



**EDGEWOOD
COLLEGE**

Edgewood College
School of Education
Doctor of Education
Educational Leadership

**2017-2018
Program Handbook**

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Guide to Reviewing this Handbook

Educational leadership is a dynamic and challenging profession, and administrative leadership preparation at Edgewood College is a dynamic program. Developments continuously emerge from various sources, and faculty regularly adjusts to students' needs as necessary to keep students better prepared for achieving their professional goals. This program has had the benefit of researching and including some of the best existing practices gleaned from successful doctoral degree programs. To that end, this handbook is in a state of constant development. This handbook was prepared by the Edgewood College doctoral faculty and administration to provide students with the information and processes to be followed in the completion of the Doctor of Education [Ed.D.] degree. It is a living document that is revised regularly. Students are invited to ask for clarifications if any ambiguities are encountered as they progress through the program. Students are also encouraged to suggest modifications in the content or presentation of the material in the handbook. Thank you in advance for your collaboration!

Philosophy Supporting Edgewood College Graduate Programs

Inspired by the Sinsinawa Dominican Catholic values of truth, justice, community, partnership and compassion, and guided by a commitment to intellectual excellence and reflective judgment, graduate education at Edgewood College recognizes that:

- Professional development requires intellectual excellence and a search for truth through applied, purposeful, and meaningful **research**;
- **Communication** and **technology** are foundational tools of the program which enable individuals to build partnership and community;
- Personal development of **ethically** responsible individuals is facilitated by opportunities for advanced reflective study, dialogue, and mentoring in a collaborative educational context;
- The vitality of just and peace-loving communities requires the contributions of an **inclusive** community that values the **diversity** of well educated professionals;
- A well-developed **portfolio** demonstrates competence in the standards set in the K-12 or the Higher Education concentrations.

Program Introduction

The Edgewood College Doctoral Program in Educational Leadership (Ed.D.) is designed to prepare professionals for leadership in public and private school districts, institutions of higher education, educational agencies and professional associations, and public and private business settings where employees have teaching, training, or instructional responsibilities. The program's primary focus is the preparation of leaders who are reflective practitioners and who are striving to renew and improve the educational environments in which they work. The Ed.D. program provides advanced opportunities for aspiring professionals in the field of education to engage in meaningful and reflective study and research around leadership and organizational change and to share best practices that are most often realized when grounded in students' own professional career experiences. The Edgewood College Ed.D. Program draws deeply and broadly on the tradition, mission, and philosophy of the College. The Sinsinawa Dominican tradition of scholarship and collegiality, the College's mission as a liberal arts institution with a commitment to service, and the emerging characteristics of the education profession all have helped shaped the program.

Designed for the experienced educator and emerging leader, the Ed.D. program offers opportunities for professionals to engage in advanced formal study of leadership and administration. Traditionally, the Ed.D. is thought of as a practitioner's degree, appropriate for leaders seeking excellence in their profession. At Edgewood College, the Ed.D. program is designed to provide experienced and practicing leaders with a broad and systematic understanding of professional leadership, a definitive knowledge of educational leadership theory and practice, and an ability to apply, with knowledge and reflection, existing research findings to a broad range of practice and problems in educational leadership and administration.

The doctoral curriculum reflects several core values, including the following:

- Knowledge of educational theory and practice is essential for educational leadership.
- Research skills are integral to leadership.
- Application of theory in practice requires an opportunity for reflection and integration within an ethical framework.
- A rigorous interdisciplinary curriculum in educational leadership and administration is an excellent preparation for district level and postsecondary educational professionals.
- Coursework, portfolios, and the dissertation emphasize the reflective use of research as the basis of informed and ethical educational practice.
- Students undertake independent research culminating in a dissertation that informs the public and adds to the knowledge base in education.

Edgewood College has a reputation for excellence and success for over 75 years in preparing educators and educational leaders. To that end, the program has engaged in careful and planned growth since its establishment and has expanded the doctoral faculty to support two concentrations of PK-12 and higher education/agency leadership. Each year, the program welcomes PK-12 and higher education cohorts located in Madison and Wausau, and a higher education cohort on-line.

The History of the Program

The Doctoral Program in Educational Leadership began with a successful Master's Degree Program at Edgewood College. Students who completed the Master's Degree and qualified for the foundation licenses from the Wisconsin Department of Public Instruction (DPI) graduated from Edgewood with a strong commitment to life-long learning. Graduates asked the Department of Education faculty and administration to consider creating a doctoral program that would give them an opportunity to continue their studies at an institution they had come to know, respect, trust, and love. Moreover, the Wisconsin DPI recommended that Edgewood College consider adding a program that would include the school superintendent license, a license that requires a post-master's degree. The Faculty Association at Edgewood College voted to create an Education Doctorate (Ed.D.) Degree on January 31, 2000.

There were three external reviews necessary to the fulfillment of this dream. Under the successful leadership of Dr. Joe Schmiedicke, Chair of the Education Department, and later inaugural Dean of the School of Education, and Dr. Sam Barosko, Professor of Education, the daunting task of program accreditation and approval was undertaken. First, the Higher Learning Commission (HLC) of the North Central Association (NCA) sent a review team to Edgewood College to respond to the request for a change in status to add a doctoral degree. The HLC approved the Education Doctorate Program after two visits and careful program revision and redirection. The planned course of study was approved as a program leading to the superintendent license by the Wisconsin Department of Public Instruction. The National Council for the Accreditation of Teacher education (NCATE) also accredited the doctoral program.

Since its inception in 2001, the Edgewood College Doctoral Program has been a vibrant and challenging opportunity for educational leaders from across the Midwest to engage in a realistic learning experience while earning a terminal degree. Graduates of the program are leading confident and successful professional lives as PK-12 school leaders, higher education faculty and administrators, and agency or business directors who focus on the improvement of education for learners from early childhood through adulthood.

Overview of the Edgewood College Doctoral Program

The Edgewood College Doctoral Program expands and strengthens ties between institutions of higher education, agencies, and PK-12 school districts to the benefit of all. The program is grounded in a strong knowledge base, research directed at school and community improvement, and professional practice assessed in authentic work design settings. Educational leadership is infused with content mastery, collaborate learning, and the ethical foundations of change to benefit teaching and learning.

Program Format

Designed to be completed in 54 credits, the Edgewood College Doctoral Program in educational leadership draws on the synergy of a committed cohort of carefully selected candidates. The program is well-suited for those in leadership positions in PK-12, post-secondary education, educational agency, associations, or business and agency leadership positions. Supportive student advising and a continuous system of assessment reinforce program relevance and instructional content.

Content courses are completed in the first two years. In the third year of study, students enroll in the research and dissertation writing sequence. The modules of instruction and assessment provide specific content focus in separate course sequences for PK-12 leaders and higher education and agency leaders. In addition to the content courses, there are a series of Proseminars that provide the information and assistance base for program assessment and for preparing the dissertation proposal and defense.

Content Courses: Cover content areas of educational leadership. Content area courses include governance, politics, finance, law, marketing, curriculum, and assessment. The themes of research, communication, technology, ethics, and inclusion are woven throughout the content courses. In addition, throughout the content courses, students have opportunities to increase their competence regarding three identities: Edgewood leader, academic writer, and scholarly researcher. Through the content courses, students submit key assignments to include in their portfolio. The culminating experience that occurs after the completion of the content courses is the program assessment within the context of the portfolio in ED790.

Research Sequence: Research preparation courses are designed to give the student an in-depth knowledge of research methodologies and data analysis. The research sequence consists of two 6-credit courses. ED801 is the Foundations of Research course, and ED830 is the Research Design and Methodology course. In ED801, students develop their research prospectus. During ED801, students finalize their selection of a dissertation advisor. In ED830, students work closely with their instructor and their advisor to develop the first three chapters of their dissertation.

Dissertation Writing and Presentation Sequence: Dissertation writing and presentation courses are designed as a mix of seminar and independent study courses. The seminar courses are planned to provide students with support they need as they design their research methodology, prepare to present their proposal presentations, develop data collection and analysis timelines, and submit their human participants review board (HPRB) proposals. Seminar sessions will cover topics such as: survey design, interview protocol and questionnaire design, focus group design, quantitative data analysis (SPSS training), qualitative data analysis (NVivo9 training), literature mapping, academic writing workshops, American Psychological Association (APA) review, formatting workshops, and other topics as needed. Seminars will also include specialized sessions for advisors and cohort/community building activities. Seminar courses will be team taught. Instructors will include the full-time research faculty, cohort liaisons, dissertation editors, and adjunct faculty who have specialized expertise. Each of the 900 level courses is designed with a number of support networks to aid student completion and publication of the dissertation. These courses help the students prepare their dissertation research proposal.

All courses are offered in a sequence that allows students to progress through the coursework as a cohort of learners ensuring completion of the program in a timely manner. In unusual circumstances for serious reasons, students may receive permission to change from their original cohort schedule to a later one. If a student must delay his or her progress, he or she must notify the administrative assistant and the program coordinator for his or her concentration. If the student receives financial aid through Edgewood College, the student must contact Edgewood Central at (608) 663-4300 for financial aid terms and conditions. If he or she re-enters within 18 months after taking classes, please notify the Administrative Assistant and the appropriate Program Director of this intent. If he or she is absent beyond 18 months, the student must contact Tracy Kantor in the Admissions Office at 608-663-3297 or email her at TKantor@edgewood.edu. The Edgewood College policy states that all program requirements must be completed within seven years from initial entry.

The Ed.D. program consists of 54 credits. If the student is not prepared to defend his or her dissertation in the semester when they complete the course sequence (54 credits), the student must maintain continuous registration and enrollment in the doctoral program. In order to maintain continuous enrollment, the student must register for a one-credit independent study course each term until the dissertation is successfully defended and published. The student will graduate and receive the Ed.D. degree when the dissertation is completed and published.

The estimated program duration for the Ed.D. program is 3-4 years. For international students starting in May 2017, the end date on their I-20 will be June 1, 2020. For international students who start in August 2017 the end date will be November 1, 2020. Students can apply for an extension if they need 4 years. If students apply for an extension, we will use the following end dates on the I-20: March 1, 2021, June 1, 2021, or November 1, 2021 (all are publication dates).

Academic Honesty Policy

Edgewood College doctoral students are educational leaders and role models in their respective communities and thus held to a high standard by all colleagues and by those whom they serve. They model lives of ethical service and a search for truth, both in their professional lives, and as college researchers. The guiding principles for this Academic Honesty Policy are based on the College value of Truth and the program theme of Ethics. The doctoral program assumes Edgewood College doctoral students will demonstrate the following behaviors and dispositions:

- Participation in cohort activity.
- Representation of the study of truth in all academic activities.
- Presentation of professional experiences in an honest and confidential manner.
- Presentation of written and oral work that is authentic and original to the student.
- Submission of all drafts of written work with appropriate citations according to APA 6th edition (2010) conventions.
- Recognition of authorship of collaborative work.
- Expect, support, and share academic honesty with all Edgewood College faculty, staff, and students.
- Check their own work consistently through methods provided by doctoral faculty to ensure and confirm authenticity.

The following are examples of violations of standards for academic honesty and are subject of academic sanction: Cheating on exams; submitting collaborative work as one's own; falsifying records, achievements, field or laboratory data, or other course work; stealing examinations or course materials; submitting work previously submitted in another course, unless specifically approved by the present instructor; falsifying documents or signing an instructor's or administrator's name to any document or form; plagiarism, or aiding another student in any of the above action. (Included in all syllabi)

Edgewood Doctoral Program Procedures to Ensure Academic Honesty:

- Faculty and advisors will reinforce appropriate methods of academic honesty and collaborate as a faculty community to respond to concerns with individual student issues.
- In Ed 701, a student will be required to sign a statement of authenticity for work created and submitted in fulfillment of program assignments and requirements. This statement will be placed in the student's permanent file.
- A student may be required to produce references and research sources during formal presentations, such as Proposal Presentations and Dissertation Defenses.

Sanction for Violation of the Doctoral Program Academic Honesty Policy

Any student found guilty of a violation of academic honesty will immediately receive an F in the course and will immediately be dismissed from the program. This includes being withdrawn

from any and all classes in which the student is currently enrolled or has enrolled in a subsequent term.

Academic Department Appeal

A doctoral student who has been dismissed from the program for a violation of academic honesty may appeal this decision by an appeal procedure through the Office of the Dean of the School of Education with the following steps:

1. Appeal to the Doctoral Faculty Collaborative.
2. Appeal to the Assessment, Instruction, Research, and Supervision Committee.
3. Appeal to the School of Education Grievance Committee.
4. Appeal to the Edgewood College Graduate Council.
5. Appeal to the Vice-President of Academic Affairs or his/her designee.

If a student wishes to appeal a decision concerning grades or licensure, he or she may do so by following these steps:

1. Appeal to the AIRS Committee.
2. Appeal to the Dean of the School of Education.
3. The Dean may forward the appeal to the School of Education Student Grievance Committee.
4. The School of Education decision may be appealed to the School of Graduate and Professional Studies (GPS).

