

Educational Leadership and Policy Studies

**Program Progress Review for Ed.D. Students**

This statement outlines requirements to assist doctoral students and advisors in planning for two formal reviews of program progress.

**First Progress Review and Report**

The first review for an Ed.D. student follows an appraisal of strengths and areas for growth. **The student initiates the process with the advisor following completion of Doctoral Core I (ELPS 751).** The student prepares a statement of professional and program goals, strengths, and areas for growth as a basis for a discussion with the advisor. The advisor then brings the statement to the Educational Leadership program faculty for review of the student's progress. If this process is not initiated by April 1 following Doctoral Core I and/or completed by the end of Doctoral Core II (ELPS 752), then the advisor will initiate a review of the student's progress by the faculty.

Following the faculty discussion, the advisor writes a report which provides specific feedback to students regarding demonstrated strengths, recommended or required areas of improvement, and progress toward formation of the program committee. Where changes or improvements are expected in performance or professional conduct, well defined time-frames and deadlines will be included. This report is signed by the advisor and Program Coordinator and forwarded to the Graduate School. The report notifies the student and the Graduate School of the Division's recommendation to (1) encourage the student to continue in the program, (2) discourage the student from continuing, or (3) terminate doctoral study.

**Second Progress Review and Report**

The second review of doctoral student progress follows completion of 24 semester hours, including Doctoral Core II (ELPS 752). The student initiates the process through the advisor by preparing an assessment of progress on the program of study, progress made in performance and/or conduct, if any, specified in the first review report, and additional areas of strength or for improvement. The advisor may bring this review before the faculty for discussion, particularly if there is consideration for program termination.

A report is prepared for the student and Graduate School to specify areas of strength, areas for improvement, if any, and associated time-frames for needed improvement. This report is signed by the advisor and Program Coordinator and forwarded to the Graduate School. Comprehensive examinations may not be scheduled until this second report is filed with the Graduate School.

The student will work with the advisor to resolve any areas for improvement as specified in the second report. Written comprehensive examinations may not be scheduled until a report is made by the advisor and Program Coordinator to the Graduate School specifying that satisfactory improvements have been made.