



Lewis & Clark
Graduate School of Education and Counseling

Doctor of Education in Leadership

Student Policy and Procedure Handbook

2014-2015

Table of Contents

MESSAGE FROM THE FACULTY	iv
PART I: OVERVIEW OF THE PROGRAM	1
Lewis & Clark College	1
Graduate School of Education and Counseling	1
Vision and Mission Statements.....	1
Guiding Principles/Standards.....	1
Program Purpose.....	2
Program Administration.....	3
Learning Community	3
Admissions Process	4
Pathways to EDD.....	5
Program Accreditation	6
Graduate School Policies and Procedures.....	6
PART 2: PROGRAM AND CURRICULUM	8
Outcomes for Successful Students.....	8
Unique Program Features	8
Comprehensive Curriculum Themes and Courses.....	8
Pedagogical commitments	9
Assignment of Advisor	9
Personal Focus Area for Study	10
FIRST YEAR GOALS	12
Year One Sequence.....	12
Summer #1	12
Clarification of Focus Area.....	13
Fall #1: Coursework and Field Experience.....	13
Spring #1: Coursework and Field Experience	13
Adequate Student Performance – Benchmarks.....	14
Continuous Enrollment	14
Incomplete Grades	15
First Year Student Performance Review.....	15
SECOND YEAR GOALS.....	16
Year Two Sequence	16
Fall #2	16
Spring #2.....	17
EDLL 730 Advancement Seminar (See L&C Catalog).....	17
Educational Leadership Field Experiences (Years 1 and 3)	18
Content and Process	18
Year 1 Field Experience.....	18
Year 3 Field Experience.....	18
Doctor of Education in Leadership Program Overview	19
THIRD YEAR GOALS AND BEYOND	20
Selection of Dissertation Chair and Committee.....	20
Committee Changes	20
Change of Dissertation Chair.....	21

Change of Committee Member.....	21
‘Pre-proposal’ Meeting	21
Writing the Dissertation Proposal.....	23
Elements of the Dissertation Proposal	23
Dissertation Proposal Rating Rubrics	24
Defense of the Dissertation Proposal.....	24
Advancement to Candidacy	25
Human Subjects Review Committee (HSRC) Application	25
Dissertation Research Process	27
Dissertation Defense	28
Final Tasks Related to the Dissertation	29
Manuscript and Document Style.....	29
Award of Credit for Dissertation Preparation.....	30
Program Extension.....	30
Graduation and Commencement.....	31
Candidates for TSPC Continuing Administrator License (CAL).....	31
PART 3: RESPONSIBILITIES OF DOCTORAL CANDIDATE AND FACULTY	
DISSERTATION COMMITTEE	32
Candidate	32
Faculty Dissertation Committee	32
Chair of the dissertation committee	33
Dissertation Committee Members (other than the chair).....	34
APPENDICES	35
Appendix A.....	-
Ed.D. Progress Checklist	36
Appendix B – Course Planning Worksheet	37
Appendix C – Attestation Statement.....	40
Appendix D - First Year Student Performance Review Form	41
Appendix E – Supervisor Contact Information Form.....	45
Appendix F - Investigator’s Assurance Form.....	46
Appendix G - Field Experience Log Template.....	47
Appendix H - Dissertation Committee Approval Form.....	48
Appendix I – Dissertation Proposal and Defense Format.....	49
Appendix J – Dissertation Proposal Schedule Request	50
Appendix K – Advancement to Candidacy: Dissertation Proposal Rubric	51
Appendix L - Support Available During Dissertation Preparation.....	55
Appendix M – Dissertation Defense Schedule Request	56
Appendix N - Sample Dissertation Defense Announcement.....	57
Appendix O - Doctoral Research References	58



MESSAGE FROM THE FACULTY

Congratulations on your admission to doctoral study at the Lewis & Clark Graduate School of Education and Counseling (GSEC). We look forward to working with you to advance your professional development in educational leadership.