Policy and Governance

The Edgewood College Doctoral Program in educational leadership is led by the Program Director, Dr. Peter Burke. The full-time faculty members in the program are Dr. Sara Jimenez Soffa, Director of Research; Dr. MJ Best, Director of the Higher Education Concentration; Dr. Ting-Lan Ma, Assistant Professor of Research; Dr. Pam Nash, Co-Director of the K-12 Concentration and Dr. Scott Brown, Co-Director of the K-12 Concentration. The full time faculty members are supported by people within the doctoral program whose positions and names are included in the Doctoral Program Staff list in this handbook. Program decisions are made collaboratively by the program director, full-time doctoral program faculty, and support staff with the support of the Dean of the School of Education and the Assessment, Instruction, Research, and Supervision (AIRS) committee. The doctoral faculty combines to form the Doctoral Faculty Collaborative, and this group meets throughout the year to review the progress of students and assess the effectiveness of the program.

Research Team: The research sequence is primarily supported by a number of professionals in the program. The Director of Research, the Assistant Director of Research, the Coordinator of the Dissertation Process, Community Advising Liaisons, Dissertation Editors, and the Graduate Research Assistant comprise the research team.

Please visit

<http://www.edgewood.edu/Academics/Graduate/DoctorateinEducationalLeadership/MeetOurCommunity.aspx>

for a complete list of faculty and their qualifications.

II. Foundations of the Program

The Cohort Model

Students enter the doctoral program as a part of a cohort. In the cohort model, students are encouraged to establish an academic community of learners that will allow each student to benefit from the experience and perspective of other students. Collaboration, consultation, and group learning activities are an integral part of each of the courses. In addition, this model facilitates students to form a network of support and collegiality that will assist learners who may be apprehensive about the rigors of graduate study.

The design of the cohort partnership group facilitates class discussion, networking, case study analysis and exploration, small group projects and reporting, and other forms of collaborative learning that require attendance, preparation, and participation in each scheduled session. It is recognized that each cohort member is a professional who has work-related and family obligations that may on occasion take precedence over class expectations. These situations should be rare. In those rare instances, it is required that arrangements with the instructor and other cohort members as appropriate be made in advance. Attendance and participation in the module courses are an important component of final grades.

Academic Writing

In its simplest form, academic writing is strong, well-organized writing that is also clear, concise, and active. Students are expected to write in APA 6th edition (2010) style. The Doctoral Writing Specialist offers individual student support during the content courses, the research sequence, and the dissertation writing courses. Another resource for quality academic writing and APA style is the Purdue Online Writing Lab (OWL). OWL provides many resources that guide quality academic writing and support in writing in APA style. The website for the Purdue OWL is <http://owl.english.purdue.edu/owl/>.

The Ed.D. program offers three levels of support for students in writing. First, faculty gives feedback to students on their writing style and competence. Broadly, the definition of academic writing is the ability to write clearly and effectively within APA standards. During the content course sequence, the faculty and students are supported by the Writing Specialist. Students are invited to make individual appointments with the Writing Specialist throughout their program. The Writing Specialist supports the faculty of the content courses by offering writing workshops, presentations, and direct support to students.

During the dissertation research and writing course sequence, writing support integrates two additional roles: the advisor and the dissertation editor. In the dissertation and writing course sequence courses, students are supported in their writing by faculty who teach research

courses, advisors, and the dissertation editors. The dissertation editors work closely with students and their advisors to provide support related to content clarity, formatting, and APA style to students as they prepare to present their dissertation proposals. The dissertation editors continue to support students through the dissertation defense and publication phases. The dissertation editors are part of the student's defense committee, hold terminal degrees, and have extensive dissertation writing experience. The multiple layers of writing support are designed to help students develop strong academic writing skills from the beginning of the program through research presentation and publication.

Writing Specialist Role

The Doctoral Writing Specialist is responsible for the development, coordination, and provision of direct support services to Edgewood College doctoral students in the areas of writing and reading through their content area courses. The Writing Specialist provides resources to doctoral faculty and students while they are enrolled. Special attention is to be provided to students who do not have English as a first language and who are English language learners who need support with the demands of academic writing. The Writing Specialist provides support to faculty and students through classroom presentations, writing workshops, and individual support to students while they are enrolled in content courses.

Partners in Research

The current program in educational leadership reflects a continuing study, analysis, and integration of research, governance, policy, and professional organization developments related to the field of educational administration and leadership. Through the process of assessing the program on an ongoing basis, faculty members have consulted with practicing administrators, with the research base of educational administration, and with professional organization resources such as the Association of Wisconsin School Administrators, the Association for the Study of Higher Education (ASHE), the Wisconsin Technical College System (WTCS) board, and the Association of American Colleges and Universities (AAC&U) for leaders working in postsecondary educational environments.

Academic Policies

Students in the doctoral program in educational leadership at Edgewood College are expected to follow all academic policies and procedures for graduate students that are outlined in the Edgewood College graduate catalogue. Admissions requirements can also be found in the graduate catalogue. The graduate catalogue can be found online at the following address: <http://www.edgewood.edu/Catalogue>

Resources

Students have numerous resources at their disposal during both the content sequence and the dissertation process. Resources include faculty, staff, liaisons, and editors, print and electronic resources.

Libguides. The Libguides website is located within the Oscar Rennebohm Library website at <https://library.edgewood.edu/edd> . This guide holds the search engines for locating academic journal articles, books, and scholarly writings. It also contains the Program Handbook, the Template, the Proposal and Dissertation Self-Assessment Guide, a tutorial and link to RefWorks, and a number of resources concerning the dissertation process.

Doctoral Program Staff. The Doctoral Program Staff section includes a full list of faculty and staff. Students are encouraged to communicate with their professors and the staff in the doctoral program for any assistance they need. The following is a list of current faculty and staff.

Program Director

Dr. Peter Burke
Phone: (608) 663- 2351
Email: Pburke@edgewood.edu

Director of Research

Dr. Sara Jimenez Soffa
Phone: (608) 663-3462
Email: Sjimenezsoffa@edgewood.edu

Assistant Professor of Research

Dr. Ting-Lin Ma
Phone: (608) 663-4251
Email: tma@edgewood.edu

Higher Education Director

Dr. M.J. Best
Phone: (608) 663-3244
Email: MBest@edgewood.edu

K-12 Director

Dr. Pam Nash
Phone: (608) 663-4265
Email: pnash@edgewood.edu

K-12 Co-Director

Dr. Scott Brown
Phone: (608) 663-2252
Email: sbrown@edgewood.edu

Coordinator of the Dissertation Process

Angela Nigro
Phone: (608) 663-4252
Email: anigro@edgewood.edu

Doctoral Writing Specialist

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Phone (608)663-4250
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Elise Ahn

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Student Resources

Doctoral Resource Librarian

Nathan Dowd

Phone: (608) 663-2837

Email: ndowd@edgewood.edu

Oscar Rennebohm Library

Phone: (608)663-3300

<http://library.edgewood.edu/>

Libguides

<https://library.edgewood.edu/edd>

APA Style website

<http://www.apastyle.org/>

Presenting Tables and Figures

A link to purchase the supplemental APA book

<http://www.apastyle.org/products/4316118.aspx>

OWL Writing Center

<https://owl.english.purdue.edu/>

Technology Assistance Center

Phone: (608) 663-6900

Email: Technology-Assistance@edgewood.edu

Fax: (608) 663-6788

Financial Aid, Registrar, Business Office –general questions

Edgewood Central

Phone: (608) 663-4300

Email: ecentral@edgewood.edu

Bookstore

Phone: (608) 663-2213

<http://www.bkstr.com/Home/10001-13403-1?demoKey=d>

Student Resource Center Disabilities and Learning Support Services

Phone: (608) 663-2281

III. PK-12 Administrative Leadership Concentration

The Edgewood College Doctoral Program in Educational Leadership began as a program that primarily prepared PK-12 principals to be superintendents. Initial program focus for PK-12 students is on educational leadership at the district and system levels. The PK-12 Educational Leadership concentration prepares highly qualified educational leaders for PK-12 school districts. PK-12 concentration graduates increase their capacity and knowledge for positions as principals, superintendents, and other school site administrators. Grounded in a strong knowledge base, research is directed at school improvement, and professional practice is assessed in authentic work settings. The PK-12 concentration is infused with content mastery, collaborative experience in school district needs, and the ethical foundations of change that benefit teaching and learning.

Professional Mentor and K12 Director

Early in the application process, students seeking administrative licensure are required to establish a formal association with a mentor who serves in a leadership role in the profession that is compatible with the student's professional goals. Mentors should be professional colleagues or faculty members who share an interest in the professional work of the student and who have the time and resources available to support the student's implementation of the graduate work in a realistic setting. The mentor will also serve as a clinical faculty member in the doctoral program. In addition, the mentor is encouraged to facilitate a variety of opportunities for the student to be perceived as an integral part of organizational initiatives. The mentor serves as a source of reflection and feedback related to course content, activities, assignments, and overall discussion.

This doctoral program design relies heavily on the importance of a positively committed mentor. As stated earlier, mentors provide a crucial link among the college, the student, and the partner district, institution or agency. It is assumed that this arrangement ensures that students are given latitude in making a substantive contribution to the partner as well as allowing them to participate in an environment that promotes individual professional growth and development.

The student is responsible for keeping the mentor informed about key events and overall status of the program as it moves through its sequential stages over time. This means that the student must be the primary communication link to the mentor in order to ensure current and appropriate information is forthcoming at all times.

A required component of superintendent licensure is a field-based experience, a practicum, for the purpose of putting into practice the concepts and paradigms discussed in the

college classroom. The mentor should be able to provide the opportunity for this experience and offer professional consultation regarding the challenges students face.

It is important to note that the mentor serves as a model for the student while, at the same time, the K12 Director provides guidance and support that promotes the individual creativity and resourcefulness of the student. The student and mentor form the basic partnership in the doctoral program. To that end, the K12 Director and mentors participate in the experiential learning and professional development aspects of the doctoral student's portfolio preparation and assessment. The K12 Director does on-site visits with students and mentors to fulfill the Wisconsin State licensure practicum requirement for students enrolled in the K-12 concentration.

Professional Mentor Responsibilities

The professional mentor is a key component of the partnership theme of the doctoral program for those students seeking administrative licensure. The partnership design of the program blends coursework with experience in application of learning and research under the guidance of a mentor, doctoral faculty, and doctoral liaison. It is essential that each candidate has the opportunity to work closely with a positively committed mentor.

The mentor serves as a role model and provides guidance for the candidate. In this capacity, the mentor is expected to:

- Meet with the student at least once per quarter or four times per year to review course work, potential research topics, progress on degree and/or license, and provide any information to aid and assist in preparing the student for leadership;
- Represent the district or institution by providing data to the doctoral student as appropriate in articulating organizational improvement implications in the student's proposed area of study;
- Facilitate a variety of opportunities for the student to participate in leadership initiatives;
- Maintain an on-going relationship with the student and the campus above and beyond formal interaction;
- Assist the student in any of the assignments as appropriate;
- Provide professional articles, which may enhance the candidates' professional development;
- Assist the candidate in documenting the student/mentor interactions.

K12 Course Sequence

Concurrent mentoring activities reinforce application of content and research in school improvement activities. Students seeking administrative licensure complete a portfolio of learning and professional accomplishments in the following areas:

Content Courses			
Course Number	Course Name	Credits	Term
ED701D	Introduction to Doctoral Study	3	Summer
ED710D	Ethical and Inclusive Educational Leadership	6	Fall
ED730D	Curriculum, Instruction, and Learning Environments	6	Spring
ED810D	Budget, Finance, and Resource Allocation	6	Summer
ED720D	Politics, Policy, and Administration	6	Fall
ED820D	Law, Media, and Marketing	6	Spring
ED790D	Program Assessment and Transition	3	Summer

Research Courses			
Course Number	Course Name	Credits	Term
ED801D	Foundations of Research Methods	6	Summer
ED830D	Research Methods	6	Fall

Dissertation Research and Writing Courses			
Course Number	Course Name	Credits	Term
ED920D	Guided Dissertation Writing	3	Spring
ED990D	Dissertation Defense	3	Summer/Fall

Students complete a comprehensive portfolio presentation at the completion of their courses. Successful presentation of the portfolio serves as an assessment of readiness for students to continue in the research sequence. Students who successfully present their portfolios and who maintain a 3.0 GPA earn doctoral candidate status. Doctoral candidates are permitted to enroll in the research and dissertation writing sequence.

K12 Course Descriptions

ED 701D Introduction to Doctoral Study 3 credits

ED701 introduces doctoral study by providing a program overview, the foundational values of Edgewood College, the role of educational research, APA style writing requirements, the partnership mentor program, portfolio guidelines, and professional standards in assessment. The course covers three topic areas:

1. Introduction to and overview of doctoral study, the doctoral faculty, doctoral program support staff, and the doctoral program;
2. A technology unit that is designed to teach students how to use blackboard within the context of the doctoral program, access Edgewood College library website, search academic, peer-reviewed journals, and use Refworks bibliographic software;
3. Cohort-building, or building community, through ice-breaker activities and discussions about personal philosophies of leadership

ED 710D Ethical and Inclusive Educational Leadership 6 credits

This course is a comprehensive overview of leadership at the superintendent, district, and postsecondary education levels. Grounded in historical and conceptual analysis, this course focuses on the application of leadership theory, models and policies, along with governance, management processes, and leadership from multiple perspectives. For those who aspire to leadership roles in Wisconsin public schools, the course will use criteria set forth in the Wisconsin Statutes and Standards: knowing teacher obligations; creating a vision for education; nurturing a school culture of continuous improvement; managing the resources of the organization; collaborating with others; acting with integrity in an ethical manner; and interacting with the larger community politically, socially, legally, and economically to affect educational improvements. Additionally, students will begin the process of identifying their dissertation topic and employ research practices as they perform applied research relevant to their topic and/or their current educational position.

