



Division of Urban Leadership  
and Policy Studies in Education  
(ULAPSIE)  
School of Education  
University of Missouri - Kansas City

**DOCTOR OF EDUCATION  
PK-12 Administration  
Degree Program**

**STUDENT HANDBOOK**

Spring 2010

(Updated November 2009)

University of Missouri-Kansas City  
5100 Rockhill Road  
Kansas City, Missouri 64110-2499  
816-235-2716

Welcome to the Ed.D. Program!

This handbook contains helpful information about the doctoral program requirements, program faculty, and UMKC. You will also find the policies and procedures which govern the program. Please remember however, that changes may be made to the program and/or policies and procedures. The most current version of the handbook is available online and students will be notified of any specific changes.

We are pleased you have chosen to be a part of this Ed.D. program. If I can ever be of any assistance to, feel free to contact me at (816) 235-1044 or our Administrative Assistant, Gina Sanders, at (816) 235-2716.

Loyce Caruthers, Ph.D.  
Ed.D. Program Coordinator  
Urban Leadership and Policy Studies in Education

## **Introduction**

The Doctorate in Educational Administration PreK-12 Degree is designed to deepen the content competencies and applied leadership skills of students following the completion of a masters or specialist degree (or equivalent) in the field of Education Administration. Coursework, structured through a cohort model for faculty and peer support, provides students with the knowledge, skills and dispositions necessary to exercise visionary leadership in diverse and dynamic environments, including urban settings. It stresses strategic planning, program evaluation, collaborative problem solving, interpersonal and inter-group functioning, technological proficiency and effective communication to assist public school leaders in addressing current and future educational challenges. The Ed. D. degree also includes courses in business administration and public administration, which emphasize the development of critical skills for professional success - interpersonal skills, group dynamics, negotiations, collaboration, systems thinking and managing change.

The degree program allows students to pursue educational leadership careers in elementary, middle level and secondary school settings as well as in central office administration. Its basic intention is to allow candidates to combine work on the degree with performance on the job. The problem based learning approach of the program emphasizes identifying and developing solutions to real life problems that occur in school settings, in particularly, urban environments.

Students complete an Applied Dissertation Project which incorporates theory and critical analysis to address issues and practices arising in the public arena. Research will reflect application skills in the student's chosen field of study. The Applied Dissertation Project is presented in a public setting selected by the student. The research requirements of the program give students the choice of a qualitative or quantitative strand of study.

The Doctorate in Educational Administration PreK-12 Degree consists of 42 hours of required course, a comprehensive exam, and the Applied Dissertation Project. The cohort model allows students to complete required course work in the first six semesters of study; the Applied Dissertation Project must be completed the following three semesters. The entire degree program is designed to be completed in three years.

The UMKC Ed.D. degree program in PK-12 Administration has been fully accredited by the Department of Elementary and Secondary Education for the state of Missouri and is based upon the Standards of the Interstate Leadership Licensure Consortium (ISLLC, Appendix B).

## **Mission of ULAPSIE**

The mission of the University of Missouri-Kansas City School of Education Division of Urban Leadership and Policy Studies in Education (ULAPSIE) is to prepare and professionally advance educational leaders who are in the fields of K-12 and higher education. As we engage in this mission, we are driven by the following conceptual assets designed to:

- foster learning, listening, reflection, and renewal;
- promote diversity, equity, and social justice;
- emphasize critical inquiry, dialogue, effective communication and the importance of positive human relationships;
- enhance the capacity of individuals to be education entrepreneurs and leaders of organizations, which reflect state-of-the-art practices and traditions;
- create meaningful educational processes and experiences;
- develop transformational/constructivist leaders;
- create democratic educational arenas; and
- use technology for enhancing educational experiences and practice

## **Ed.D. Program Goals**

- Deepening of student's understanding and practice of educational administration in relation to organizational growth and student growth and achievement.
- Application of educational administrative theory and coursework in the public arena.
- Application of skills of research in candidate's chosen field of study.
- Further development of the knowledge, skills, and dispositions necessary to exercise visionary leadership in diverse and dynamic environments, including urban settings.