The Doctoral Program is special for everyone involved. For students, participating in the doctoral program involves a significant commitment of both time and resources. This investment culminates in the awarding of a degree which provides testimony to one's accomplishments as a student, a scholar, and as an accomplished practitioner.

This handbook is designed to serve as a helpful guide for successful completion of your doctoral degree and has been prepared to provide a variety of information on the program, the dissertation, and the research process at Lewis & Clark College. The handbook articulates policies and procedures applicable throughout your doctoral program of study. The appendices include forms you will normally submit at various points during your program and other helpful information. You should read the handbook before starting your program, and each semester re-read the sections applicable to your current stage of progress. The handbook begins with a brief introduction to the philosophy underlying the Doctor of Education in Leadership and the knowledge and skills students are expected to develop during the program. The companion document, The Style Manual, is a helpful guide for your academic writing and the format of papers throughout your program and your dissertation.

Best wishes as you embark on this exciting part of your doctoral journey. We hope that your doctoral preparation will be exciting and fulfilling.

Sincerely,

Doctor of Education in Leadership Faculty

PART I: OVERVIEW OF THE PROGRAM

Lewis & Clark College Graduate School of Education and Counseling Vision and Mission Statements

Vision

We join with students to learn, to serve, and to lead through deep engagement with the self and the world. Together we reach for wisdom, justice, compassion and bold ideas in education and counseling.

Mission

The Lewis & Clark Graduate School of Education and Counseling is a community that values the rich diversity of voices and perspectives in a complex world. We reach out to those around us, explore new ideas, and pursue the best practice of education and counseling. We promote open dialogues, inquiry, respect, and social action to enhance the learning of adults and children.

Guiding Principles/Standards

Learning and Living Environments

Create democratic communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.

Disciplinary Knowledge

Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.

Professional Practice

Engage individuals, families, and the professionals who support them in meaningful learning, counseling and therapy, and community-building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

Connection to Community

Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region.

Professional/Technological Resources

Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being.

Assessment

Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.

Research and Reflection

Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.

Leadership and Collaboration

Lead and collaborate with others to plan, organize, and implement education and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being.

Professional Life

Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s).

Program Purpose

The Lewis & Clark Doctor of Education program develops scholar-practitioners who promote equity and social justice through the integration of theory, research, and practice as they solve authentic educational problems. Our doctoral students are prepared to assume roles as leaders and change agents as they serve in multiple sectors, including PK-12 and higher education, community-based organizations, and other agencies. Using a cohort-based learner-centered model we engage students in intensive and rigorous study around the following themes:

- Transformational leadership and institutional change
- Social justice, equity, and multicultural foundations of education
- Human relations, adult development, and learning
- Educational policy and politics
- Community outreach, collaboration, and communication
- Research and evaluation

Program Administration

The Dean of the Graduate School of Education and Counseling oversees the doctoral program and has final approval of program decisions.

The Doctoral Program Director manages the day-to-day program operations and reports directly to the Dean of the Graduate School of Education and Counseling (GSEC). The Program Director is responsible for developing curriculum, assigning academic advisors, coordinating course schedules and teaching assignments, recruiting students, assessing and evaluating program and faculty needs, and facilitating evaluation of the program and student achievement.