ED 720D Politics, Policy, and Administration 6 credits

The relationship among politics, educational policy, and educational practice is explored in its broadest sense. Particular emphasis is given to political and leadership theories, their practical application, and the role of leadership in developing and implementing policy in the political environment within and outside of educational organizations. Politics and policy are discussed within an ethical framework of social justice and equity. Content will be applied in a variety of class experiences, mentoring activities, and related field assignments.

ED730D: Curriculum, Instruction, and Learning Environments 6 credits

Curriculum, instruction, assessment, and the learning environment are stressed in a context emphasizing organizational frameworks for leadership roles in management, staff

development, learning theory, human development, and ethical considerations of supporting teaching and learning at the department and district levels. Specific attention is given to emergent research in learning style, cognition, intelligence, constructivism in theory and practice, cultural information, individual differences, and the creation of learning communities. Candidates are required to research curriculum models and to apply course content to work site situations in a variety of experiences.

ED810D: Budget, Finance, and Resource Allocation - 6 credits

This course will provide a substantive approach both to public school finance at the school district level. This approach will include topical areas in both fiscal and non-fiscal areas, strategic planning and resource allocation, and budgeting and finance. This course will present a practical understanding of the Wisconsin Uniform Financial Accounting Requirements (WUFAR), an overview of national, state, and local funding systems, and a summary property tax impacts as related to Wisconsin school finance. This course will also demonstrate technological applications in the framework of district initiatives such as referenda, data management systems, and financial forecasting systems. This course will examine state and federal categorical programs in the context of funding, expenditures, legal mandates, and ethical considerations.

ED820D: Law, Media, and Marketing 6 credits

This course offers a case study approach to school law in such areas as staff, student, and personnel law as well as broader categories such as tort liability, civil rights, gender equity, and plant and facility administration. Ethical and leadership implications of legal issues will be explored under the tutelage of experienced and dedicated specialized educational lawyers. Students will interact with media representatives from both print and visual domains regarding public relations strategies for school and campus issues, including an on-site, interactive, live field-based experience with a commercial broadcast television station.

ED790D: Program Assessment and Transition 3 credits

This course also serves as a transition to the research sequence. Students prepare a professional portfolio which is submitted to DPI for superintendent licensure. Students learn about the Human Participants Review Board (HPRB) and IRB processes, continue their growth as academic writers and scholarly researchers. The course also provides students with information about the dissertation process at Edgewood College, introduces students to the support system offered by the research team, guides students through research ethics training, supports students in installing and using technical tools and software, and engages students in an academic writing workshop.

ED 801D Foundations of Research Methods – 6 credits

This course introduces students to the process of conducting educational research. Students will learn about the major research traditions such as quantitative, qualitative, and mixed

methods approaches. Students will discuss common uses of research such as being consumers of research, engaging in practical and applied research, and dissertation research. Students are expected to learn the foundations of educational research, including selecting and refining a research topic, using RefWorks reference management software, creating an annotated bibliography, and exploring the use of appropriate methodologies. Students are also expected to become critical consumers of educational research by reading and evaluating published studies. Students are not expected to complete a research study in this course; however, they are expected to develop an annotated bibliography and draft research questions that could later be used for their dissertation proposal developed in ED 830.

ED 830D Research Methods 6 credits

Topics include research design: quantitative, qualitative, mixed methodologies; research applications and school improvement; leadership roles and research; and the research foundations of doctoral dissertation. Students are expected to create a dissertation proposal, **Chapters 1, 2, & 3 of the dissertation**, as the culminating project for this class.

ED 920D: Guided Dissertation Writing 3 credits

ED 990D: Dissertation Defense 3 credits

K12 Portfolio Records

A learning portfolio is required by state policy [PI 34.13 (3) (b)] for completion of a license sequence. Students' performance, program goals and objectives are incorporated into a portfolio developed throughout the doctoral program. Portfolios are two-dimensional including documentation of learning and documentation of professional achievement. The learning portfolio is based on standards (see appendix A) and consists of multiple measures of cohort member learning in relation to expected achievement outcomes in the content and research foundations of the instructional modules, in the partnership mentoring relationships for school improvement in cooperating districts, and in the preparation for dissertation research. The learning portfolio is organized according to the program standards, and the portfolio artifacts reflect the knowledge, skills, and dispositions embedded in the program performance tasks.

The professional dimension of the portfolio for a leader in the PK-12 concentration will include the following key elements:

- An educational platform which provides a description of the student's leadership disposition;
- Artifacts derived from key course assignments that are linked to program outcomes;
- Reflections on the key course assignments;
- Reflections on meetings with mentor, faculty, and/or advisors; and
- Any other artifacts that reinforce the student's professional growth and development over time

A comprehensive orientation to portfolio preparation and content is provided in ED701 Introduction to Doctoral Study.

Administrative Practicum

The Edgewood College Educational Administration Doctoral Program is built on the concept of partnership. The partnership with schools and school districts includes a mentor along with college faculty who interact on-site to provide leadership experiences for the students. These experiences and visits must be valuable and meaningful both to the student and to the school. Students need to document the practicum experiences and practicum visits as well as the support provided by the mentor to fulfill the practicum tasks.

The mentored and campus-connected practicum is important to fulfill a licensing requirement as well. The DPI requires "...supervised practicums in the area of licensure that are developmental in scope and sequence" for license programs in educational administration [PI 34.15(5) (c) 1.]. Since the practicum at the doctorate level is integrated throughout the program and not a stand-alone class, it is essential that students document the experiences.

Edgewood College Educational Administration

The following format is illustrative of the data capture necessary to document the visits and other practicum experiences.

1. **Date:** Date of the faculty visit or date report was prepared following the visit;
2. **Individuals Involved:** Who was involved - mentor, college faculty, others?
3. **Topic(s) Discussed:** What was the topic or topics of discussion and how did they relate to your work and to the graduate program – for example your dissertation and class assignments?
4. **Resources:** Were there any resources provided or discussed in the meetings that had a value to the program or to your work?
5. **Activities:** What activities were part of discussion or visits that give evidence of district level leadership performance – such as attending board meetings, administrative team meetings or other district level meetings?
6. **Value to Local School or District:** What is the value to the local school or district of the practicum activities listed in #5?
7. **Value to Graduate Program:** Can you use the discussion or resources in your coursework, research, dissertation, or portfolio?
8. **Standards:** Were there program or licensing standards that could be evidenced or documented in the discussion?
9. **Plan for Future Activities:** Were plans for future meetings established and were new goals set for practicum experiences? What standards will be represented?
10. **Reflection:** Reflect on the experiences to date - what value do you see or disposition do you have regarding this practicum experience?

IV. Higher Education and Agency Concentration

Introduction

The higher education/agency concentration began in Summer 2008 as a response to the growing need for courses and curriculum that better serve leaders who work in higher education settings. As a result, the doctoral students now have the opportunity to integrate with leaders, faculty members, and deans from institutions of higher learning, including the Wisconsin Technical College system, public and private four-year colleges and universities, for-profit and online learning centers, and businesses and agencies that lead educational initiatives. The diversity of the learning community is a great strength of the program. Moreover, it demonstrates the commitment to providing a standard of excellence for the preparation of educational leaders at all levels of education. Leaders working in higher education settings pursue doctoral programs for many different reasons. Some aspire to become faculty members; others want to pursue deanship positions in student or academic affairs, and still others anticipate climbing the administrative ladder to the college presidency.

Through collaborative and applied learning, students who enroll in the program will enhance their leadership skills and engage in research germane to individual work environments and aspired career paths. Along the way, students will learn from recognized leaders in the field. They will gain a thorough knowledge of educational issues, themes, and perspectives.

Portfolio: Higher Education and Agency

The portfolio for the Edgewood College Doctoral Program is designed to house key artifacts from the content sequence as a demonstration of student growth and learning. It also serves to move students toward the research phase of the program. The portfolio is designed to demonstrate student growth toward three identities: an Edgewood Leader, an Academic Writer, and a Scholarly Researcher in knowledge, skills, and dispositions acquired throughout the program and further honed after program completion as the student moves through her/his leadership career. This portfolio is developed from Boyer's research on demonstrating the "scholarship of leading"; a continual quest toward perfecting a leadership style that will be filled with continuous acts of inquiry, discovery, application, integration and modification of leadership philosophy throughout a graduate's career (1992).

In a demonstration of growth, doctoral students will provide key assessments related to their identity as an Edgewood leader, an academic writer, and a scholarly researcher. These three identities are viewed through the lenses of the Edgewood values and the doctoral program themes of research, inclusion, communication, technology, and ethics. In addition to

key assessments that will be provided at specific points in time as well as through each content course, the student will create reflections, provide peer review, and potentially create a professional portfolio. The Winterim ED 790 will be the transition for the student from developing her/his identity as an Edgewood leader, to focusing on her/his identity as a scholarly researcher and an academic writer.

The portfolio will demonstrate that a student has successfully completed the requirements of an Edgewood College doctoral Program focused on leadership and the demonstration of the Dominican values of truth, community, partnership, compassion, and justice, and she/he is ready to transition to the research and dissertation phase of the program. Through the completion of this process and the tools provided them during the doctoral program, graduates will learn to reflect on their practice as Edgewood leaders, academic writers, scholarly researchers and to assess themselves in their continued “scholarship of leading”.

Program Goals: Higher Education and Agency

The following are the goals set out by the doctoral program:

Learning Goals: Edgewood doctoral students will connect learning, beliefs, and action and in doing so, have the potential to dramatically and positively alter the society in which we live.

Process Goals: Through the coursework and key assignments, students will have opportunities to write in an increasingly scholarly manner and move from consuming to producing quality research with feedback from professors, peers, and self-assessment. Students may use a multitude of resources, including the writing center, the research faculty, the APA manual, and feedback from peers, professors, and advisors to improve on their ability to produce scholarly writing and produce quality, original research. The e-portfolio will be one means by which students and faculty are able to reflect and evaluate growth and competence in leadership, writing, and research. Further, the e-portfolio provides space for students to reflect on their learning, beliefs, and actions as they relate to leadership/Dominican values.

Performance Goals: The doctoral program students will develop into leaders who embody the Edgewood College values, produce scholarly writing, and conduct and communicate quality research through defended and published dissertations.

These performances are marked by writing that:

- a. Effectively and insightfully addresses the writing task;
- b. Is well organized and fully developed, using clearly appropriate examples to support ideas; and
- c. Displays consistent facility in the use of language and citations, demonstrating variety in sentence structure and range of vocabulary

Research that includes the following attributes:

- a. Sound research questions, a clearly stated and supported purpose statement, and clearly identified and supported research problem;
- b. A comprehensive and selective literature review;
- c. An appropriate method of inquiry;
- d. Data analyzed with precision and accuracy; and
- e. Accurate and logical conclusions, key findings, and recommendations

And leadership that embodies the following attributes:

- a. Truth,
- b. Community,
- c. Justice,
- d. Compassion, and
- e. Partnership.

Course Sequence: Higher Education and Agency

Content Courses			
Course Number	Course Name	Credits	Term
ED701H	Introduction to Doctoral Study	3	Summer
ED715H	Faculty, Programs, and Assessment	6	Summer
ED725H	Inclusion, Diversity, and Leadership	6	Fall
ED735H	Law, Media, and Marketing	6	Spring
ED745H	Finance of Higher Education	6	Summer
ED755H	Ethical Leadership, Policy, and Governance	6	Fall
ED790H	Program Assessment and Transition	3	Winterim

Research Preparation Courses			
Course Number	Course Name	Credits	Term
ED801H	Introduction to Research	6	Spring
ED830H	Research Design and Methods	6	Summer

Dissertation Research and Writing Courses			
Course Number	Course Name	Credits	Term
ED920H	Dissertation Seminar	3	Fall
ED990H	Dissertation Defense	3	Spring

Analysis of the portfolio and dissertation proposal serves as the basis for a decision on admission to doctoral candidacy. The dissertation marks a capstone in individual accomplishment and a major contribution to the partnership of the community of learners in the doctoral program.

Course Descriptions: Higher Education and Agency

ED 701H Introduction to Doctoral Study – 3 credits

ED701 introduces doctoral study through an overview of the program, discussion of the foundational values of Edgewood College, the role of educational research, APA style writing requirements, and portfolio guidelines. The course covers three main topic areas:

1. Introduction to and overview of doctoral study, the doctoral faculty, doctoral program support staff, and the doctoral program;
2. Technology unit that is designed to teach students how to use blackboard within the context of the doctoral program, access Edgewood College library website, search academic, peer-reviewed journals, and use Refworks bibliographic software;
3. Cohort-building, or building community, through ice-breaker activities and discussions about personal philosophies of leadership.