## Program Basics

### **Important Offices**

A complete listing of ULAPSIE graduate faculty including office location, email address and phone number, can be found in this handbook and on the ULAPSIE website. The Educational Doctorate in P-12 Administration is administratively housed in the School of Education's Division of Urban Leadership & Policy Studies in Education. The division office is in Suite 328 in the School of Education building on the Volker Campus, 615 E. 52<sup>nd</sup> Street. The office contact number is (816) 235-2716. Select program materials can be obtained through this office and items to be included in your program file should be left with the administrative assistant in this office.

The School of Graduate Studies is located in the Administration Building at 5115 Oak Street #340.  
(816/235-6281)

The Social Sciences Institutional Review Board (SSIRB) is located at 5319 Rockhill Road.  
(816/235-1767)

### **Communication Within the Program**

Please make sure that the ULAPSIE office and university have your correct home address and phone number. We will periodically send out requests for updates, but it is very helpful if you notify the division *as well as* the university (via Pathway) when your contact information changes.

All email communications with university faculty and staff must be made using your UMKC email account. This is also the method the university, division and faculty will use when communicating to students.

### **Continuous Graduate Enrollment**

Students are required to enroll full-time in the program, defined as a minimum of 6 hours per semester. Students who wish to enroll for less than 6 hours must inform their advisor prior to enrolling.

If at ANY time a student is still active in the program but have no further coursework to complete, he/she must enroll in at least one hour of continuing graduate enrollment (EDUL 5696) to remain in good standing with the university. Failure to do so may jeopardize completion of the degree.

## **Admissions Policies and Procedures**

Applications for the spring 2010 semester must be completed and received by October 10, 2009. Application materials must be submitted to two separate offices on campus: 1) The UMKC Admissions Office, AND 2) The Urban Leadership & Policy Studies in Education office.

### **Materials to be sent to the UMKC Admissions Office**

- UMKC Application for Admission\* (online at <http://www.umkc.edu/admissions/>)
- Application Fee
- Official Transcripts from all post-secondary institutions
- Official GRE scores sent directly from ETS

Please submit the UMKC Admissions Office materials to:

UMKC Office of Admissions  
University of Missouri – Kansas City  
5115 Oak, Room 120  
Kansas City, MO 64110-2499

### **Materials to be sent to the ULAPSIE Doctoral Admission Committee**

- Curriculum Vita/Resume
  - Personal Information (address, phone, e-mail)
  - Employment history
  - Educational background
  - Relevant research experiences
  - Relevant volunteer work
  - Honors or awards
  - Membership/Leadership in professional organizations
  - Presentations and publications
- Four letters of recommendation from raters who know you professionally or in academic settings (They cannot be friends or relatives)
  - Evaluators should address your suitability for doctoral level studies, interpersonal skills and other information relating to your professional or academic performance.
  - Letters of recommendation should be on official letterhead.
  - Evaluators should enclose their letters of recommendation in an envelope and sign their names across the back of the envelope.
  - All letters should be collected by the applicant and submitted with all other application materials.
- Personal statement
  - Submit a concise (two to three pages) statement concerning the following:
    - Your professional goals and interest and how the doctorate degree will result in achieving these goals.
    - Your research knowledge, experience, and interest.

- Academic writing sample reflecting a high proficiency in academic writing.
  - The sample may be a previous course paper, a chapter from a thesis, a published article, etc. Please send copies as documents will not be returned.
- Photocopy of the UMKC Application for Admission
- Photocopy of transcripts
- Photocopy of GRE score report issued by the ETS

Please submit the Urban Leadership & Policy Studies in Education Admissions materials to:

Educational Doctorate Admissions Committee  
 ULAPSIE  
 328 Education Building  
 University of Missouri – Kansas City  
 Kansas City, MO 64110

**Admission Criteria**

The EdD in P-12 Administration program accepts masters level or education specialist level applicants. Approximately fifteen to eighteen students are admitted to the program each cohort cycle.

