# Doctor in Career and Technical Education Leadership (Ed.D.)

## University of Wisconsin-Stout

STUDENT HANDBOOK

C1: Inaugural | C2: Pioneer | C3: Alliance | C4: Convergence
C5: Quint | C6: Collective | C7: Assent | C8: Survivor | C9: Driven | C10: TBD

Doctor of Education in
Career and Technical Education Leadership
(Ed.D. CTEL)

UNIVERSITY OF WISCONSIN
STOUT
WISCONSIN'S POLYTECHNIC UNIVERSITY

# Table of Contents

# Welcome to the University of Wisconsin-Stout

The University of Wisconsin-Stout (UW-Stout) is a comprehensive, career-focused polytechnic university where students, faculty, and staff use applied learning, scientific theory, and research to solve real-world problems, grow the state's economy, and serve society. UW-Stout has a long and rich history of providing a distinctive array of programs that produce graduates who are prized in the marketplace. Year in and year out, well over 90 percent of our students are employed within one year after graduation, and most of them work in their field of study.

Although students come to UW-Stout for myriad reasons, they all benefit from our active, innovative, and technology-rich environment. Our applied learning approach combines theory and practice to fully engage students in learning, and we constantly gauge and respond to the new demands of business, industry, and society. This ensures that our graduates are well-positioned for the marketplace. UW-Stout offers 24 accredited graduate programs and 50 undergraduate programs: Together serving over 9,000 students each year. UW-Stout is located in Menomonie, Wisconsin, just 60 miles east of St. Paul/Minneapolis, Minnesota.

## Career and Technical Education Leadership

UW-Stout has provided leadership for the field of Career and Technical Education (CTE) since federal funding was made available for teacher training in Vocational Education. Since 1918, UW-Stout has been a pioneer in preparing quality instructors for career and technical education with the B.S. in Vocational Education, and now the B.S. in Career and Technical Education and Training. In 1936, a Master of Science (M.S.) degree in Vocational Education was launched (renamed in 2000 to Career and Technical Education) and has over 2000 graduates to date. An Education Specialist (Ed.S.) degree in Industrial/Vocational Education was developed in 1968 to serve technical college instructors and administrators with a course of study and program recognized as a terminal degree within the technical college system. To date, UW-Stout has awarded about 200 Education Specialist degrees in Vocational/Industrial Education. The Education Specialist degree has been retired with the advent of the Doctorate in Education (Ed.D.) in 2013.

Recognized nationally and internationally, UW-Stout's CTE programs attract students from across the country and around the world. These programs prepare instructors and leaders for secondary and postsecondary settings such as high schools, community colleges, public and private technical colleges, and industrial training programs. Graduates train and retrain adult workers in the critical skills needed in society's rapidly changing world.

## Ed.D. vs. Ph.D.

The Ed.D. (Doctor of Education) is focused on education practitioners and leaders aiming to identify and solve complex problems in education. In comparison, a Ph.D. (Doctor of Philosophy) aims to prepare scholars and professional researchers to contribute to new knowledge. The pragmatic Ed.D. focuses on developing thoughtful and responsive leaders through advanced knowledge and practice contribution. The Ed.D. is the terminal degree for those seeking to lead, administer, and manage educational institutions and programs. Its courses are thematic, reflective, and applicable to the field of practice in Career and Technical Education. Research spans the breadth of quantitative, qualitative, and mixed methods. Research outcomes embrace theory to drive knowledge and practice in Career and Technical Education. The dissertation results in data-informed findings, discussion, and recommendations intent on decision-making and advancement for influencing practice in the field.

**Doctor of Education in Career and Technical Education Leadership Program**

The Educational Doctorate in Career and Technical Education Leadership (Ed.D. CTE) is the highest degree awarded at UW-Stout. It builds on UW-Stout's M.S. in Career and Technical Education to prepare leaders who will provide vision, direction, leadership, and the day-to-day management of educational activities in technical colleges and other post-secondary settings as well as secondary divisions of CTE. The curriculum prepares graduates to set educational standards and establish policies and procedures to achieve goals and maximize student learning. Students acquire competencies to enable them to develop academic programs; monitor student progress; hire, train, motivate, and evaluate teachers and other staff; manage counseling and other student services; administer record keeping; prepare budgets; and handle relations with staff, parents, current and prospective students, employers, and the community.