ED 715H Faculty, Programs, and Assessment – 6 credits

Specific attention is given to issues associated with leadership and research associated with curriculum, faculty, programs, and assessment in higher education. Specific attention is given to emergent research that aids leaders of higher education organizations in deepening their knowledge of the complex, yet loosely coupled organization called higher education. Consideration of multicultural understanding and responding to individual differences is emphasized in the process of creating professional learning communities. Topics studied during the semester are thoughtfully crafted to develop themes that provide access to terms, concepts, philosophical positions, and tensions. Students study the organizational structure and norms characteristic of the knowledge, skills, and dispositions needed by leaders who are responsible for oversight and decision making in the context of higher education. Candidates are required to research issues and to apply course content to workplace situations in a variety of class experiences and mentoring relationships.

ED 725H Inclusion, Diversity, and Leadership – 6 credits

This course provides a broad overview of diversity theory, research, policy, and practices at both the K12 and higher educational levels. It is intended to help educational leaders create successful culturally diverse classrooms that will better serve all students. The course examines changing demographics, the academic achievement gap, diverse learning styles,

racial, gender, and class challenges, and offers strategies for schools to address these issues. The course looks at inclusion as a concept of shared power. It explores the ability of different ethnic and cultural groups to participate in policy, design, and decision-making processes in public education. It discusses inclusive excellence and will help students develop a foundation for research-based practices in the area of inclusion and diversity.

ED 735H Law, Media, and Marketing – 6 credits

This course prepares potential educational leaders with the knowledge, skills, qualities, leadership abilities, and administrative behaviors which will be appropriate and necessary in leadership role. Students are introduced to common legal issues that challenge academic leaders in higher education. Students will learn how to identify potential legal problems and, to the extent feasible, avoid them. Students will also be exposed to the major media serving the higher educational community and learn tips on working effectively with their local media. The course explores the use of mixed marketing campaigns, including the use of social media, to promote higher educational institutions and provides students with information to enhance their institution's overall marketing efforts.

ED 745H Finance of Higher Education – 6 credits

This course introduces students to the basics of institutional budgeting and finance. Students explore topics in planning, external trends, organizational culture, change management, and strategic budgeting in an ethical manner as they relate to department, institutional, and system-level budgeting. Ultimately, students will be expected to deliver a persuasive, research-based case for content or process change appropriate to their institutional context. The course creates significant learning opportunities that will prepare students to make important contributions as a part of an administrative team in a higher education setting. A combination of analyzing relevant case studies, reading literature and a text, researching current events, and discussing issues in class accomplishes this goal. Students will have opportunities to apply learning working independently, and as part of teams, in a variety of in-class and out-of-class assignments.

ED 755H Ethical Leadership, Policy, and Governance – 6 credits A comprehensive examination of the role of leadership at the postsecondary education level, grounded in an historical and conceptual analysis. Organizational theory, models, and policies, along with governance, management processes, and leadership from multiple perspectives in higher education are explored. The politics of education is explored in its broadest sense as policy and politics are pursued in the context of social justice and equity issues. Current theory, best practices, and opportunities for practical application are integrated. Particular emphasis is given to leadership behavior theory and ethical practice that has emerged in the field of educational administration/leadership. This course provides opportunities for students to gain valuable insights on leading student services and academic departments within community

and technical colleges, universities, and other higher education organizations and agencies.

ED 790H Program Assessment and Transition– 3 credits

The portfolio for the Edgewood College Doctoral Program is designed to replace the comprehensive exam for the higher education concentration. The portfolio is constructed to demonstrate student growth and competence in three identities: leader, writer, and researcher. The portfolio will demonstrate that a student has successfully completed the requirements of an Edgewood College Doctoral Program focused on leadership and the Dominican values of truth, community, partnership, compassion, and justice. The course will include a transition from the content courses to preparation for the proposal and dissertation phase of the program.

ED 801H Introduction to Research – 6 credits

This course introduces students to the process of conducting educational research. Students will learn about the major research traditions such as quantitative, qualitative, and mixed methods approaches. Students will discuss common uses of research such as being consumers of research, engaging in practical and applied research and dissertation research. Students are expected to learn the foundations of educational research, including selecting and refining a research topic, using Refworks reference management software, creating an annotated bibliography, and exploring the use of appropriate methodologies. Students are also expected to become critical consumers of educational research by reading and evaluating published studies. Students are not expected to complete a research study in this course; however, they are expected to develop an annotated bibliography and draft research questions that could later be used for their dissertation proposal developed in ED 830.

ED 830H Research Design and Methods – 6 credits

This course is designed to provide students with a working understanding of the varied methodologies and strategies employed in educational research. These include knowing the definition of different approaches, considering philosophical worldviews, reviewing the literature, understanding the use of theory, anticipating ethical issues, and developing writing strategies. Students will be expected to learn the essentials needed to carry out the entire research process from identifying a research problem, to selecting the best methodology to examine that problem, to writing a proposal to study the problem, and ultimately completing the dissertation. In addition, students will be expected to become more critical consumers of educational research, acquiring the knowledge to examine published studies, and evaluate the usefulness of the findings and recommendations in relation to their unique professional experience and context.

ED 920H Dissertation Seminar– 3 Credits

Students select a dissertation advisor to work with them to support guided research and dissertation development. Students are further assigned to an advising community with other students and advisors for the purpose of support and interaction around the dissertation process. Research data are collected and analyzed. The final two chapters of the dissertation are created, reviewed, and prepared for final defense.

ED 990H – Dissertation Defense – 3 Credits

The final written copy of the dissertation is prepared. A faculty team is assigned to attend the dissertation defense. Students are provided guidelines for final publication of the dissertation.



EDGEWOOD COLLEGE

Educational Leadership Doctoral Program

Dissertation Handbook

V. Dissertation Handbook

Introduction

The culminating experience for all students in the Edgewood College Doctoral Program (Ed.D.) is conducting dissertation research, writing a doctoral dissertation, defending the dissertation in a formal meeting with a panel of doctoral faculty members, and publishing the dissertation. The doctoral dissertation is a thesis based on original research and is evidence that a student has the ability to read and interpret existing research in education, propose a study to add to the education knowledge base, carry out that individual and authentic research project, and present the results of that research both orally and in a formal written document. The Edgewood College Ed.D. Dissertation Handbook provides guidelines for writing, organizing, and formatting the dissertation document. The dissertation is a requirement for all students to earn the doctorate degree. (see Graduate Catalogue)

<http://www.edgewood.edu/Catalogue>

An education doctorate (Ed.D.) is a practitioner degree oriented to the improvement of professional practice by extending the knowledge, skills, and dispositions of doctoral students through the application of research to leadership. An Ed.D. degree is awarded on three criteria: academic achievement in coursework, completion of a portfolio, and completion of a dissertation. A successful dissertation demonstrates that a student can apply research findings by making analyses, syntheses, interpretations, methods, and procedures to improve educational leadership. The process for writing and publishing the dissertation happens in three distinct phases: 1. The Proposal Process, 2. The Dissertation Process, and 3. The Publication Process.

Advising Communities

Advising communities are a unique way to organize the functions of engaging students in the research discernment process, all aspects of student advising, proposal presentations, and final dissertation defenses. Advising communities focus on supporting the doctoral student throughout the entire dissertation process. Advising communities are organized by program concentration. There is a higher education advising community, a PK-12 advising community, and an online advising community. Advising communities are led by an advising community liaison. Advising communities are comprised of the advising community liaison, students, advisors, and a dissertation editor. Members of the advising community communicate regularly and participate in the 900 level seminar courses. The advising community liaison and/or the dissertation editor will serve on each community member's dissertation proposal and defense committee.

The Dissertation Advisor

Doctoral students are urged to submit their preferences for a dissertation advisor by the middle of the spring semester during their second year of study. Students should seek someone who has one or more of the following characteristics:

1. Expertise in the student's subject area;
2. Expertise in the type of methodology that the student plans to design (quantitative, qualitative, mixed methodologies);
3. Expertise in the type of analysis techniques that the student plans to employ;
4. Access to research data, population, and sampling that the student plans to include in the study; and
5. Similar expectations for the student/advisor working relationship.

The dissertation advisor is a member of the doctoral faculty. Advisors are listed on the Advisor Profile website: <https://sites.google.com/site/edgewooddocs/> Students are welcome to invite professionals who work outside the Edgewood College campus to be an advisor provided they meet the following criteria:

1. The advisor must have an earned doctorate/terminal degree from an accredited institution of higher education.
2. The advisor must complete an on-line training module.
3. They must have experience conducting and evaluating research in educational settings and experience designing and advising dissertation research at the doctoral level.
4. The advisor must interview with the program director and director of research.

Upon the completion of the training and if they meet the criteria listed above, the advisor becomes an adjunct faculty member at Edgewood College. The doctoral program provides professional development and training opportunities to dissertation advisors. Online training and advisor sessions during the 900 level seminars are two ways that the doctoral program supports the growth and development of dissertation advisors.

It is expected that the student will maintain a positive, respectful, ethical, and professional relationship with the dissertation advisor at all times. Additionally, it is expected that the student will initiate regular interactive communication with the dissertation advisor via face-to-face consultations, telephone, video conference, email, or other forms of communication. At a minimum, this communication should occur at least once a month.

Dissertation Advisor Role

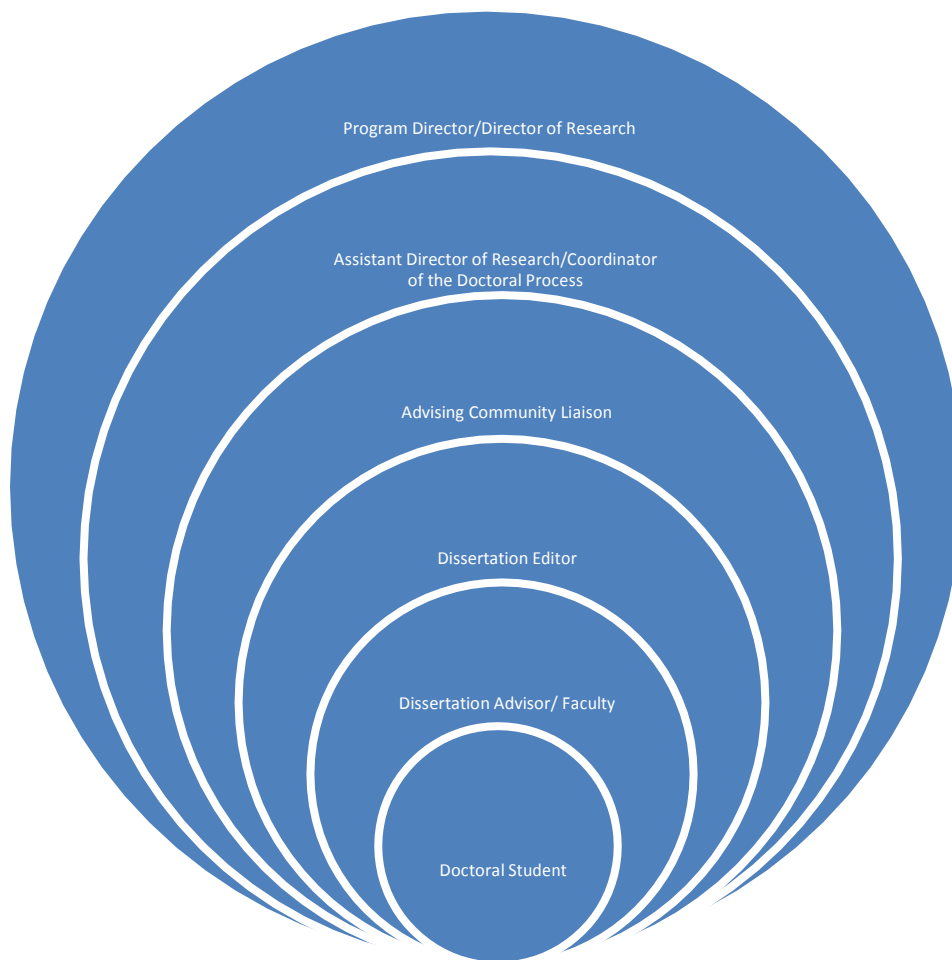
The advisor and the dissertator work closely throughout the dissertation process. The advisor should be adept at advising the candidate about the form, style, and content of the dissertation proposal and dissertation. Advisors collaborate with the instructors of the research and dissertation writing sequence to assess their dissertator's progress. They will attend and actively participate in the proposal presentation and dissertation defense, ensuring that the candidate has produced work that is worthy of doctoral study, and merits acceptance as part of the program requirements. They will inform the Advising Community Liaison that the candidate is ready for the dissertation proposal and the final oral defense of the dissertation. The advisor actively supports the mission of the college by working with faculty, staff, and students to share in Edgewood College's core values – truth, compassion, justice, partnership, and community.

Advising Community Liaison Role

Under the direction of and in collaboration with the research team, Advising Community Liaisons are responsible for community building within the advising group. They actively engage in the 900 level seminars. Liaisons serve on student dissertation committee meetings and coordinate the logistics of the proposal, dissertation, and publication process for students in their community. Advising Community Liaisons provide direct, regular, and ongoing communication with students in their communities. They collaborate with the Coordinator of the Dissertation Process to give timely information to students and to provide students with the resources they need to be successful in the dissertation writing process. Every effort to exceed doctoral student expectations is made throughout the advising stage of doctoral studies by providing quality service and follow-up and superior doctoral program knowledge and technical support.