*Recommended minimums for applicants*

- The completion of a Master's degree in Education Administration.
- Graduate GPA of 3.65 or above.
- Completion of the Graduate Records Examination (GRE) within the last 5 years.
- Successful completion of 3 hours or equivalent of *Statistical Methods 1(EDRP 505)* and 3 hours or equivalent of *Principles and Methods of Research (EDRP 508)*, each with a grade of B or higher.

**Conditional Admission**

Students admitted conditionally to the program must satisfy all admission requirements prior to the start of their third semester of coursework. This is typically the fall semester of the following academic year. Failure to satisfy requirements will result in the student being dropped from the program.

*In making admission decisions, the ULAPSIE does not discriminate against anyone on the basis of race, gender, ethnicity, sexual orientation, age, religion, nationality, or physical disability and appearance.*

## Program of Study for cohort group beginning Spring 2010

<b>Spring Semester - January 2010</b>			
<b>Course Number</b>	<b>Class Title</b>	<b>Professor</b>	<b>Class Location</b>
EDUL 5589	Special Topics in Educational Leadership	TBA	Northland
EDUL 5616	Analysis of Educational Theory Formation	Dr. Sue Thompson	Northland

<b>Summer Semester - June 2010</b>			
<b>Course Number</b>	<b>Class Title</b>	<b>Professor</b>	<b>Class Location</b>
EDUL 5660	Effective Practices: Media, Government & Public Communication	Dr. Marie McCarther	Northland - alternative schedule
EDRP 5625	Program Evaluation for Education & Social Sciences	Dr. Loyce Caruthers	Volker - alternative schedule

<b>Fall Semester - August 2010</b>			
<b>Course Number</b>	<b>Class Title</b>	<b>Professor</b>	<b>Class Location</b>
EDUL 5589OB	Organizational Behavior	TBA	Volker
EDRP 5615	Qualitative Research Theory & Design Educational Setting	Dr. Loyce Caruthers	Volker
-or-			
EDRP 5608	Introduction to Graduate Research	TBA	Volker

<b>Spring Semester - January 2011</b>			
<b>Course Number</b>	<b>Class Title</b>	<b>Professor</b>	<b>Class Location</b>
EDUL 5589HR	Human Resources	TBA	Northland
EDRP 5616	Research in Education Administration: Qualitative Data Collection & Analysis	Dr. Loyce Caruthers	Northland
-or-			
SOC 5516	Intermediate Statistics	Dr. Alex Holsinger	Volker

**Assessment 1 - At the completion of 24 credit hours - (in progress) Applied Dissertation Project Proposal Presented to Doctoral Committee**

<b>Summer Semester - June 2011</b>			
<b>Course Number</b>	<b>Class Title</b>	<b>Professor</b>	<b>Class Location</b>
EDUL 5523	Administrative Roles for Instructional Leadership	Dr. S. Marie McCarther	Volker/Online
EDCI 5620	Seminar in Theories Related to Curriculum	TBA	Volker

<b>Fall Semester – August 2011</b>			
<b>Course Number</b>	<b>Class Title</b>	<b>Professor</b>	<b>Class Location</b>
EDUL 5685	Problems and Issues in Education & Urban Leadership	Dr. Sue Thompson	Northland
EDUL 5696	Guided Literature Review (3 dissertation hours)	Committee Chair	Northland

**Assessment 2 - Written/Oral Comprehensive Exam - January, 2012**

<b>Spring Semester - January 2012</b>			
<b>Course Number</b>	<b>Class Title</b>	<b>Professor</b>	<b>Class Location</b>
EDUL 5696**	Applied Dissertation Project (6 hours)	Advisor	Northland

\*\*Then 1 hour of continuous enrollment in EDUL 5696 until completion of degree

**Assessment 3 - Presentation of Applied Dissertation Project to Doctoral Committee**

**Assessment 4 - Presentation of Applied Dissertation Project in a Public Form with Committee Chair present  
Addendum - Reflection/Results of Public Presentation**

## Filing a Program of Study

The program of study is your contract with the university specifying what coursework you will complete for your degree. An official program of study form can be obtained through your advisor or the division office in the School of Education. In consultation with your advisor, your program must be submitted to the ULAPSIE faculty by **May** of your first semester in the program.