## Program Design and Delivery

The Cohort Model: (Cohort: Program students collectively onboard their doctoral journey, progress through an intentional sequence of courses, advance through their prelim, dissertation research, dissertation defense, and graduate together) yields exceptional doctoral degree completion.

Program Course Delivery: Within the Ed.D. in CTEL program, online coursework is blended with webinar seminars (online synchronous seminars) in key courses (19 Credits) while 21 credits are asynchronous online. Eight credits of electives may be taken via the delivery method of the student's choice, and 12 credits of dissertation research are completed independently, away from campus, and mentored by the dissertation advisor. All seminars are designed on the premise that synchronous online experiences foster deeper learning and connection across cohort members; thereby, supporting the collective and individual cohort members personally and professionally along the learning journey.

The Seminar Experience: Seminar #1 sets the term in motion, and creates a touchpoint between instructors, students, and guest experts. Operationally, it clarifies expectations, unpacks the course assignments, and contributes to shared voice through dialogue in real-time. Seminar #2 advances the notion that individual interests, curiosity, and inquiry through course research assignments are disseminated across the cohort through individual and group presentations advancing the academic discourse. Seminar #3 is designed to bring the course to closure by employing reflection and creating the bridge to the next semester's courses inclusive of individual advisement as needed. Each seminar concludes with individual learner program advisement.

*Seminars are part of select courses, 3 per semester and 2 per summer term.
**Dates are selected in a manner to accommodate common professional conferences and holidays*

*Pending a Post-Covid-19 normalization, you may be invited to come together 1-2 key times during the program. This will be discussed with you and your cohort peers. The place and dates will be communicated well in advance.*

## Program Goals

Upon completion of this program, graduates will be able to:

1. Effectively lead educational entities and communities for career and technical education
2. Use, analyze, and synthesize data for program planning and decision making
3. Engage in continuous quality improvement practices
4. Develop faculty and staff to be leaders in their respective fields
5. Secure and administer funding

6.  Promote and model ethical behavior appropriate to the profession
7.  Articulate a comprehensive philosophy of CTE that connects education, work, and economic development at all levels

## Curriculum

The first required course is an Introduction to *Ed.D. Career and Technical Education Leadership (CTEL)* Program.  Students are introduced to the cohort and experience coming together through the development of the cohort identity (to be named) and its core values; develop their program plan; establish goals and propose a research agenda. Students begin to conceptualize research ideas and work collaboratively with their colleagues.

Because most students in the program are working adults, a synergy of ideas, resources, and connections naturally emerges. Learning communities among adult students have been proven to support the retention of students in academic programming.

The curriculum includes content on the historical underpinnings, philosophy, and comparative practices of CTEL, including global exploration, pedagogy, curriculum, and assessment strategies. Leadership theory/practice, policy, administration, and budgetary matters and their application to practice are included in the curriculum to prepare graduates for administrative leadership positions within secondary and post-secondary careers and technical education.

The Ed.D. CTEL requires educational research including the completion of a dissertation. Research is guided by individual student goals under advisement from a faculty member who will support their project. The research project includes contemporary as well as traditional research methodologies.

## Elective Credits

Students have eight credits of electives in the program. Elective credit coursework must be at the 700-level or above and approved by the Program Director. (*Course availability is based on meeting students' elective needs before the program begins.  These courses are offered externally to the EdD CTE-L program requirements; they are great elective course options and will count up to 8 credits on your program plan*)

Suggested elective courses include:
- CTE 725 Quality Improvement in Education
- EDPSY 730- Advanced Psychology of Learning for Instruction
- EDPSY 850 Psychology of Development
- EDUC 741 Grant Proposal Development
- EDUC 768- Project Management for Instructional Development
- ICT 710 Learning Technologies
- INMGT 750 Organizational Development
- SCOUN 733 Lifespan Career Development
- SMGT 770- Leading Sustainable Organizations
- TECH 733 Impacts of Technology
- Institutional Research (Certification and Competency modules)
- Evaluation Studies (Certification and Competency modules)
- Others by advisement

### Transfer Credits

Students may transfer in credit (up to 20 credits) from a regionally accredited institution. It is up to the discretion of the Program Director to determine the suitability of transfer coursework to the degree. Considerations include a grade of a B or higher and the date of course(s) completion.