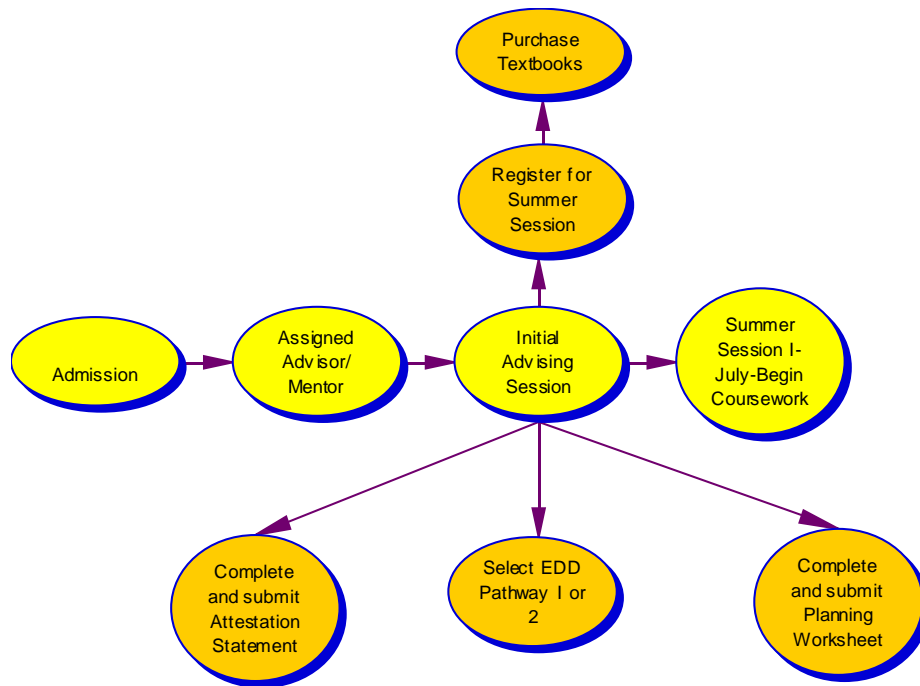
The Doctoral Program Council consists of the Doctoral Program Director, who serves as chair, and faculty representing each department in the Graduate School, one representative from the doctoral student cohorts, and one educational practitioner. The Doctoral Program Council (DPC) advises the Doctoral Program Director on policy and program issues. The Council serves as an appeal body for any student submitting a petition to depart from doctoral program policies or requirements or appeal a decision, policy, or other matter pertaining to the doctoral program, and makes recommendations to the EDLL Department Chair.

Learning Community

Our innovative, cohort-based doctoral program in educational leadership helps experienced educators committed to social justice and equity develop into extraordinary leaders. A select group of degree candidates is invited into each cohort. As part of the cohort students' progress through a planned curriculum that provides opportunities to test knowledge in classroom as well as in work-site settings, mentors are available for guidance. The cohort learning community challenges and supports group and individual academic and personal development through encouragement, collegiality, and interdisciplinary learning. Cohort members also serve as critical friends who test and hold each other accountable for effective application of newly learned course content. The program is intended to directly improve conditions, programs, and learning structures for PK-12 students in schools or other agencies serving their needs.

Lewis & Clark is noted for preparation that makes clear and explicit the links between theory and practice. In addition, the Lewis & Clark Doctor of Education in Leadership Program is regionally recognized for excellent leadership preparation. The faculty of the Graduate School of Education and Counseling is committed to developing the next generation of impassioned and inspired PK-12 educational leaders (administrators, teachers, school counselors, and other professionals), and helping these leaders to positively impact the lives of students and adults who support PK-12 students' learning in schools or other agencies.

Admissions Process



The minimum requirements for admission and information about applying can be found on the Lewis & Clark Graduate School web page at