Dissertation Editor Role

Dissertation editors are professionals with an earned doctorate degree who have experience editing dissertations. The program has dissertation editors who work with students when they are enrolled in the dissertation research and writing course sequence (800 and 900 level courses). The dissertation editors serve on students' dissertation committees and work with students and their advisors in the proposal readiness, defense readiness, and publication phases of the doctoral journey. As committee members, dissertation editors can give students feedback on the content of their work as well as the elements of academic writing. However, dissertation editors focus primarily on grammar, voice, APA style, formatting, references, and overall editing.



Procedures for Changing Dissertation Advisors

A student may wish to change his or her dissertation advisor. If so desired, the student must submit a written request for change of the dissertation advisor to the Assistant Director of Research. If a student wishes to initiate a change in his or her dissertation advisor, the student should complete the following steps:

1. Discuss the matter with the advisor.
2. Consult with the Coordinator of the Dissertation Process.
3. Submit a written request for a change of advisor to the Coordinator of the Dissertation Process.
4. The research team will recommend a new dissertation advisor for the student and facilitate the match.

If a dissertation advisor wishes to withdraw as dissertation advisor, the dissertation advisor should complete the following steps:

1. Discuss the matter with the student involved.
2. Consult with the Advising Community Liaison.
3. Submit a written request for removal as dissertation advisor to the Advising Community Liaison and the Coordinator of the Dissertation Process.
4. Provide a summary of the students' progress to date to give to the student's new dissertation advisor.

After a change of dissertation advisor, the new dissertation advisor must meet and review the progress of the candidate to confirm the direction of the project. This meeting will be under the direction of the Advising Community Liaison.

The Template

The template is a Word template. It is a formatting and content guide for proposals and dissertations. It is formatted according to Edgewood and APA specifications. It includes the appropriate heading styles and components of Appendices C and D. The template includes suggested content headings and key elements, and components included in your proposal or defense such as the Table of Contents, Chapter headings, and References, and highly useful suggestions on formatting. Students should use the template in conjunction with this handbook and the APA Manual. The handbook and APA Manual give dissertators specific guidance on the components and formatting of a dissertation or proposal. The template was designed to align with these resources, incorporate the necessary components into a Word document, and be a document that dissertators can use to develop and complete their work. Students can learn how to download, save, and use the template by following the instructions on the [Dissertation Resources](https://library.edgewood.edu/edd/dissertation) page <https://library.edgewood.edu/edd/dissertation> .

VI. Dissertation Proposal

A dissertation proposal is a formal presentation of planned dissertation research and methods. A dissertation proposal should be an evolving document, presenting ongoing informal work on dissertation proposal questions, literature reviews, and methods. Formal work on a dissertation follows the submission and approval of a dissertation proposal.

A dissertation proposal contains drafts of the first three chapters of a dissertation. A proposal should follow all format guidelines in this handbook. Research proposals must be submitted to the Edgewood College Human Participants Review Board (HPRB) for approval before a student can collect data. After students' proposals are approved by their proposal committees and by the HPRB, they are authorized to conduct their research. Access to HPRB guidelines is listed in Appendix B.

Either the advising chair liaison or the dissertation editor chairs the proposal meeting. Committee members review the student's document prior to the proposal defense and provide electronic feedback to the student on or before the proposal meeting. Committee members review dissertation proposals to determine the extent to which the proposed research does the following:

- Makes a significant contribution to an area of the education field.
- Makes a significant contribution to understanding a specific problem.
- Demonstrates a doctoral candidate's capacity to carry out independent research.
- Contains material worthy of dissemination at a doctoral level.

The committee also assesses the document for quality of academic writing, APA style, and inclusion of references and citations throughout the document. Elements of the dissertation proposal can be found in Proposal and Dissertation Components (Appendix C).

The Proposal Process

The Proposal Process is completed in four stages that are aligned with the research and dissertation writing course sequence:

1. Proposal Readiness (ED801, ED830, ED920)
2. Proposal Logistics (ED830, ED920)
3. Proposal Meeting (ED920)
4. Post-Proposal logistics

Stage 1. Proposal Readiness. During the Proposal Readiness stage, the student and advisor communicate regularly. The student and advisor work closely together. The student shares a copy of the research prospectus at the beginning of ED830. During ED830, the instructor and advisor guide the student to develop a researchable question, statement of the problem, theoretical framework, map of the literature, and research design. Most Dissertation Editors want to see the proposal one chapter at a time, well in advance of the proposal date. Please negotiate this process with the advisor and editor. The advisor continues to guide the student in ED920 to prepare for the proposal presentation, submit HPRB paperwork, and assess the quality of academic writing with the student and an editor. Guidelines regarding formatting can be found in Appendix D. Together, the student and advisor complete the Proposal and Dissertation Self-Assessment Readiness Guide (see Appendix E).

Stage 2: Proposal Logistics. Once the advisor and student determine readiness, the advisor and student should follow these steps:

1. Student and advisor should meet to discuss the Proposal and Dissertation Self-Assessment Readiness Guide. The advisor should discuss any concerns that emerge from the discussion of the proposal and dissertation self-assessment with the student and the committee. The advisor should use the Proposal and Dissertation Self-Assessment Readiness Guide as a guide for determining if the student is ready for the proposal meeting.
2. Student completes the HPRB paperwork and submits it to the Director of Research for review. All HPRB paperwork can be found on <http://hprb.edgewood.edu> (see Appendix B). Students must submit HPRB paperwork to their advisor who signs and sends it to the director of research for final approval prior to submitting it to the HPRB committee. Note: The student does NOT need to wait for the proposal meeting to submit the HPRB proposal and paperwork. As long as the student clearly defines the research methodology and includes copies of the research instrument, informed consent, and copies of

planned communication with participants, the student can submit HPRB paperwork.

3. Student, advisor, and Advising Community Liaison set the proposal meeting date, time, and location.
4. Advising Community Liaison communicates the proposal time and date to the Coordinator of the Dissertation Process.
5. Advisor sends the proposal document to the Advising Community Liaison at least three weeks prior to the desired proposal meeting date.
6. The Coordinator of the Dissertation Process makes room reservations, updates the Google calendar, updates the student's record with the meeting information, and sends the proposal document and final confirmation for the proposal meeting to the student and to all members of the proposal committee.
7. The Dissertation Editor provides electronic feedback to the student and advisor on or before the proposal meeting.

Stage 3: Proposal Meeting. The proposal meeting is chaired by either the Advising Community Liaison or the Dissertation Editor. The proposal is presented orally by the student to a proposal committee. The student prepares a professional presentation of the research proposal, including the background of the problem, research questions, theoretical or conceptual framework, research questions, significance of the study, literature map, review of the relevant literature, and all components of the study design and methodology. Students are asked to reflect upon how their dissertation research and course work have impacted or will impact future professional development. Student completion of this requirement is affirmed at the end of the presentation by a consensus of the faculty members present and is confirmed in writing by the Advising Community Liaison or the Director of Research.

Stage 4: Post-Proposal Logistics. The Advising Community Liaison sends the official notification summary to the student, advisor, and Coordinator of the Dissertation Process. The official notification is stored in a student file. The advisor follows up with the student to ensure that the student completes the actions recommended by the committee.

Admission to Doctoral Candidacy

Students who have successfully completed the required coursework with a minimum grade point average of 3.0, passed the portfolio assessment, and received approval of their Dissertation Proposal, are eligible for admission to candidacy for the Doctor of Education Degree.

VII. Doctoral Dissertation Process

The first three chapters of the dissertation comprise the dissertation proposal. After the proposal is approved, students conduct their research, collect data, analyze data, report findings, and discuss implications and propose recommendations. Chapters 4 and 5 are completed after the students collect, analyze, and report data and research findings.

A doctoral dissertation is an opportunity to show knowledge, skills, and dispositions acquired through intensive research, systematic writing, and collegial discussion educational leadership. Through the dissertation research and writing process, doctoral candidates are expected to do the following:

- Show abilities to analyze, synthesize, and interpret information;
- Demonstrate knowledge of research literature and scholarship;
- Describe research methods and approaches;
- Present research findings, conclusions, and recommendations;
- Write in APA style;
- Demonstrate significance of the research;
- Contribute to the profession;
- Provide evidence of a data-based approach to problem-solving;
- Establish competence in organization and effectiveness of communication; and
- Demonstrate potential for dissemination and replication.

Outlines of various sections and chapters of a traditional dissertation and a suggested format for writing a dissertation abstract are in appendices. A candidate should specifically state sources of information upon which a dissertation is based. Full and appropriate attribution is essential. A dissertation must not contain work that has been previously presented for any degree, except with the director of research prior written approval. Any previously published parts of a dissertation must be cited.

Each dissertation committee member decides whether a dissertation:

- Makes a significant contribution to practitioner knowledge;
- Gives evidence of understanding a problem;
- Demonstrates a candidate's independent research;
- Contains material worthy of dissemination;
- Is formatted in APA style; and
- Is written in clear, consistent and cogent prose (APA, 2010; Burke, 2009; Strunk & White 2008; Zinsser 2008).

If dissertation committee members decide that a dissertation conditionally meets all criteria, notations for changes would be made for a next draft. The director of research may resolve conflicting recommendations. A candidate will be expected to incorporate approved changes into a final manuscript to be presented at a dissertation defense. Elements of the dissertation document can be found in Appendix C Proposal and Dissertation Components.

Dissertation Process

The dissertation process is completed in four stages:

- Stage 1: Defense Readiness,
- Stage 2: Defense Logistics,
- Stage 3: Defense Meeting, and
- Stage 4: Post-Defense Logistics

Stage 1: Defense Readiness. The advisor follows up with the Advising Community Liaison about recommendations from the proposal meeting. The student may utilize the Dissertation Editor to ensure quality. Student and advisor should meet to discuss the Proposal and Dissertation Self-Assessment Readiness Guide. The advisor should discuss any concerns that emerge from the discussion of the proposal and dissertation self-assessment with the student and the committee. The advisor should use the Proposal and Dissertation Self-Assessment Readiness Guide as a guide for determining if the student is ready for the dissertation defense meeting.

Stage 2: Defense Logistics. When the advisor deems the student is ready to defend, the advisor notifies the Advising Community Liaison. The advising liaison determines a meeting date and time and communicates the logistics with the coordinator. The advisor sends the document to the liaison a minimum of three weeks before the defense is scheduled. The advising liaison reviews the document and confirms the dissertation meeting date and time. The advising liaison sends the document to the coordinator at least two weeks before the defense. The coordinator makes room reservations and updates the calendars. The Advising Community Liaisons send confirmation e-mails to the dissertation committee with the document a minimum of two weeks before the defense.

Stage 3: Defense meeting. A dissertation committee may meet in executive session prior to a defense. If revisions are to be recommended for a final draft, the advising liaison would assure that changes are incorporated in the published dissertation. Students should work with their advisor to prepare for the dissertation defense and should follow these guidelines:

- Submit a completed and signed Proposal and Dissertation Self-Assessment Readiness Guide to the advisor and advising liaison, who will then schedule an oral defense with

the defense committee.

- Submit one electronic file and one printed copy of the defense draft to the community advising liaison three weeks prior to the defense.
- Bring a slide presentation or handout to the defense, following agreed conventions for style and content.
- Bring a digital recorder to record the comments and suggestions of the committee.
- Open the presentation by offering appropriate expressions of gratitude to all who assisted the researcher.
- Prepare an oral presentation of about 45 minutes. Briefly review Chapters 1, 2 & 3. Be sure to emphasize the additions made to the literature review in Chapter 2. Assume that the audience is already familiar with the substance of these early chapters.
- Emphasize Chapters 4 & 5: the results and recommendations. Describe in detail the data collection and the issues and challenges encountered; what the research has revealed; what surprises appeared; how the new data substantiate or challenge the literature; what significant contributions the research has made; what is now known that was not before the study.
- Invite questions from the attendees.
- Budget adequate time following the defense to make any recommended changes and to submit a final copy for review within four weeks.

A dissertation defense is usually a two-hour meeting in which the doctoral candidate presents a formal, professional oral report of the research and answers questions from the committee. Students may invite visitors to the defense meeting. The defense committee provides student written feedback which the student uses to edit work. The Dissertation Editor provides written comments but does not need to be present at the dissertation defense. The committee must unanimously agree that a dissertation defense is successful. At the close of a defense, a committee may make one of the following recommendations:

- A candidate will be awarded a degree without conditions.
- A candidate will be awarded a degree subject to conditions.
- A candidate will not be awarded a degree.

Stage 4: Post-Defense Logistics. A dissertation committee provides detailed comments on a dissertation's strengths and weaknesses. The Advising Community Liaison sends official notification outcome to the coordinator, committee members and the student. The coordinator places the meeting outcome into student file. The student incorporates the recommendations--generally this is an 8-10 hour endeavor--returns it to the advisor, who then approves the document for publication.

VIII. Publication

Publishing is an important way to contribute to the larger research body of professional literature and allows a work to be read by others all over the world. Doing so will enhance students' reputations as well as the school's professional stature and is required for graduation. The Educational Leadership program requires publication in two formats: electronic and print. Students will not receive their degree until publication is complete.

Publication Process

The publication process is completed in three stages:

Stage 1: Finalized Dissertation,

Stage 2: Publication, and

Stage 3: Distribution.

Stage 1: Finalized Dissertation. The advisor deems the document ready for publication. When this happens, the advisor sends the document to the advising liaison. The liaison sends the document to the coordinator.