### Doctoral Committee

The doctoral committee is composed of three UW-Stout faculty. The committee is to include three faculty members that have approved Graduate Faculty Status (see UW-Stout Graduate School Policy 4.0); one of the faculty members will serve as committee chair. The committee chair needs to be a CTE Faculty member; the other two supporting members are selected based on the student's area of research and expertise. The directory of Ed.D. Program faculty can be found in Appendix.

It is required that the doctoral committee be approved before the Application for Preliminary Examination/ABD Status. The Application for Preliminary Examination/ABD Status can be found in Appendix. The Doctoral Committee Chair works individually with the student to develop their research topic and proposal, as well as guide them through the preliminary and final examination (defense) process. More information about the doctoral committee can be found in Appendix.

### Preliminary Examination

Before moving forward with Dissertation research, students are required to apply for Preliminary Examination/ABD status. To be considered ABD (all-but-dissertation), doctoral candidates must complete a preliminary examination. This includes a presentation of their research proposal including a review of literature and research methodology (Chapters 1-3). The examination is directed by the Doctoral Committee Chair and includes the entire doctoral committee. The Application for Preliminary Examination/ABD Status can be found in Appendix

Students take the Preliminary Exam after completing the required coursework, excluding dissertation credits. Students cannot take the exam if they have incomplete or unreported grades or a GPA less than 3.25. Students must also have completed their Program Plan on file with their program director.

Preliminary Examinations must be completed within one semester after all course work is completed, excluding the summer session. Students who fail the exam may retake it once. Students who fail a second time are recommended for dismissal from the doctoral program. Students must complete the preliminary exam within five years of initial enrollment.

### Doctoral Dissertation

All students are required to complete a 12-credit doctoral dissertation. Students will enroll in two subsequent terms to complete the doctoral dissertation. Research topic discussions will be progressive throughout the program. The dissertation is the culminating research experience built upon program competencies and a relevant topic based on the individual's area of expertise. Students identify a faculty member whom they would like to serve as chair of the doctoral committee. Together the chair and student select two additional faculty members to serve on the doctoral Committee.

- Dissertation research reflects a topic of significant interest to the student researcher. Students should select a topic in which they can make direct application to their current position and/or professional and educational goals.
- The dissertation is scholarly work and conforms to educational research standards.
- The doctoral committee must approve the dissertation topic. Before collecting data, and after approval and satisfactory completion of the Preliminary Examination, students must complete the IRB (Institutional Review Board) process.
- Included in the research design will be the identification of dissemination opportunities, guided by the dissertation committee chairperson.

<div align="center">**Preparation for Research**</div>

## Research Preparation Courses

Four research courses are included in the program requirements for the Ed.D. CTEL. These courses will prepare you for the dissertation research:

- CTE 914 Research Seminar
- CTE 906 Statistical Analysis
- CTE 921 Qualitative and Mixed Methods Research.
- CTE 915 Quantitative Research Methods

## Selection of Topic

Students select a research topic early in the program to begin building a knowledge base in their area of study. Topics are identified based on discipline and content expertise, current employment and/or future career goals, as well as the connection to CTE. Approval by the doctoral committee is required before moving into the dissertation research.

## Proposal Process

The Research Proposal is a significant part of the Preliminary Exam. Students are required to present their research proposals to their doctoral committee as part of the exam. The proposal includes Chapters 1-3 of the dissertation (Background of the Problem, Statement of the Problem, Research Questions; a Review of the Literature; and Research Methodology). The proposal is presented face-to-face or virtual with the entire Doctoral Committee present. The CTE 914 Research Seminar course provides students the opportunity to peer review their research proposal.