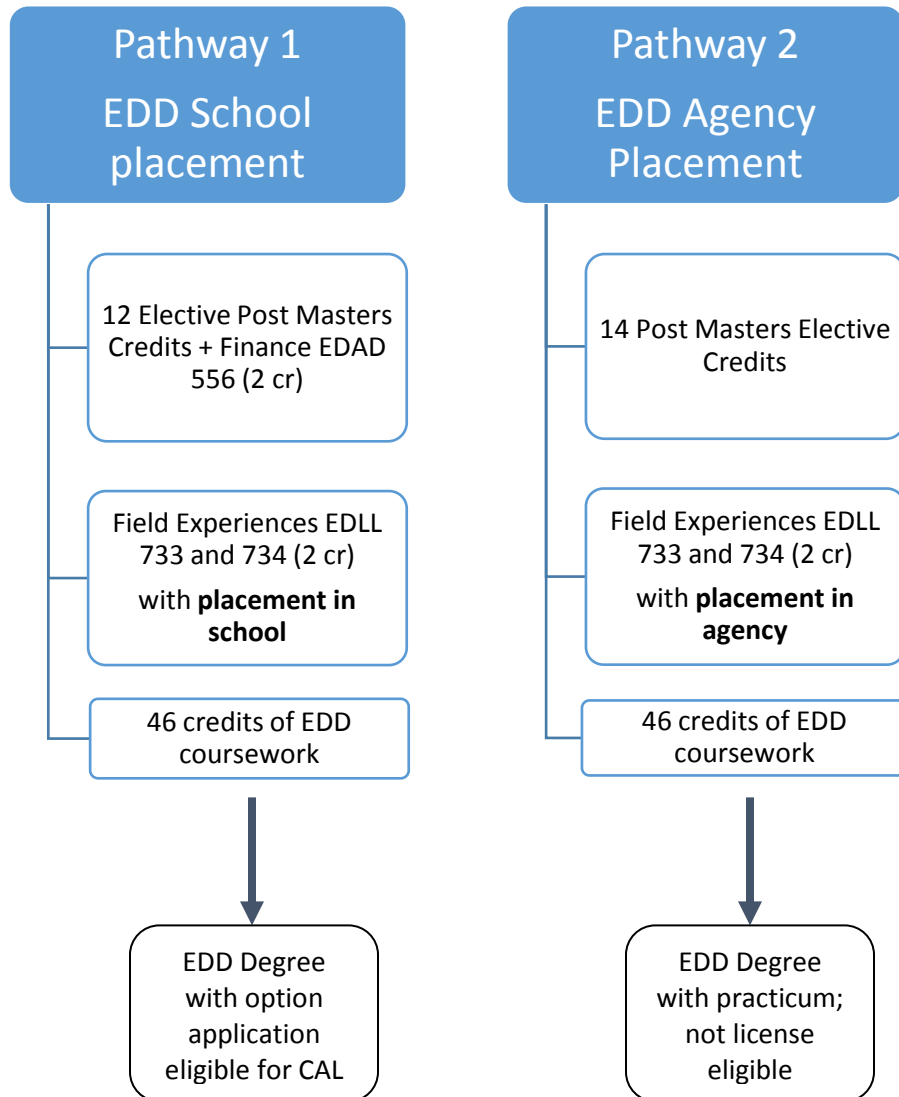
http://www.lclark.edu/graduate/departments/educational_leadership/doctoral_program/.

Scholarship information is available at

https://graduate.lclark.edu/offices/admissions/paying_for_graduate_school/scholarships/educational_leadership/

The Ed.D. program encourages applicants from all backgrounds to apply. Successful candidates are selected from among professionals working directly in PK-12 school settings and candidates involved in *supporting* the success of PK-12 students in a variety of community agencies. The program seeks to establish student cohorts diverse in age, culture, ethnicity, gender, physical ability, race, religion, nation of origin, and sexual orientation. Ten to fifteen students are admitted each spring; the students enroll as a cohort in a block of classes during the month of July.

Pathways to EDD



Up to 14 graduate semester credits are required as *prerequisites* to the doctoral program and are counted as electives within the 60 hour program. These electives should be completed *prior to beginning* doctoral courses. The Program Director collaborates with the student to develop a plan for this process in order not to conflict with the doctoral work.

Upon admission students elect to follow one of two possible *pathways* to the EDD:

- Pathway 1 is appropriate for school based personnel who also want a Continuing Administrator License;
- Pathway 2 is appropriate for agency personnel who do not intend to apply for licensure.

Students transferring from a doctoral program at another fully accredited college or university may request up to 6 semester credits (9 quarter credits) of class-work taken at the

other institution be counted in lieu of cohort requirements. The Program Director, along with the Registrar, determines the applicability of all transfer credits. Upon entering the program, students complete their cohort's Ed.D. Planning Worksheet (Appendix B) listing all transfer prerequisites and electives. The Registrar provides a 'Transfer Credit Request' form for official transfer to Lewis & Clark. Students must also sign and submit to the Program Office the Attestation Statement (Appendix C) acknowledging they will follow Lewis & Clark policies and procedures.