A program of study checklist (see Program of Study for cohort group – January 2010) should be attached to the program, as well as any coursework waivers you have obtained. All courses that you are required to complete in the program are listed on the program of study except waived courses and electives. Once the ULAPSIE faculty has approved your program, it will be approved by the University, and a copy will be sent to your address of record.

## Policy on Student Conduct

School leaders interact with faculty, staff, students, and parents often in most difficult situations. Consequently, school leaders must be exemplary in their conduct and must display good judgment. School leaders are expected to conduct themselves in a professional manner as practitioners, students, and citizens. Any behavior that violates the ISLLC (Interstate School Leaders Licensure Consortium) standards (i.e., professional ethics), (See Appendix B), campus regulations (UMKC Graduate Catalog), or local, state, or federal laws will be cause for the program faculty to consider whether the student involved should be allowed to continue in the program. More details about student evaluation are found in the program's Academic Assessment Policy (Appendix A).

**All graduate students are governed by the graduate policies found in the UMKC general catalog at [www.umkc.edu/catalog](http://www.umkc.edu/catalog).**

## Applied Dissertation Project

The Doctorate of Education in Educational Administration PreK-12 consists of 33 hours of required coursework and 9 hours of an Applied Dissertation Project. While the traditional dissertation is interdisciplinary at UMKC and may be guided more by theory than practice, the Applied Dissertation Project consists of the application of theory and coursework to address contemporary issues and problems confronting school leaders. This study must meet the following requirements:

- Contain a problem grounded in a policy dilemma, purpose and goals, research questions and/or hypothesis, theoretical framework, literature review, research design, and limitations.
- Presented in a real policy setting with policy implications and recommendations with Faculty Advisor and committee members present.
- Final sign off of successful completion of study/project by committee members

### **Doctoral Program Committee**

Your doctoral committee will be composed of four members. The Chair of your committee will be assigned to you upon acceptance into the program. The Chair must be member of the UMKC Doctoral faculty. You may then select three additional members of your committee forming a Doctoral Committee. One of the three members may be someone from outside of UMKC, however this individual must meet the qualifications for UMKC Doctoral Faculty. These requirements can be found on the School of Graduate Studies website (<http://sgs.umkc.edu/facapply>). Your doctoral committee supervises your dissertation research. Three meetings are held over the course of your program process: the proposal, oral comprehensive examinations, and final presentation of your project. Your major advisor is the chairperson of your committee.

Other tips in forming a committee are:

1. Ask advanced students in the program about their experiences in this area. They are always willing to share their expertise--and mistakes.
2. Choose professors who share your research interests.
3. Ask professors about others with whom they prefer to work on doctoral committees.
4. Remember that you can change your committee at any time.

### **Student Evaluation**

Once students have been admitted to the Ed.D. degree program, it is important that they progress through the program at a reasonable pace. Most candidates are expected to finish the program in three (3) years. Also, it is equally important that students be given periodic evaluations of their progress. If students fail to make appropriate progress, they may be dismissed from the program. (See Appendix A.)

### **Proposal for Applied Dissertation Project (Assessment 1)**

#### **-After completion of first 24 credit hours-**

Unless specified otherwise by a student's doctoral committee, students will have the opportunity for only one revision of the proposal for the Applied Dissertation Project (as submitted to the doctoral committee for a summative review). If a student's revised draft is deemed by her or his doctoral committee to be unsatisfactory, he or she will be dismissed from the Ed.D. program. Moreover, in the case of required revisions, students will be expected to adhere to any timetable set by their supervisory committees in consultation with them. If a student fails to meet a deadline for revision without compelling reason (primarily defined as serious illness or emergency; work circumstances may not qualify as compelling reason), he or she will be dismissed from the program. See Appendix A for specifics on student assessment policy.