## Dissertation Structure

The Doctoral Dissertation for the Ed.D. in CTE is a research project that is application-based and focused on solving a problem within the area of interest of the student researcher. While it is action and application-oriented, it will follow traditional research practices including the writing of a research thesis/field study/dissertation. This typically includes five chapters:

- Introduction and Background of the Problem
- Literature Review
- Research Methodology
- Data Analysis
- Summary, Conclusions, and Recommendations

All students are required to complete Human Subjects Training and the Protection of Human Subjects form before collecting data. The paper must comply with the current version of the American Psychological Association (APA) writing guide. The only exception is that UW-Stout does not use a running header.

The process includes a preliminary examination that consists of a presentation of the research proposal and a final defense that presents the data analysis and the research findings. As part of the final examination/dissertation defense, it is expected that the student includes plans for dissemination in the form of presentation and publication. The Doctoral Committee will guide the form of recommendations for dissemination. The Final Examination/Dissertation Defense form can be found in Appendix I

<div align="center">**Admission Requirements and Processes**</div>

### Program Requirements

The ideal candidate for the Ed.D. CTEL program has experience as instructor, faculty, staff, or leader within the career, technical, workforce education, and training, including student and faculty support services. They are inquiry-minded, solution-focused, and envision leading public or private education and training to meet the future.

### Applying for Graduate Study

Ed.D. CTEL cohorts begin every fall semester. Applications are accepted starting on September 1,  with a priority review of applications received beginning in March. Applications received after March 15 will be reviewed by May 15 and remain open until the cohort is full.

### Spring vs. Fall Entry

The cohort program begins in the fall term of each academic year.  Applicants who desire to begin doctoral coursework in the spring semester may elect to take courses that apply to the Ed.D. CTE elective curriculum (700 level or above) portion of the program. Applicants choosing this path will enter as non-degree seeking Ed.D. CTE students, meaning they are taking coursework but are not officially admitted to the program. In March of the spring semester, the non-degree-seeking students will need to apply to the Ed.D. CTE program with the intent, if program admission is granted, for those credits to transfer into their program plan.

### Ed.D. CTEL Program Application (Part 1 of 2)

Submission materials include:

- Curriculum Vita/Resume
- Letter of Application

Fit and Personal Commitment:
   a.   State your personal and professional goals, and how you align with the ideal candidate statement (see above). Why/how is this degree a good fit for you?
   b.   Address commitment to the cohort: How will you adjust your schedule to allow for three years of cohort doctoral program study?
   c.   Address your ability to work collaboratively and contribute positively to a cohort environment. Describe what positive collaboration means to you; illustrate through evidence of past experiences.

- Writing Sample: 800-1,000 Word Essay, (Conforms to current APA format): Identify and discuss a problem, opportunity, idea, trend, or practice within the scope of Career & Technical Education/Workforce Development. Articulate a point of view and support it with evidence.
- Two Letters of Reference (one from a supervisor)

Completed applications must be emailed to Shannen Jochim, Student Services Coordinator at domecqs@uwstout.edu. Questions about the program application can also be directed to Shannen at the same email address or by phone at 715.232.2253

\* The program application review serves three purposes, 1) helps the applicant prepare and garner support for their doctoral journey, 2) helps the applicant review committee see the applicant's professional goals the applicant seeks to attain through the doctoral degree, and 3) provides insight into the applicant's collegial nature of the cohort and its contribution to its collective learning journey.  Additionally, it will support the

program director in working with the applicant on meeting their specific doctoral goals.

**Graduate School Application (Part 2 of 2)**

Questions about applying to graduate school can be directed to gradschool@uwstout.edu or

715. 232.2211. You can learn more at https://www.uwstout.edu/academics/colleges-schools/graduate-school.