Sometimes students elect to take Independent Study classes to help fulfill the elective requirement. The number of Independent Study credits a candidate may count in the program as electives is limited to 12.

Program Accreditation

The Doctor of Education in Leadership at Lewis & Clark is accredited by the National Council of Accreditation of Teacher Education (NCATE) and the Oregon Teacher Standards and Practices Commission.

Graduate School Policies and Procedures

The Lewis & Clark Graduate School of Education and Counseling publishes a student handbook, the *Navigator*, on the graduate school website (http://www.lclark.edu/graduate/student_life/handbook/). The handbook contains helpful information and critical policies with which all students should be acquainted. Many of these policies can also be found in the Graduate School catalog (also online), along with course descriptions and program requirements. Both publications contain information about resources for students, ranging from academic calendars to career and licensing support.

The *Navigator* handbook includes academic policies, such as:

- Academic Integrity
- Appeal Review (appealing decisions related to academic standing)
- Modification of Academic Requirements

Registration policies, such as:

- Transfer of Credit
- Waiver of Courses
- Transferring or Adding Programs
- Grading Policy and Grade Change Policy
- Repeated Courses and Grades
- Degree Candidacy

And College policies, such as:

- Academic Freedom in Courses and Scholarship

- Alcohol and Other Drugs Policy
- Confidentiality of Records
- Disability Policy
- Discrimination and Harassment and Complaint Procedure
- Hate and Bias Motivated Incidents
- Public Laws policy
- Sexual Conduct Policy and Sexual Harassment
- Transportation and Parking Regulations
- Withdrawal of Student, Involuntary Administrative

Every student is expected to know and comply with academic rules established in the *Navigator* and the catalog. A student who is uncertain about the application of the rules to his or her circumstances has the responsibility to seek clarification from the Dean to ensure proper compliance.

All students admitted to the doctoral program must know and comply with program policies and procedures described in the Student Handbook and in the companion Style Manual. The Attestation Statement (Appendix C) affirms agreement with this policy.

PART 2: PROGRAM AND CURRICULUM

Outcomes for Successful Students

The focus of the Lewis & Clark Ed.D. degree is the development of scholar-practitioners with exceptional leadership skills and academic knowledge about educational issues combined with a strong commitment to social justice and equity in order to lead PK-12 educational reform toward the success of all students. The successful completer of the program is one who has:

- Thorough knowledge of the field: foundations, history, and present challenges being addressed;
- Well developed theoretical perspective regarding the role leadership can play in promoting equity and social justice;
- Ability to take effective leadership action consistent with a theoretical perspective for the promotion of equity and social justice;
- Ability to make a meaningful contribution to the professional knowledge base and be acknowledged by professionals and academic peers as having expertise in their area of research; and
- Ability to solve complex and authentic educational problems and improve professional practice.

Unique Program Features

Comprehensive Curriculum Themes and Courses

- 1) **Transformational leadership and institutional change**
EDLL 701 History of Leadership in Education
EDLL 702 Introduction to Personal and Organizational Leadership
EDLL 705 Seminar in Systems Thinking and Critical Social Theory
EDLL 708 Ethics & Leadership for Social Justice
EDLL 709 Adult Learning & Development
EDLL 716 Critical Theory and Pedagogy
EDLL 733 Educational Leadership Field Experience
- 2) **Social justice, equity and multicultural foundations of education**
EDLL 701 History of Leadership in Education
EDLL 702 Introduction to Personal and Organizational Leadership
EDLL 705 Seminar in Systems Thinking and Critical Social Theory
EDLL 708 Ethics & Leadership for Social Justice
EDLL 716 Critical Theory and Pedagogy
EDLL 725 Leadership in a Changing Global Society
EDLL 733 Educational Leadership Field Experience
EDLL 780 Social Justice Leadership Retreat
- 3) **Human relations, adult development, and learning**
EDLL 708 Ethics & Leadership for Social Justice