## **Comprehensive Exams (Assessment 2)**

### **-After completion of all required coursework -**

The comprehensive examinations are designed to determine whether students have acquired and assimilated the coursework and experiences in the Educational Administration Program at a level appropriate to the Ed.D. All coursework must be completed before taking the comprehensive examinations. Upon completion of the coursework, the cohort group will take the exam at the same time. If a student has not completed the coursework with the cohort group, the student must arrange a time to sit for the Comprehensive Examinations with the committee chair. Examinations are constructed by a Comprehensive Examination Committee in collaboration with the student's Doctoral Committee.

Comprehensive examinations are more than a series of final course examinations; specifically, they are a culminating experience that allows students the opportunity to integrate and apply their knowledge to the types of problems and issues confronted by administrators, teachers, parents, and students in school settings.

### **Examination Format**

Questions will be posed to all students in (4) areas: Leadership and Democratic Schools, Social, Cultural, and the Political Context of Schools, Instructional Leaderships, and the Applied Dissertation Project. Students will be given the exam questions to take home, use any resources necessary, and return their final answer within 1 week (7 days). Students must do their own work and are not allowed to collaborate with anyone on the exams.

### **Administration Timeline of Comprehensive Exams**

1. The Comprehensive Exams will be administered in January. The examination time will be arranged by the Comprehensive Examination Committee in collaboration with the student's Doctoral Committee.
2. Students will receive their scores on comprehensive exams, normally, within one month of the third day of the exams (Early February).
3. Students who fail one area will retake (remediate) that area, normally one month after the results are announced (early March).
4. Results from retakes will be available to students around March 15.

### **Scoring of Comprehensive Exams**

Three of the four areas will reviewed by three faculty members of the Comprehensive Examination Committee and the fourth area, Applied Dissertation Project, scored by the student's committee chair and a qualitative or quantitative faculty member (based on the student's research paradigm). Prior to reading any exam, the raters will develop criteria for evaluating answers. If the scores submitted by three raters do not agree on whether the exam is a "pass" or a "fail" and the raters are unable to come to agreement following deliberation, then a fourth rater (the student's Committee Chair) will be asked to judge the answer using the criterion developed by the three raters. The score provided by the Committee Chair will be submitted to the Comprehensive Examination Committee who will make the final determination of "pass or fail."

The same procedure will be used by the two raters of the Applied Dissertation Project. If the scores submitted by the two raters do not agree on whether the exam is a "pass" or a "fail" and the raters are unable to come to agreement following deliberation, then a third rater (one of the three faculty members of the Comprehensive Examination Committee) will be asked to judge the answer using the criterion developed by the two raters. The score provided by the this individual will be submitted to the full Comprehensive Examination Committee who will make the final determination of "pass or fail."

Questions will be scored by raters using the following 4-point scale.

3: Exceeds expectations/Pass

2: Meets expectations/Pass

1: Several Deficiencies/Fail

0: Many Deficiencies/Fail

If a student fails one or two areas, s/he will be able to remediate the exam approximately one month after s/he receives the results. The remediation plan is at the discretion of the committee, and will be developed based on the students' initial responses. For example, if raters agreed that the answer was completely deficient (i.e., all raters assigned scores of 0), then the student may be asked to address a completely different question. Or, if the answer was marginal (i.e., all raters assigned scores of 1), the committee might have the student address specific deficiencies in her/his answer.

See Appendix A for policy on student assessment.

#### First Administration Procedure

1. If student passes 4 areas ( a score of 2 or 3 in each area), they have passed the exam.
2. If a student fails 3 or 4 areas during the first administration (score of 0 or 1), they have failed the administration and will be dismissed from the Ed.D. program.
3. If a student passes 2 of the 4 areas (score of 2 or 3) they may remediate the failed areas (score of 0 or 1) during the month of September.

#### Remediation Procedure

1. If a student is successful on the remediation in September, they have passed the exam.
2. If a student is not successful on the remediated portion of the previously failed area in September, they have failed the Exam and are dismissed from the Ed.D. program.