1. Complete the online Graduate School Application found at https://www.uwstout.edu/admissions-aid/how-apply/how-apply-graduate-students
2. Pay a $56 non-refundable application fee
3. Submit official:
    i. Baccalaureate transcripts showing the degree awarded.
    ii. Graduate transcripts for any graduate work attempted or completed.
        *NOTE: If you graduated or will be graduating from Stout there is no need to submit your UW-Stout transcripts.*

Submit transcripts to:

      UW-Stout Graduate School

      Attention: Beth Kucko or email to uetzb@uwstout.edu

      Menomonie, WI  54751

<div align="center">**Student Expectations**</div>

## Academic Performance

Students need to maintain a 3.25 GPA throughout the doctoral program. Student grades are monitored throughout their enrollment. Full and probationary academic status follows UW-Stout Graduate School policies for doctoral students (Graduate School Policy 2.2.3).

## Professional Dispositions and Academic Conduct

It is expected that students enrolled in the Ed.D. CTE program exemplifies professional behavior and exceptional academic conduct. This includes being prepared for every class meeting with required assignments. In addition, participation includes active engagement within both on-campus and online courses. Attendance and punctuality are expected. In a learning community, collaboration and collegiality are integral to each course. Students must treat one another with respect.

Academic dishonesty is not acceptable. UW-Stout subscribes to the definitions of academic dishonesty provided by the National Association of Student Personnel Administrators. The University of Wisconsin System in UWS Chapter 13 defines academic misconduct. The complete text of that chapter is available to you from the Dean of Students or by visiting https://www.uwstout.edu/life-stout/student-services/dean-students/academic-misconduct for more information.

## Campus Location

Traveling to UW-Stout: UW-Stout campus is located in Menomonie, just 60 miles east of St. Paul/Minneapolis, Minnesota on Interstate 94. Travel directions, accommodations, campus maps, and other helpful travel information are available at: www.uwstout.edu/guide.

<div align="center">**Student Fiscal Process Resources**</div>

## Student Services

Students at a distance require great assistance throughout their enrollment processes. This comes in the form of the program director and is aided by the Graduate School and other offices within UW-Stout. A complete listing of all UW-Stout Student Services can be found at Online Student Orientation offers explanations of services and links to the appropriate locations: https://www.uwstout.edu/life-stout/student-services

## Student Business Services

Student business services offer tuition rate information and other related information.
Website: http://wwwcs.uwstout.edu/stubus/index.cfm
Contact: sbservices@uwstout.edu or 715.232.1656

## Financial Aid

After admission, students may need assistance with financial aid. UW-Stout's Financial Aid Office assigns a case manager to each student to meet the needs of the adult learner.
Website: www.uwstout.edu/services/finaid
Contact: finaid1@uwstout.edu or 715.232.1363.

## Scholarships

A variety of graduate scholarships including some specific to CTE students are offered annually. Application is competitive but can result in significant awards. Applications are available mid-late fall semester with award notification in the spring of each academic year. Watch your Stout email for notification or information on scholarships go to the Stout University Foundation at https://www.uwstout.edu/about-us/stout-university-foundation/foundation-scholarships.

### Course Registration

Students can register for courses online in three different ways:

a. Access Stout

In addition to other offerings, Access Stout allows students to easily self-register online.

Website: http://logins.uwstout.edu/links.aspx and select Access Stout

b. Registration and Records

Registration and Records assist students throughout the registration process.

Website: www.uwstout.edu/continuing_ed/registration.cfm

Contact: Outreachreg@uwstout.edu or 715.232.5167.

c. Student Services Coordinator

If you have difficulty registering, contact our Student Services Coordinator, Shannen Jochim: at domecqs@uwstout.edu or 715.232.2253.

## Resources for Graduate Students

The Graduate School assists graduate students with processes for research and degree completion.

Website: https://liveuwstout.sharepoint.com/sites/2022/023/Pages/default.aspx

Contact: GradSchool@uwstout.edu or 715.232.2211.

### Career Services

While most of the students enrolled in distance education programs are already employed, having access to employment opportunities through Career Services is an added value to their UW-Stout experience.

Website: https://liveuwstout.sharepoint.com/sites/2022/Career-Services/Pages/default.aspx

Contact: careerservices@uwstout.edu or 715.232.1601.

