

Educational Leadership and Policy Studies

Program Progress Review for Ed.D. Students**First Progress Review and Report**

The student initiates the process with the advisor following completion of Doctoral Core II (ELPS 752). The student prepares a statement discussing the following points and submitting it to the advisor:

- (1) professional and program goals
- (2) strengths
- (3) areas for growth

The advisor then brings the statement from the student to the Educational Leadership and Policy Studies program faculty, and then, based on the student's input and ELPS faculty discussion, the advisor prepares a progress report responding to the student's statement and faculty observations of strengths and areas for growth as the student moves into the second year of the doctoral program. 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 forwarded to the Graduate School and CEBS Dean's office. The report notifies the student and the Graduate School of the ELPS program 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 or when a student begins forming a dissertation committee and planning for the written comprehensive exam. The student initiates the process by preparing an assessment of the following points and submitting it to the advisor:

- (1) progress on the program of study
- (2) progress made in performance and/or conduct, if any, specified in the first review report
- (3) additional areas of strength or for improvement

The advisor may bring this review before the faculty for discussion, particularly if there is consideration of program termination. The advisor prepares a progress report 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 forwarded to the Graduate School and CEBS Dean's office. Comprehensive examinations may not be scheduled until the second report is filed with the Graduate School and reflects satisfactory progress in demonstrated knowledge and skills (content, research, and writing ability) necessary for successful completion of the comprehensive exam.