### **Assessment 3 - Presentation of Applied Dissertation Project to Committee**

Unless specified otherwise by a student's doctoral committee, students will have the opportunity for only one revision for the Applied Dissertation Project (as submitted to the doctoral committee for a summative review). If a student's revised draft is deemed by her or his doctoral committee to be unsatisfactory, he or she will be dismissed from the Ed.D. program. Moreover, in the case of required revisions, students will be expected to adhere to any timetable set by their supervisory committees in consultation with them. If a student fails to meet a deadline for revision without compelling reason (primarily defined as serious illness or emergency; work circumstances may not qualify as compelling reason), he or she will be dismissed from the program. See Appendix A for policy on student assessment.

### **Assessment 4 - Presentation of Applied Dissertation Project in a Public Form with Committee Chair present Addendum - Reflection/Results of Public Presentation**

## Program Faculty and Committee Members Contact Information

Name	Contact Information	Office #	Position Title	Ed.D/ Ph.D. Received	Research Interests
Butner, Bonita	Phone: 235-2325 Email : butnerb@umkc.edu	ED 332	Associate Professor	University of Missouri, Columbia	Historical aspects of education; Student affairs; Minority students
Caruthers, Loyce	Phone: 235-1044 Email : caruthersl@umkc.edu	ED 334	Assistant Professor	University of Missouri-Kansas City	Race, Class, Gender/ Social Content of Schools
Davis, Donna	Phone: 235-5956 Email: davisdon@umkc.edu	ED 342	Associate Professor	University of Kansas	Desegregation, History of Urban Education
Friend, Jennifer	Phone: 235-2550 Email : friendji@umkc.edu	ED 330	Assistant Professor	University of Missouri-Kansas City	Social Justice Legality; Gender; Finance; English Language Learners
Jacob, Arthur (Gus)	Phone: 235-2454 Email : jacoba@umkc.edu	ED 331	Clinical Assistant Professor	University of Kansas	Principal development leadership
Leachman, Rob	Phone:235-6633 Email: leachmanr@umkc.edu	NX 701	Director Northland	University of Missouri, Columbia	Leadership and Ed Admin; Suburban district growth
McCarther, S. Marie	Phone: 235-2451 Email: mccarthers@umkc.edu	ED 340	Assistant Professor	University of Cincinnati	Leadership and Ed Admin; Leadership dimensions in diversity access and equity; Instructional Leadership
Smith, Dianne	Phone: 235-2458 Email : smithdia@umkc.edu	ED 334	Department Chair, ULAPSIE	Miami University, Ohio	Curriculum Theory, Cultural Foundations
Thompson, Sue	Phone: 235-2445 Email : thompsonsc@umkc.edu	ED 341	Associate Professor	University of Missouri-Kansas City	Leadership-school/ district re-culturing
Underwood, Ed	Phone: 235-2476 Email : underwoode@umkc.edu	ED 245	Director, Institute of Urban Education	University of Cincinnati	Foundations in Urban Education

## **Appendix A: Ed.D. Student Academic Assessment Policy**

The academic assessment of a student in the Division of Urban Leadership and Policy Studies in Education (ULAPSIE) is a significant event for both the student and the program faculty. It represents an evaluation by the faculty of student competency in academic or administrative skills, or in other critical areas of professional conduct.

At any point during the student's matriculation through the program, the faculty retains the right to review any student behavior that may affect the welfare of the student or others. Such a review may result in the student not being permitted to continue in the program or in practice courses. The following are offered as examples of behaviors that are the basis for evaluation of student progress:

1. Failure to maintain academic standards (e.g., 3.0 minimum grade point average).
2. Academic dishonesty (e.g., cheating, plagiarism).
3. Unethical or unprofessional behavior.
4. Behaviors that obstruct the leadership process and/or threaten the welfare of the student or others (e.g., active substance abuse).
5. Failure to comply with established University or Program timetables and requirements (e.g., failure to meet time limits for completion of degree program).
6. Consideration may be given to other circumstances as they arise.

