exam's administration.

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

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 meetings of the appeals committee 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. Taking into account 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.

Appeal of the Program Director/Department Chair decision may be made in writing, with evidence and history provided to the Office of the Dean either by the student or by the faculty member(s) involved. If an appeal is made to the office of 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 on the basis of 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 Program Director/Department Chair.

Dissertation

The dissertation provides an opportunity for the student to demonstrate his/her 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 made 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 EDLR at SU requires a Thematic Dissertation in Leadership Practice (TDiLP) research component, requiring each student to conduct inquiry relevant to 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 EDLR 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 EDLR elements.

Dissertation Inquiry Supervisor

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

Section 7: Policies of Importance to EDLR 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 *EDLR Guide to Proposals and Dissertations*.

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

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

EDLR Guide to Proposals and Dissertations: <https://www.seattleu.edu/education/edlr/student-resources/>

Seattle University Academic Policies for Graduate Students

Please refer to the Seattle University 2018-2019 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 EDLR doctoral students are found on the pages that follow.

Specific EDLR Doctoral Program Policies

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/>

Annual Performance Evaluations

As a part of the EDLR annual assessment process and to enable students and their faculty advisors to monitor and provide feedback on student progress through the program, each student is required to prepare and submit a formal progress report each year. The faculty in the ELDR program will conduct a first quarter and annual reviews of each enrolled student in the doctoral program which includes 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, and research goals. Each student will meet with their assigned advisor to review and complete this evaluation on an annual basis. Based on the meeting and completion of this plan, all parties should have a clear understanding of what goals and milestones are to be met within the next academic year.

These reviews will take place after the first spring quarter of attendance, and thereafter in each subsequent spring quarter. Students will receive a formal review form from the program that provides an assessment of the student's progress—reflecting on coursework (but could also address attitude, behavior, and other areas as needed). If a student fails to meet the standards for satisfactory academic performance and or complete the annual review process as described above, the program will send a letter to the student via email with a copy to the faculty advisor, explaining they will be placed on academic warning or probation for the next quarter.

American Psychological Association Format for Papers

Formal papers submitted for all EDLR courses should follow the writing and documentation guidelines of the Publication Manual of the American Psychological Association (6th ed., 2009). 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 APA format. There are also several helpful websites with information about 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. It is expected that you will attend all classes and weekend seminars unless a verifiable emergency situation precludes attendance. Absences from class can result in lower grades, repetition of the course, and/or to students being dropped from the program. Students are responsible for contacting and consulting with EDLR 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.

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 to retreats scheduled for all EDLR core classes.

Class Times

EDLR Seminars meet during the weekend. An academic schedule for the next year of the program is distributed each year early in winter quarter. Most College of Education courses meet one night per week (Monday through Thursday), and are generally scheduled from 6:00 p.m. to 8:40 p.m. during the Fall, Winter and Spring terms. Summer class times may vary. Visit www.SUOnline.seattleu.edu for the most up-to-date information.

Commencement Requirements

The *Graduate Catalog* indicates: “Doctor of Education/Education Leadership (EDLR) 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 prior to 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 EDLR program requirements and meet the grade point standards for the EDLR degree program.
3. Have defended your dissertation successfully; have all required dissertation forms signed by all dissertation committee members and is on file in the EDLR program office.

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. Assistant Dean Brendon Taga serves as the ADA Coordinator and a resource for all faculty, staff, and students in the College of Education. He can be contacted at tagab@seattleu.edu. 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 your 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 Help Desk at 206-296-5571 or 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 and select "user account." Then, select "address change" to enter change of address, phone or new emergency contact information. In addition to submitting changes to your contact information on SUOnline, please inform the EDLR program office of any changes to your contact information as well.

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 part-time student. Program enrollment includes items such as continuing dissertation research, doctoral dissertation seminars, independent study, internships, and multi-quarter courses as well as 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 EDLR 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 EDLR Program Participation

An annual fee is required of all EDLR students during their first three years. 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. Additional fees are charged to students who continue beyond three years.

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 you must 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/>.

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.

Doctoral students must repeat any course when a C- grade or lower is received. 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, 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 prior to 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, including EDLR 5960. It is the responsibility of the student to request 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 the work completed. Note that the following deadlines are for faculty submission of grade changes. Work must be submitted to faculty prior to 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 following calendar year
Fall	November 15 of following calendar year
Winter	March 1 of following calendar year
Spring	May 1 of following calendar year

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

Q- Doctoral Courses: Q grades are given for incomplete dissertation credits (EDLR 6100 and EDLR 6110 and may extend beyond a year from the quarter in which the student has registered for the EDLR 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 in order 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 EDLR program office.

Graduation

Graduation and commencement do not mean the same thing. Graduation comes after the completion of 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 (EDLR) candidates must have completed all doctoral coursework, their TDiLP, have secured the signatures of their committee and the Inquiry Supervisor and have submitted the project/dissertation by May 1st 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 spring quarter unless the dissertation is signed off by the EDLR Inquiry Supervisor 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

Application for graduation must be made by the following deadlines:

Winter Quarter Graduation:	October 1 of year prior to graduation
Spring Quarter Graduation:	November 1 of year prior to graduation
Summer Quarter Graduation:	February 1 of year of graduation
Fall Quarter Graduation:	February 1 of 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. Prior to receiving your diploma, you may request that a letter be sent to you 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.

EDLR Program Commencement Verification Procedure

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

Procedure:

1. The Admissions Liaison 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 EDLR 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 Admissions Liaison will work with the EDLR Administrative Assistant to identify those students who are eligible. 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 15th or, in the event the 15th is on a weekend, the last working day prior to 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 are 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](#), the [EDLR Handbook](#), or contact the Affirmative Action officer or the Vice President for Student Development.

Leave of Absence

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

Program Assessment

The Educational 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 EDLR faculty yearly. Performance data are shared with educational leadership faculty at program meetings and with the EDLR Governance Committee quarterly. 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 program and COE faculty.

Program Dismissal

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-axis/academic-policies/>). The policy outlines bases 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 prior to 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 that can impact program dismissal include the Academic Integrity policy as 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 according to the registration periods outlined on at <https://www.seattleu.edu/advising/advising-procedures/registration/>. Students are responsible for registering, enrolling, and making changes their programs of study by published deadlines. If students fail to make certain through MySUOnline that their registration and enrollment are correctly recorded prior to end of instruction during the term and they later submit a retroactive petition, there is no guarantee that such a petition will be approved and there is significant likelihood it will be denied.

Repeating a Course

Students must repeat any doctoral course(s) when a C- grade or lower is received. 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 EDLR 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, EDLR 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 his/her continuance in the program:

- Student may be dismissed from the program with no opportunity to reapply.
- Student may reapply to the program and at the discretion of the EDLR program faculty, be allowed to return at the place he/she left off (picking up with a different cohort).
- Student may be allowed to continue with his/her original cohort members, and complete missed courses prior to 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 EDLR program; and (3) a dean's designee (typically an associate dean). In this petition, the student must include an explanation how earlier coursework remains current in the field.

If a student goes into a fourth year and/or beyond, enrollment in EDLR 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 EDLR faculty and the Dean of the College of Education. When requesting an extension beyond the allotted time, the students will need to demonstrate how earlier coursework remains current.

Student Complaint Process

In accordance with College of education policy (<https://www.seattleu.edu/education/student-resources-and-services/policies--forms>), a student should use the prescribed complaint process for student academic complaints against other students, 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/taking-classes-at-su/>), the Doctorate in Educational Leadership is NOT eligible for Seattle University's Tuition Remission (TR) program.