Stage 2: Publication. The Dissertation Editor sends a clean and finalized copy to the coordinator. The coordinator sends congratulatory letters and publication instructions to the student. The coordinator updates the student file with the dissertation title and dates. The student works with the Coordinator of the Dissertation Process to complete publication. Students must submit electronic copies of their dissertations to University Microfilms, Incorporated (UMI) that is free. For a fee of \$55.00, students may opt to have UMI submit their dissertation to the U.S. Copyright Office and receive a certificate from the Library of Congress.

Stage 3: Distribution. Printed copies are handled through a local printer, Grimm's Bindery, and submission happens four times each year: March 1, June 1, September 1, and November 1 with a one month turn-around time. Students are required to purchase one copy for the doctoral program office. An electronic copy is sent to the Oscar Rennebohm Library. Many students order additional copies for other interested parties.

Appendix A

Wisconsin Administrator Standards

1. Teacher Standards

The administrator has an understanding of and demonstrates competence in the ten teacher standards.

2. Vision of Learning

The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.

3. School Culture

The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

4. Organizational Management

The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.

5. Community Interests and Needs

The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

6. Integrity

The administrator acts with integrity, fairness, and in an ethical manner.

7. Political Context

The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

Wisconsin Teacher Standards

1. Teachers know the subjects they are teaching.

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

2. Teachers know how children grow.

The teacher understands how children with broad ranges of ability learn and provides instruction and supports their intellectual, social, and personal development.

3. Teachers understand that children learn differently.

The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

4. Teachers know how to teach.

The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

5. Teachers know how to manage a classroom.

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. Teachers communicate well.

The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. Teachers are able to plan different kinds of lessons.

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

8. Teachers know how to test for student progress.

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

9. Teachers are able to evaluate themselves.

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

10. Teachers are connected with other teachers and the community.

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

Performance Tasks for all Prospective Administrators

1. The prospective administrator should know the practical, educational administrative implications of major cultural, historical, and philosophical perspectives and should exhibit an appreciation and support for all cultures in school settings.
2. The prospective administrator should know research methods (including design, quantitative, qualitative, historical and ethnographic issues), should have a commitment to ethical research, and must complete field-based action research projects as part of class assignments.
3. The prospective administrator should know learning theory (including theories and ideas pertaining to human growth and development, personality and intelligence) and should exhibit an attitude that all students can learn given the appropriate instructional objectives and tasks and appropriate support for learning.
4. The prospective administrator should know curriculum (decision-making, content, instructional methodology, student evaluation, and curriculum change processes) and should value a curriculum that is representative of the multicultural and pluralistic nature of society and of students.
5. The prospective administrator should know student services (counseling, psychology, social work, career guidance, student discipline, and dropout prevention strategies) and recognize the importance of a solid student services team to support student social, emotional, psychological, and educational well-being.
6. The prospective administrator should know the administration of special programs (special education, bilingual education, migrant education, and compensatory education) and must exhibit equity in the support of these programs.
7. The prospective administrator should know personnel and human resources management (certification, recruitment, selection, assignment, academic freedom, compensation, collective bargaining processes, formative and summative teacher evaluation, teacher rights, counselor evaluation, administrator evaluation, classified employee evaluation, staff development), support the design and implementation of professional and support staff development programs, and value the existence and continuation of a diverse administrative, teaching, pupil services and support staff.
8. The prospective administrator should know educational management (administrative theories, decision making theories) and use that knowledge in making ethical and educationally appropriate decisions.
9. The prospective administrator should know educational leadership (theories, processes, and skills) and value those theories that offer teamwork and inclusion of all stakeholders.
10. The prospective administrator should know human relations (conflict resolution, team building, inter-personal and inter-group relations) and should exemplify integrity and fairness in all human relations activities.
11. The prospective administrator should know systems analysis and design

(organizational) structure, flow charts, strategic planning, computer spreadsheets and databases, quality control) and use those support items in an efficient, effective and ethical manner.

12. The prospective administrator should know site-based leadership (participatory versus top-down decision making, empowerment) and exhibit skill in the design and implementation of shared decision-making structures.
13. The prospective administrator should know school law and policy development (local, state and federal policy, the legal system, church and state, compulsory attendance, student rights, and torts) and make informed decisions based on that knowledge.
14. The prospective administrator should know school finance (local, state, and federal roles, budgeting and accounting, equity and equality issues) and exhibit fair and impartial decisions relating to school budget issues.
15. The prospective administrator should know school public relations (developing and evaluating public support for education) and should be a positive role model for professionalism in the school and community.
16. The prospective administrator should know school facilities (planning facilities and grounds, educational specifications, energy and conservation, health and safety, maintenance and operation) and give evidence of working to provide safe and healthful facilities for learning to occur.
17. The prospective administrator should know district and community leadership (board and superintendent roles, relations, and evaluation, district governance models) and be able to follow the appropriate chain of command for decisions.

Appendix B

HPRB Process

The Human Participants Review Board (HPRB) is the Edgewood college committee that reviews research proposals to assure the highest quality of research involving human participants conducted under the auspices of the college. The HPRB's primary function is to ensure protection of human subjects through the review, approval, modification, or disapproval of research.

Overview. Human Participant Review Board (HPRB) approval is required at both Edgewood College and any participating institutions for your data collection.

Please submit your proposal form and consent for to the Director of Research of the doctoral program for review **prior** to submitting to the HPRB committee for review.

Effective October 1, 2014, all submissions must be made through IRBNET. NO HARD copies are required for submission to HPRB as of October 1, 2014.

Students should expect that the initial review will take about 4 weeks from submission, keeping in mind Edgewood College holiday closures (Spring Break, for example) which are listed on the Edgewood site under Academic Calendar.

Where to start. The Edgewood HPRB site hprb.edgewood.edu is a good starting place that easily links with the other website Edgewood uses to approve your process: IRBNET.

1. If you do not have an account with IRBNET (www.IRBNET.org), now is the time to create one. Here is the link to an easy tutorial on creating an account (free):
http://hprb.edgewood.edu/Portals/HPRB/Documents/IRBNet_Training_Energizer-New_User_Registration.pdf
2. Once your account is verified, you are able to upload the documents necessary for submission.
3. All **documents must be in Microsoft Word** and **uploaded** to IRBNET.
 - a. Proposal Form
 - b. Consent Form (Written, Implied or Assent as appropriate)
 - c. NIH Training Certificate
 - d. Documentation indicating access to your research participants/Permission from institution where conducting research (if appropriate)
 - e. Data collection instrument (survey, interview questions, observation rubric, etc.)

The proposal and consent forms are templates on the Edgewood site and need to be downloaded, saved as a Word document and then completed by you, the researcher.

These templates are also available on the IRBNET site when you log in, under the left hand column button that says “Forms and Templates”.

4. Submit your completed materials to the Director of Research for the doctoral program: Sjimenezsoffa@edgewood.edu or Dr. Ting Lan Ma at tma@edgewood.edu for review.
5. Upon receiving permission to submit your proposal and supporting documents to HPRB, log into IRBNET and on the left hand side, click “Create New Project” to upload your documentation.

Important resources. Please note, the HPRB team at Edgewood has produced a number of informative, short tutorials available as PDF’s for your reference. The tutorials in the following list are available on the Edgewood HPRB website: IRBNet, User Registration for IRBNet, IRBNet Tutorial, IRBNet Submission Instructions, Proposal Form, Written Consent Template, Implied Consent Template, Assent Form Template, QI/QA Document.

IRB training. Please remember that IRB training is required for all investigators. Training Completion Certificates can be obtained by visiting the free IRB Online Tutorial sponsored by the U.S National Institutes of Health at <http://phrp.nihtraining.com>. You will be able to print a training Completion Certificate upon finishing the tutorial. You will need to upload the training certificate as part of your submission.

Appendix C

Proposal and Dissertation Components

Chapter 1. Introduction to the Study

Introduction. An introduction to a dissertation presents the specific problem under study and describes the research strategy (APA, 2010, Section 2.05, p. 27). The introduction is grounded in the literature. There should be deep connection with the literature to establish the nature of the research. In an introduction, the researcher should

- Create reader interest in the topic (start with a hook);
- Lay the broad foundation for the problem that leads to the study;
- Place the study within the larger context of the scholarly literature; and
- Reach out to a specific audience.

Contextual orientation or background of the study. An orientation is a brief description of a topic's historical and theoretical backgrounds. This section also describes the scope of the problem. For example, if the problem being addressed in the achievement gap for a particular district, contextualize the problem from the big to small (national level problem, state level problem, region level problem, district level problem) citing literature to support the description along the way.

Statement of the problem. A problem statement or hypothesis is an overview of a problem, stating why research is necessary. The description of the problem should be grounded in the literature. The problem statement should be a synthesized statement of the problem that leads to researchable question(s). The problem statement describes the context of the study and situates the problem within that context. The problem should be stated in a way that is understandable to the general audience. Effective problem statements address the reasons why the research needs to be done.

Purpose of the study. Purpose statements should provide a specific and succinct description of why the study is being conducted. The purpose statement can also incorporate the rationale for the study. The following are key points to keep in mind when writing purpose statements:

- Begin with a sentence like, "The purpose of this study is...",
- Clearly identify the central concepts of the study, and
- Identify the type of inquiry used.

Research questions. Research questions should be directly linked to theoretical models and problem statements and indicate whether proposed findings could improve educational practice. A research question poses a relationship between an input variable (independent

variable) and an outcome variable (dependent variable). A research question should be developed before the methodology is decided because the way that the research question is worded provides influences the type of analysis that must be done to answer the question. For example, a research question that asks, “What is the relationship between A and B?” leads the reader to expect a correlational analysis; a research questions that asks, “What is the impact of A on B?” leads the reader to expect a regression analysis; and a research question that asks, “What is the difference between males and females on A?” leads the reader to expect a difference-of-means test, or t-test.

A good research question does the following:

- Defines the investigation,
- Sets boundaries, and
- Provides direction.

As a researcher develops a research question, the following checklist should be followed:

- ✓ **Is the question right for me?**
 - Will the question hold my interest?
 - Can I manage any potential biases/subjectivities I may have?
- ✓ **Is the question right for the field?**
 - Will the findings be considered significant?
 - Will it make a contribution?
- ✓ **Is the question well-articulated?**
 - Are the terms well-defined?
 - Are there any unchecked assumptions?
 - Is the question open-ended and does it use words like *what*, *how*, *to what extent*, or *in what way*?
- ✓ **Is the question doable?**
 - Can information be collected in an attempt to answer the question?
 - Do I have the skills and expertise necessary to access this information?
 - If not, can the skills be developed?
 - Will I be able to get it all done within my time constraints?
 - Are costs likely to exceed my budget?
 - Are there any potential ethics problems?

Theoretical or conceptual framework. A theoretical or a conceptual framework is the theory or concept that undergirds a study. Students will generally have either a theoretical framework or a conceptual framework. Sometimes students use multiple theories or

conceptual frameworks. It is up to the student and the advisor to select the best framework for the study. A theoretical/conceptual model is often demonstrated by a figure but can also be described in a narrative without a graphic representation. A theoretical framework begins to show interrelationships of variables or groups in the study. According to McMillan and Schumacher (2001), a theory should fulfill the following criteria:

- Provide an explanation of the relationship of variables in the study relevant to the outcome variable;
- Be consistent with the already established body of knowledge;
- Be considered a tentative explanation of the outcome variable; and
- Stimulate further research in areas that need investigation.

Some students select an existing theory as the foundation of their work. In those cases, the student should show the visualization of the theory and describe the ways in which the theory grounds the study. In other cases, students draw from the literature to present a picture of the relationship between the independent and dependent variables and rely on the literature to predict or describe the relationship between variables in the study.

Significance of the study. Connect research questions to extant literature. Indicate how the research will refine, revise, or extend existing knowledge in the area under investigation. Indicate how the research fills a gap in the literature. Finally, articulate how the research is significant both practically and professionally. In other words, discuss the practical implications to the stakeholders and discuss how the research will contribute to the professional knowledge base and/or body of literature in the topic area.

Summary. The summary should include a 1-3 paragraph summary of the key points included in Chapter 1. The summary may include either a brief description of what will be included in Chapters 2-5 or a brief introduction to Chapter 2. Introducing future chapters is the decision of the researcher and advisor. Often, good summaries are created by writing summary sentences using the headings in the chapter.

Chapter 2. Literature Review

The literature review provides the framework for establishing the importance of the study and the benchmark for comparing the results of a study with other findings. A literature review is a place to identify, select, and analyze sources on a topic. It provides a history of a topic and gives explicit credit to previous authors. It should provide a foundation for a problem statement and research questions. It relates the study to the larger, ongoing dialogue in the literature about the topic. It is a synthesized explanation of the results of other studies that are closely related to the topic. As such, the literature review should posit a logical argument for the dissertation. Often, a review of literature is the longest chapter in a dissertation. It includes

theoretical and practical literature, making references to alternative viewpoints and methodological resources (Creswell, 2009).