### Additional Procedures for Evaluation of Ed.D. Students

To protect student interests as well as the rights of faculty to uphold the academic and professional standards of the doctoral program, the following steps will be taken as part of the academic review process separate from the yearly evaluation procedure.

1. If a concern about student behavior or performance develops within the context of a course, the course instructor and/or field supervisor documents concerns. The instructor meets with the student to outline deficiencies and establish a remedial course of action (if appropriate). Chronological time frames may be established to evaluate performance. Others (i.e., program faculty or professionals and agents outside the university) who have university-related concerns about a student outside of the context of a course may communicate their concerns directly to the Department chair of the ULAPSIE Division. (Such discussions are governed by the Family Educational Rights and Privacy Act.)
2. When the instructor(s) has made a reasonable determination with adequate documentation that a pattern of severity of problem exists that warrants additional action beyond that already taken, the instructor will communicate the concerns, actions taken and their outcomes to the Division Chair.

3. The student will be informed in writing by the Division Chair of the concerns and a hearing will be set with the program faculty (at least three faculty must be present) and the student. The faculty advisor will present the scenario(s), the student will have a right to respond to the allegations. The student may bring another person of support to the hearing but will need to sign a FERPA release to authorize the person to be present. (This individual may not speak on behalf of the student.) The student will receive copies of all written documentation related to the allegations in advance of the hearing. This hearing will determine whether the student will be allowed to continue in the program.
4. The program faculty will notify the student in writing the outcome of the hearing and make a recommendation to the Dean.
5. The student has a right to appeal the decision of the program faculty and must notify the Dean in writing within ten business days of the faculty decision. Another hearing will take place between the student and the Dean or his/her designee. The Dean reviews the recommendation and conveys a decision to the respective faculty group, the student, and to the registrar, who then notifies the student of the action.
6. Students who have been declared ineligible due to unsatisfactory progress or performance may appeal such decisions to the dean of the School of Graduate Studies, as designee of the chancellor. This appeal must be made in writing within 14 consecutive days after receipt of the registrar's notification to the student of the decision. The dean of the School of Graduate Studies will review the full record of the case and the appeal document.
7. The decision of the graduate dean, as the chancellor's designated representative in such cases, is final and will be communicated in writing to the student; the graduate faculty review group(s); the academic dean; and the registrar.

## **Appendix B: Interstate School Leaders Licensure Consortium (ISLLC) Standards**

Standard 1: **Facilitating the Vision:** A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: **School Culture and Instructional Program:** A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: **Managing the Organization:** A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: **Collaboration and Community Engagement:** A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing the community resources.

Standard 5: **Ethics and Integrity:** A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: **Understanding Publics:** A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

## Appendix C: School of Education Grade Appeal Procedure

The grade appeal procedure in the School of education is designed to assure students an orderly process for appeal and review of allegedly capricious assignment of grades and to assure instructors of their responsibility and authority for evaluation of student performance established for each course in which they are enrolled.

The School of Education grade appeal procedure is available only for review of allegedly capricious grading and not for review of course academic standards or the judgment of instructors in assessing the quality of students' work.

Capricious grading, as that term is used here, consists only of any of the following:

1. The assignment of a grade to a particular student on some basis other than the performance in the course;
2. The assignment of a grade to a particular student by imposing more exacting or demanding standards than were applied to other students in the course (Note: this does not preclude instructors from setting more demanding standards for those taking undergraduate level courses for graduate credit);
3. The assignment of a grade by a substantial departure from the instructor's previously announced standards.

In general, students are encouraged to discuss any academic matter informally with their instructors, with division chairpersons, or with the academic dean.

The following procedure should be initiated only when the student believes the course grade was capriciously assigned, and after the results of informal consultation are considered unsatisfactory. This appeal procedure must be initiated within six weeks after the start of the next regular semester or term. Once the appeal process is initiated, every effort should be taken to assure that both the student and faculty member are apprised of the appeal process and that step is pursued in a timely fashion. This process must be completed within one semester following the term in which the appeal was initiated. Additional time may be required in the event a faculty member is on leave or a non-regular faculty member is involved.