### Online Support for Distance Education

A listing of online support for distance education students can be found at the following website:

http://www.uwstout.edu/de/students.cfm

## Instructional Technologies

### Access Stout

Access Stout is part of the ERP (internal database) system at UW-Stout. Students can access information about their course schedule, register for classes, retrieve grades, and print unofficial transcripts through Access Stout. More information can be found at:

access.uwstout.edu/ps/signon.html

### Learning Management System

Canvas is a university-supported learning management system: Course materials, assignment dropboxes, discussion boards, and grades are useful resources for students and faculty alike. More information can be found at: http://logins.uwstout.edu/links.aspx Select Canvas

### UW-Stout Logins

Webmail and other links that require students to log in using their Stout I.D. can be found at

www.uwstout.edu/uwstout-logins.cfm

### Technology Help Desk

Able to answer many general technology questions, the help desk is also the intake point for problems related to campus accounts such as AccessStout and logging in under Stout Secure for internet access. You can reach them by calling 715.232.5000 or submitting a ticket from their webpage. They also have developed

a knowledge base of common questions that you can access from their webpage or directly at https://kb.uwstout.edu

### Research Resource Access

An abundance of research resources is available at UW-Stout through the Library media center. Additionally, there are designated library faculty designated to online and distance delivery programs as well as 24/7 access to experts that can help locate and secure research documents through interlibrary procurement free of charge to Customized Instruction students which you are.

### Applied Research Center (ARC)

The ARC offers information and resources to help with your research needs including statistical analysis, survey design, Qualtrics (an online survey tool), and sampling. For more information go to: www.uwstout.edu/applied-research-center

### Research Services

Research Services houses the Institutional Review Board (IRB), Grant Proposals, and other assistance. For more information go to: www.uwstout.edu/rs. To directly access the Protection of Human Subjects and IRB go to: http://wwwcs.uwstout.edu/rs/irb.cfm

### University Library

An abundance of resources – print, electronic, and human expertise resides at UW-Stout's Library. Online, in-person, chat, research guides, and access to materials from around the world can be found at our very comprehensive and student-friendly library (obviously, the writer of this handbook is a huge fan of the library!). More information can be found at: www.uwstout.edu/lib

### Writing Center

Writing assistance is available to UW-Stout through its Writing Center. More information can be found at: http://www.uwstout.edu/writingcenter/index.cfm

### Online Student Writing Resources

Brainfuse is an on-demand online tutoring resource aiding with a variety of subjects (math, statistics, finance, etc.). Brainfuse also provides writing support (for essays, papers, and research projects). Stout Online (CI) students can access this service at any time. Brainfuse >

### Student Communications

Due to the nature of the Ed.D. CTE Executive Cohort model of instruction, frequent communications are necessary to ensure the success of students. In addition to one's Stout email, a special LinkedIn group has been established.

### UW-Stout CTE LinkedIn Group

UW-Stout CTE graduate students are invited to be a part of a LinkedIn Group. It is highly recommended that students utilize LinkedIn for professional networking. The group is filled with active members in CTE throughout Wisconsin and nationally. Frequent posts, current happenings related to CTE, discussions, and other opportunities emerge on the LinkedIn site.

## Graduation/Commencement Ceremony

For current commencement information and upcoming UW-Stout Graduation Fair information please visit https://www.uwstout.edu/academics/academic-services/commencement.

### Application to Graduate

1. Complete the Application for Degree Candidacy. The form is available here:

2. Apply for graduation before the announced deadline to participate in the commencement ceremony and have your name listed within the Commencement Program. Application instructions for Access Stout may be found here: https://access.uwstout.edu/psp/ps/?cmd=login

3. See Graduation Checklist
   https://liveuwstout.sharepoint.com/sites/2022/Commencement/Documents/Graduation-Checklist.pdf

4. The Graduation Application Fee covers the processing of the application, the final degree audit, your diploma, your diploma cover (received at the Commencement Ceremony), and other items related to the commencement ceremony. You must pay the graduation application fee regardless of participation in the ceremony.

5. Purchase your graduation doctoral robe, available through the UW-Stout Bookstore.

**List of Appendices**

Available to students within the UW-Stout-Cloud

### List of Appendices