There are four criteria in determining the adequacy of the review of literature: (1) complete enough to inform and enlighten the reader, (2) clear in every regard, (3) correct in style and accuracy, and (4) concise as possible while meeting the complete criterion outlined below. When writing a literature review, it is helpful if students include a map at the beginning of the chapter. The literature map serves as a roadmap to the bodies of literature and topic areas that the researcher will discuss in Chapter 2. Students should keep the following points in mind:

- Start with an introduction – restate the purpose of the study and clearly restate the research questions.
- Present the literature map and/or guide.
- Delineate the starting point for the review of the literature and tell how the study will refine, revise, or extend what is known.
- Avoid statements that imply that little is known about a topic area because usually this means that the research has not conducted a deep enough review of the literature.
- Be thoughtful about the literature included in the study. Literature included in the review should be pertinent and relevant.
- Avoid paragraphs that begin with a citation in the topic sentence, especially when paired with a description of the author's study as the body of the paragraph. Use your topic sentences to describe and delineate your argument.
- Document the search strategy and be prepared to share the process for developing the literature map.

Literature mapping. Mapping is a very useful graphical technique that helps visualize connections and relative relationships between and among concepts. In the case of literature, these associations are between literatures and mapping can help to identify issues such as proximity and connections in terms of ideas and findings. Analyze a paper using critical techniques, then decide how it fits in with other, previously analyzed literature. This can be achieved by literature mapping, which involves broadly identifying the key concepts across the literature and how each paper or piece of material fits into this overall conceptual map.

To start mapping, follow these steps:

1. Write down the major themes from the literature which have relevance for the current piece of research.
2. Begin a list of authors for each major theme and indicate the authors' point

- of view/finding/perspective on the theme
3. Write down any areas of consensus between different authors.
 4. Write down any areas of dispute or disagreement between particular authors.
 5. State if there are any special reasons which might account for the different views held by different authors. For example, have they conducted their research at different times or using different techniques?
 6. Note the implications of cases of consensus and disagreement have for the current research, if applicable.
 7. When appropriate, be descriptive about the details of key studies that form the foundation of the research and synthesize the research findings to tell the story behind the research problem.
 8. Every time one reads new literature ask: where does this paper fit in and does it alter any of the answers to the previous seven questions?

Chapter 3. Research Design & Method

Chapter 3 is the most demanding (Bazerman, 1988) chapter and usually generates the most discussion during a proposal presentation. Chapter 3 should be the recipe for the design of the study. It details the participants, measures, procedures, and data analysis (plan).

- Introduction.** Summarize the purpose of the study and provide a roadmap for Chapter 3. Ideally, the introduction will briefly restate the purpose of the study.

Description of the participants.

Description of the Research Setting

- **Who is the sample?** A part of a population is called a sample. It is a proportion of the population that ideally represents the population in all characteristics. It is often *impractical* and sometimes *undesirable* to try and study the *entire* population. For example, if the *population* of interest is *frequent, male Facebook users in the United States*, this could be *millions of users* (i.e. millions of *units*). If the researcher chose to study these Facebook users using *interviews* (i.e. the chosen *research method*), it could take a lifetime. Therefore, the researcher may choose to study just a *sample* of these Facebook users. An example of a population would be random selection of 1000 traditional aged undergraduates at a Midwestern, research 1 institution. Another example would be a purposeful selection of 10 initial educators working in a district who are representative of the population. That is to say, if the pool of 100 initial educators has the characteristics of 70% female, 30% under the age of 32, 40% first career out of college, ideally a sample of 10 would

have seven women and three men; seven over the age of 32 and three under the age of 32; and four first career out of college.

- ***What sampling strategy is appropriate?*** Researchers can draw a sample from a population in many different ways. In selecting a sample, consider the sample size and the way that sample size affects the quality of the data. Simply speaking, while great information can be gained from interviewing 100 people, that probably is not feasible in a one to two year time frame. Also, survey data can be very useful, but not if the survey is conducted on a very small sample size (i.e. less than 15-20 people). There are different types of sampling strategies – probability sampling strategies and non-probability sampling strategies. Probability sampling strategies use a random selection of participants, and sampling can be completely random or can be stratified to ensure representation from all the different characteristics germane to the study. Non-probability sampling strategies rely on the subjective judgment of the researcher, and the types include purposeful sampling, convenience sampling, snowball sampling, and self-selection sampling.

Description of the measures: Identify the constructs. Define the variables. Operationalize the variables in a figure, table, or narrative, and describe how they are measured.

- Describe the instruments you used. (Survey – designed or existing, scales, focus group protocol, observation rubric, interview protocol, meta-analysis strategy, a combination of these).
- Describe the procedure for developing the instrument(s). Address each procedure if using multiple instruments. Describe the procedures of the pilot study. Describe the use of existing instruments or their modification. Does the instrument rely on the literature? Were stakeholders or experts in the field utilized to create the instrument(s)?
- Include a sample of the instrument in the text of the chapter. Map the constructs to the research questions. In survey design, think about including multiple questions that “get at” or relate to a construct to preserve internal validity of the constructs. For example, if measuring commitment to graduate from an institution, ask participants the following questions, each designed to measure the commitment construct:

(5- point agree-disagree scale) I believe I will graduate from Edgewood College.

(5- point agree-disagree scale) I am confident in my ability to complete my degree requirements at Edgewood College.

(5- point agree scale) I believe I will be an active member of the alumni group after I graduate from Edgewood College.

When mapping questions to constructs, use the following format:

• I believe I will graduate from Edgewood College (EC).	Commitment
• I am confident in my ability to complete my degree requirements at EC.	Commitment
• I believe I will be an active member of the alumni group after I graduate from EC.	Commitment
• I am confident in my ability to be successful at EC.	Confidence
• I am confident in my ability to pass my classes.	Confidence

- Test the reliability and validity of the instrument. Describe piloting the instrument with a sample. Describe how the advisor or experts in the field validated the instrument. Describe the pilot study and the statistical tests of reliability.
- Include the entire instrument(s) in the appendix of the dissertation and make sure the instrument(s) is referenced in the test.

Description of the procedure. Introduce the chosen research method and explain the choice (qualitative, quantitative, mixed). Describe the appropriateness of the design. This is an opportunity to explain, for example, the choice to engage in qualitative methods using interviews as the primary data source; or provide a rationale for choosing to conduct a case study using qualitative methodology to analyze multiple documents, strategic plans, and conduct focus groups of key stakeholders at the school, district, college or organization; or why conducting a quantitative study that collects demographic and baseline data and utilizes a pre- and post-assessment of academic self-efficacy is appropriate; or why conducting a current mixed-method study to survey the population and conduct in-depth interviews of a purposeful sample of participants on a topic is necessary. The critical piece here is to describe the choice in method and explain how the method chosen makes the most sense to help answer the research question(s).

There are a number of different research designs that students employ. The research design guides the strategy for data collection, data analysis, and data reporting. Sample research designs include the following:

- Experimental and Quasi-experimental research involves manipulating an independent variable to study its effect on a dependent variable, controlling for extraneous factors. Both designs attempt to establish cause and affect

relationships between variables.

- Correlational research explores the relationship between two or more variables, suggesting but not establishing causality.
- Descriptive and historical studies investigate and describe contemporary or historical educational phenomena, interpreting events, ideas, or conditions.
- Ethnographic research describes, documents, and analyzes cultural behaviors in the naturalistic conditions of a specific social group.
- Causal-Comparative studies examine cause and effect relationships that already exist, suggesting but not establishing causality.

This section includes the method for inviting people to participate in the study, the method of collecting the data, Human Subjects (HPRB process) and the data collection timeline. The data collection timeline should include a description of the phases of data collection, and people, places, etc. involved in each phase. The data collection selection should include a detailed description of all of the steps taken to collect data. This process begins with getting approval from HPRB and other institutional IRB boards, identifying contact information for potential participants, inviting participants to the study and all correspondence included in that process, informed consent, medium used to collect data, and plans for storing the data. HPRB guideline can be found in Appendix B.

Data analysis. In this section, describe the types of analysis that will be conducted on the data once it is collected. This section goes beyond saying that SPSS and/or NVivo9 will be used to analyze the data. Describe the process for analyzing the survey data, the interview data, etc. Here are some guiding questions that will help with writing this section:

- What types of data am I analyzing?
- What do I need to know about my data so I can answer my research questions?
- What type(s) of analysis does my research question call for?
(relationship questions → correlation; 'in what ways' questions often call for descriptive statistics; Differences between groups questions call for t-tests/analysis of variance.
- What are the different statistical tests I need to use to answer my questions?
- If analyzing interviews – what is my coding strategy?

Summary. Summarize groups or variables, research types, techniques, and significance of the research design. The summary should not include new data but rather should recap the methodology employed in the study. The summary may also lead the reader into Chapter 4.

Chapter 4. Results

Chapter 4 of a dissertation presents the results and the findings from the data gathered by the researcher. The research questions and the nature of the design determine how the results are organized. Students should present results, both anticipated and unanticipated results. Identify and describe the key findings that answer the research question(s) and support the findings with evidence (data) gleaned in the study.

Introduction. Start with a brief (one page maximum) summary of Chapters 1-3 as your introduction. Also, share with the reader the roadmap for Chapter 4 – describe the organization of the results. As a general rule of thumb, results should be organized by the research question(s) posed in the study and/or themes that emerged in the study. The theoretical model is also a great way to organize findings if the model is aligned with the research question(s).

Preliminary Results. Provide an overview of the data. For quantitative studies, these preliminary results may include missingness of the data and an identification of the appropriate statistical analysis method to address missingness. Another element that may need to be addressed is the normality of the data (i.e., skewness and kurtosis). Explain how these characteristics determined the appropriate method to analyze your data. You may need to describe the correlations among key variables.

For qualitative studies, an overview of the data may include a description of the interviewees, the research site(s), characteristics of the data including any unusual or problematic features that you needed to address to adequately analyze your data.

For mixed methods studies, include preliminary results for each component of your method.

Share the key findings in the study. The findings should answer or address the research question(s) posed in the study. Organize this section according to your research question(s). Be sure to describe your results without restating the research design. But, if you uncover unanticipated results, it is important to describe and detail those results as well. Present findings in a clear, consistent manner. If illustrating a finding in a table, use the Burke Convention (2009): Introduce the table, show the table, and discuss the salient points of table. In the discussion of the findings, be clear about the analysis process used to substantiate the finding. For example, if the researcher tested for differences between groups, state that an independent samples t- test was conducted and indicate the level of significance of the finding. Generally speaking, Chapter 4 is reserved for findings. However, it is acceptable to include evidence from the literature that supports or negates the finding(s) that is represented.

Summary. Restate the key findings, align them briefly with the research question, and lead the reader into Chapter 5. Summaries should not contain any new data or analyses. An example of a summary is the following: Chapter 5 will discuss the findings in detail, discuss implications for (the major stakeholders), and offer recommendations.

Chapter 5. Conclusions and Recommendations

Chapter 5 of a dissertation is often the most difficult and most rewarding chapter to write! Chapter 5 begins by summarizing the key findings from Chapter 4 – but goes one step further to explain why leaders would care about the results. The intent of Chapter 5 is to present the key conclusions, implications, recommendations for subsequent leadership implementation and actions and to suggest studies for future research based on the result of the research study, and to state the limitations of the research. A good resource to consult is Burke's Elements of Inquiry (2009) pages 122-123.

Introduction. Using a few sentences, the researcher should begin by reminding the reader of the research questions, the purpose of the study, and why the research was conducted. The bulk of the introduction should be to briefly summarize your results section.

Key Conclusions. These conclusions are grounded in the key findings and integrate a discussion of alignment with the literature and the theoretical or conceptual framework. Based on key findings, and based on where the findings fit in with the larger body of literature, what conclusions may be gleaned?

Implications. Implications are derived from the conclusions drawn. Students will discuss both the theoretical and empirical implications from their study. When discussing the theoretical implications, discuss the effects the study has on the theory chosen to guide the dissertation. Describe the consequences the study has upon the theoretical or conceptual framework employed in the study. When discussing the empirical implications, discuss the practical effects of the conclusions of the study.

Recommendations for stakeholders. Recommendations are suggestions for actions, and how leaders can apply the results of the study, for whom, when and where. One can ask, "What is the impact of the study on key stakeholders, impact of the study on practice, and impact of the study on the literature?" Identify the stakeholders and engage in a discussion about the impact of findings on each stakeholder group – as well as the organization as a whole. The researcher should relate each recommendation back to the problem, and recommendations should be grounded in the data and the literature. Be sure to specify the stakeholders when offering recommendations. Also, offer recommendations for further research. Suggest areas that the results of the study imply would be useful for future research by other researchers

(Creswell, 2004). New doctoral students gain insight on possible dissertation topics by reading the suggestions for further research sections of dissertations, so consider the suggestions for further research section a legacy for future researchers. Reflect on the study expansion or implementation with different populations. Suggest possible different designs. Do not forget to mention any researcher surprises in the results.

Identify limitations of the study. It is important for readers to know the limiting factors and the delimiting factors in the study.

Summarize the key findings and discussion points from Chapter 5. Chapter 5 concludes the research study, so it is critical to make it a point to summarize the discussion of findings, implications, and recommendations as well as summarize the overall take-aways from the research.

Appendix D

Formatting the Proposal and Dissertation

With only a few exceptions, all guidelines from APA 6th edition (2010) are to be followed for the dissertation. A dissertation template is available for student use. This Word template has the margins, font, table of contents, and headings preset to the Edgewood and APA specifications. It can be found at <https://library.edgewood.edu/edd/dissertation> . YouTube videos that explain how to use the template, headings, pagination and more can be found at <http://www.youtube.com/user/EdgewoodEdDProgram?feature=mhee> .