**Step 1:** Students should discuss a course grade which they consider capricious first with the instructor of the course. If anyone other than that instructor is first approached, the student should be referred to that instructor unless there are compelling reasons to the contrary. In the latter instance, the student should be referred to the chairperson of that division. If a grade appeal is made against a division chairperson, then the senior member of the division would assume the role of chairperson for the purposes of the appeal.

**Step 2:** If the matter cannot be resolved by consultation with the faculty member in a reasonable length of time (non longer than 45 days), the student should confer with the appropriate divisional chairperson and present in writing all applicable facts and allegations. The chairperson must notify the faculty member in writing of the complaint and provide the faculty member with a copy of the student's written statement. The faculty member will provide the chairperson with a written explanation of the disputed grade. The chairperson will review the case and render a written decision to both the student and faculty member.

**Step 3:** If either the student or faculty member is dissatisfied with the chairperson's decision, one or both can make a written appeal to the Dean.

The Dean may render a decision or may refer the appeal to the Grievance Committee for review and for a recommendation. The outcome will be communicated to the student, chairperson, and the faculty member involved.

**Step 4:** If the matter is not resolved within the School of Education, the campus procedure (UMKC Procedure for the Appeal of Grades, available on page 457 in the General Catalog) will apply and the student may appeal to the Chancellor or his/her designated representative. The appeal must be made within ten (10) calendar days after notification of the decision of the Dean.

## **Appendix D: Financial Assistance**

### Fellowships and Research Support

The School of Graduate Studies offers a number of fellowships in a yearly competition. These are (a) the Chancellor's Doctoral Fellowship (b) McNair Doctoral Fellowships, (c) Preparing Future Faculty Fellowships, (d) Minority Doctoral Fellowship, and (e) Distinguished Dissertation fellowships. Deadlines for application range from early February to the end of April each year. More information can be obtained by calling Graduate Studies at 235-1161 or through the UMKC website([www.umkc.edu/sgs](http://www.umkc.edu/sgs)).

### Graduate Teaching and Research Assistantships

Financial support for graduate students at the University of Missouri-Kansas City is primarily provided through the academic unit in which the student is enrolled. This support may be in the form of a Graduate Teaching Assistantship (GTA), a Graduate Research Assistantship (GRA). These positions include some tuition and a monthly stipend, and require a 20 hour commitment during normal office hours. Students interested in being considered for such support should contact the administrative assistant for information on application procedures and deadlines.

### Other Sources

The UMKC Women's Council awards Graduate Assistance Fellowships to female graduate students on a yearly basis. This award may be used to support research, travel, and other academic expenses. Deadlines are usually early February and applications are submitted directly to the Women's Council via the internet.

Travel to professional conferences can be funded by several sources if you are presenting a paper. The university's Division of Graduate Studies has student travel money, but it must be matched by the School of Education. First, submit a letter to the School of Education Student Council. Once you have received a reply, you can apply to the School of Graduate Studies or the Student Government Association. Graduate Studies offers approximately 20 travel grants per academic year of \$200 each. More information on these awards can be found at [www.umkc.edu/sgs](http://www.umkc.edu/sgs).

For all awards, you should start the application process early (minimum of 6 weeks before travel) and save all receipts and other documentation for reimbursement.

## **Appendix E: Other UMKC policy websites**

UMKC Guidelines on Sex Discrimination, Sexual Harassment, and Discrimination on the Basis of Religion or National Origin

See website: <http://web1.umkc.edu/umkc/catalog-grad/pdf/policy.pdf>

Guidelines on Discrimination on the Basis of Religion or National Origin

See website: <http://web1.umkc.edu/umkc/catalog-grad/html/append/policy/0200.html>

Guidelines on Sexual Harassment

See website: <http://web1.umkc.edu/umkc/catalog-grad/html/append/policy/0220.html>

390.010 DISCRIMINATION GRIEVANCE PROCEDURE FOR STUDENTS

See website: <http://web1.umkc.edu/umkc/catalog-grad/html/append/policy/0260.html>