File Naming Convention.

A number of versions of a dissertation are created and passed from student to advisor and editor and back. In order to keep a clear record of the most current version, adhere to the follow file naming conventions. This systematic naming convention allows easy referral to the document for all parties.

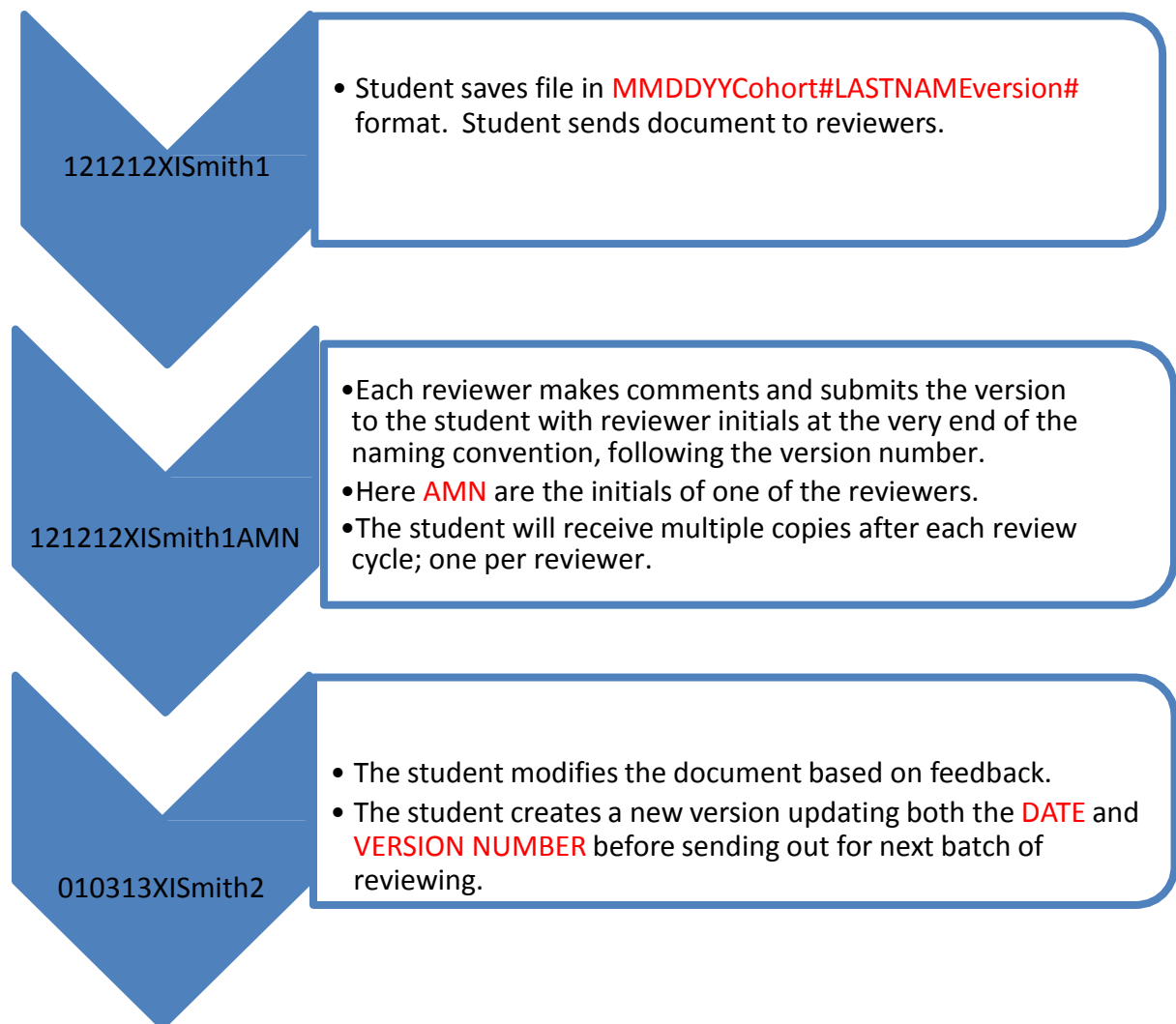
The standard naming convention is the following:

- MMDDYYCohort #LASTNAMEversion#

Note: Please use **Roman Numerals** for your **cohort** number

Please use **Arabic numbers** for your **version** number

- Students send this document to their reviewers (advisors, editors) who add their initials to the end of the naming convention and send it back to the student after reviewing it.
 - Students make changes and when they are ready to create a new version for review, students **update the date and the version number**.
- The graphic below illustrates the file naming conventions.



List of Deviations from APA 6th Edition (2010)

- No running head;
- Use the Burke Convention for tables and figures (Burke, 2009, p. 116);
- Table of Contents should follow the specifications included in this document and the Dissertation Template; and
- The table number and its title should appear on the same line without italics. The same is true for figures. While consistency and readability are paramount, use the Dissertation Template as a guide.

Table of Contents.

Students will be able to create and update their Table of Contents quickly and easily by making sure each heading in their proposal or dissertation is formatted with the appropriate style in the *Styles* section of the Home tab in Word 2010 in the Dissertation Template. Students will know which is the appropriate level heading by using the APA (6th ed., 2010), which specifies the formatting of each level of heading (sec. 3.03, p.62). The Dissertation Template modified its heading styles to mirror the formatting of APA heading levels. In the Dissertation Template, under the Home tab in the styles section, the formatting of *Heading 1 Style* corresponds to the Level 1 Heading in the APA Manual; *Heading 2 Style* in the template corresponds to the Level 2 Heading in the APA Manual, etc.. For example, the Abstract title is a Level 1 Heading according to APA. When students select the Abstract heading in the template, they will see that *Heading 1* is highlighted in the styles section and that it is formatted according to the APA specifications. When students update the Table of Contents, the Abstract heading and its correct page number will appear in the Table of Contents on the left margin. An APA Level 2 Heading, such as Statement of the Problem is a *Heading 2 Style* and will appear as such in the Table of Contents, with a small indent. Students update the Table of Contents by right clicking on the Table of Contents and choosing Update Field then Update entire table. Students will be able to update their Table of Contents with this simple process if they use these styles appropriately. Using the template provided on the Libguides page <https://library.edgewood.edu/edd> will be very helpful. Additionally, formatting tutorials are located on the Edgewood YouTube channel (<http://bit.ly/128FgnO>)

Burke Convention for Tables Figures and Quotations

This convention is named for Director of the Edgewood College Doctoral Program, Dr. Peter Burke, author of *Elements of Inquiry* (2009). When including research data in tabular form or with graphs or charts, the researcher should be aware of the common structure for presenting condensed data in reports. There are four steps in the process:

- Introduce the table, graph, or chart in the text (Table 1 contains...”);
- Name and number the table or figure;
- Present the table, graph, or chart (consult the APA style manual on how to create tables); and
- Discuss the salient features of the table, graph, or chart in the text (pick out the highlights).

The researcher should keep in mind two guidelines in the discussion of data in the condensed form. Data need to be discussed in pointing out salient features of the data displayed. Items on the fringe, the highest or lowest numbers or scores, or the outliers in the data set. The second guideline is to “try not to draw conclusions” at this point (Burke, 2009, p.116).

In addition, the Burke Convention should be used for quotations. When using a direct quotation introduce it by stating the author, then present the quote, follow with a discussion of the salient points of the quote.

Tables

As per the sample below, use the APA style for tables (APA 2010, section 5.07-5.19, p. 125-150) *except* the following:

- Follow the Burke Convention before and after inserting tables and figures (Burke, 2009, p. 116).
- Table or figure number and title should appear on the same line.
- Table title should not be in italics.
- Font, should be TNR 10 point;
- One-half point borders should be at head and foot, plus one under header line;
- Use MS-Word Table commands.
- Don’t use extraneous lines, tabs, or returns.
- Use Auto-Format to Window.

Table 1. Participants

Name	Gender & Age	High Schools	GPA's	Class Rank	ACT Scores
John	m, 18	DP HS	3.0	21/210	27
Jane	f, 17	LB HS	3.9	10/100	30

Note: Use notes as necessary for tables. See section 5.16 in the APA 6th edition.

Figures

Use APA style for figures (APA, 2010, section 5.20-5.30, p.150-166) *except* the following:

- Use the Burke Convention for displaying findings (Burke, 2009, p. 116).
- The title and figure number should appear on the same line without italics.
See the following sample figure:

Figure 1. Sample Figure



Note: If necessary include a caption below the figure. See section 5.23, p. 158 of the APA 6th edition (2010) guide for more description.

Tenses

Many students ask what needs to be done to ensure their proposal and dissertation document is written in the correct verb tense. See section 3.06, p. 65 in the APA 6th edition (2010) guide. In general, during the proposal stage before the research has been conducted, use the future tense. After the research is complete, use the past or present tense, as the context requires. Here are some guidelines:

- Chapter 1 should be written in present and past tense. See section 3.06, page 65 in the APA

6th edition (2010) guide. For the proposal stage, Chapter 1 should be written in future and present tense.

- Chapter 2 can be a mix of present and past tense. When addressing accumulated research, for instance, present tense is appropriate. For example, “Research shows that classroom climate is a factor that affects students’ academic self-efficacy” is in present tense. When addressing a specific study that has already been completed, past tense is appropriate. For example, “Hurtado (1998) found that students who experienced a ‘chilly climate’ in the classroom felt disconnected from the collaborative community, and therefore...” While the word *shows* is in present tense, the word *found* is in past tense. The verb tense must fit the context and should be consistent throughout the chapter.
- Chapter 3 primarily is written in past tense. During the proposal, however, Chapter 3 is written in the future tense since the research has not yet been conducted.
- Chapter 4 is also primarily written in past tense, but present tense is acceptable as the context requires.
- Chapter 5: Most students write chapter 5 in present tense and weave in some past tense. They use past tense when they summarize what the research found. They use present tense when they discuss implications and recommendations. For example, “This study identified (past tense) three factors that influence students’ development of academic self-efficacy in the classroom...This study has (present tense) implications for administrators, faculty and students.”

Page Numbers

- Page numbers begin on the Abstract page, page 3.
- Page numbers are located in the top right and are consecutive.
- Page numbers in Times New Roman font, size 12 font.

Abstract

An abstract is a self-contained, short, and powerful statement that describes a larger work. The abstract typically contains the scope, purpose, results, and significance of the work. The abstract should also include the results, conclusions, and recommendations from the work. The three most important reasons for writing an abstract are 1. Present purpose and key findings from the research. Abstracts allow readers who may be interested in a longer work to quickly decide whether it is worth their time to read it; 2. Many online databases use abstracts to index larger works; and 3. Abstracts contain key words that make it easy for searching. Also, see section 2.04, p. 25-27 in the APA 6th edition (2010) guide.

- Abstract should be in “Heading 1” Style under the Home tab.
- Abstract text should be in block form, with no indents.
- All numbers should be numerals (1, 2, 3, etc.).
- Abstract consists of one paragraph of no more than 150-250 words, on one page.
- Abstract is self-contained without abbreviations or jargon.
- Abstract should be written in the past tense.

An abstract should fulfill the following criteria:

- State the problem under investigation (one sentence).
- Describe the purpose of the research and the research question (one sentence).
- Describe the participants and include demographic information and the research site if applicable.
- Describe the essential and interesting features of the method giving careful consideration to key terms.
- State the key findings (two sentences).
- Include the implications and recommendations in one to two sentences. (VandenBos, 2010, p. 26)

Acknowledgements

If desired, on a separate page, acknowledge those who helped in the actual research and writing, or who provided support. Acknowledgements give credit to people or institutions that provided significant help in the writing or research of your dissertation. The acknowledgements title should be “Heading 1” in the Styles section of the Home tab. It should follow the Abstract page. The acknowledgements are optional. If you choose to write an acknowledgements page, it should be double-spaced with ½ inch indents. This section is less personal and more academic.

Dedication

If desired, on separate page, some dissertation authors dedicate their work to those who played a significant role during research and writing. The dedication page should be “Heading 1” in the Styles section of the Home tab. It should follow the Acknowledgements page. The format is similar to the acknowledgements page. The dedication page is more personal in nature although the writing style is still formal and academic.

Appendices

Include in the appendices the

- HPRB approval letter from Edgewood College,
- Correspondence providing permission to use other authors’ work, where required, and
- Lengthy data tables.

If you have only one appendix, label it Appendix. If you have more than one, label them Appendix A, Appendix B, etc. in the order that they are mentioned in the text. Each appendix appears on a new page, and each appendix has a level 1 heading style applied to Appendix A, Appendix B, etc. Write the name of the appendix below the “Appendix A” title. A normal heading style is applied to the title of your appendices. The appendix title is required to be centered, unlike a level 2 heading. See section 2.13, page 38-40 in the APA 6th edition Publication Manual (2010) for more information on what to include in an appendix.

References

Start on a new page, with a level one heading: centered, boldface, upper and lower case. It is important to reconcile all citations used in text with list, and vice versa

- Format references in hanging paragraphs, double-spaced (e.g.,

Herbst-Damm, K. L., & Kulak, J. A. (2005). Volunteer support, marital status, and

the survival times of terminally ill patients. *Health Psychology, 24*, 225-229.

doi:10.1037/0278-6133.24.2.225

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