- EDLL 709 Adult Learning & Development
 - EDLL 716 Critical Theory and Pedagogy
 - EDLL 725 Leadership in a Changing Global Society
 - EDLL 733 Educational Leadership Field Experience
- 4) **Educational policy and politics**
 - EDLL 701 History of Leadership in Education
 - EDLL 731 Public Policy: Creation and Implementation
 - 5) **Community outreach, collaboration, and communication**
 - EDLL 704 Leading Change through Cultural competence
 - EDLL 715 Intercultural Community Collaboration
 - EDLL 725 Leadership in a Changing Global Society
 - EDLL 733 Educational Leadership Field Experience
 - 6) **Research and evaluation**
 - EDLL 710 Introduction to Research
 - EDLL 726 Seminar in Scholarship and Writing
 - EDLL 727 Focused Literature Research
 - EDLL 728 Conceptual Framework/Problem Formulation
 - EDLL 729 Dissertation Proposal Seminar
 - EDLL 730 Advancement to Candidacy Seminar
 - EDLL 733 Educational Leadership Field Experience
 - EDLL 741A Qualitative Research Methods
 - EDLL 741B Quantitative Research Methods
 - EDLL 750 Dissertation Preparation

Pedagogical commitments

- 1) Infusion of principles of social justice
- 2) Understanding and application of critical theory
- 3) Development of self reflection/self-transformation
- 4) Application of theory to practice (praxis)

Assignment of Advisor

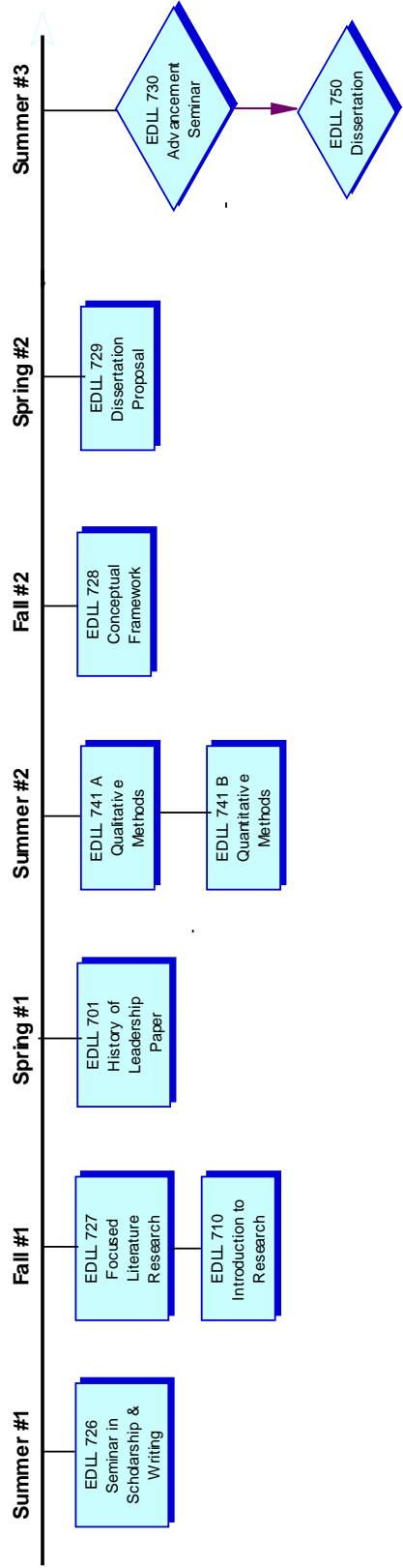
The Program Director serves as the official academic advisor for all the doctoral students. Students work with the Director on all issues around program planning, coursework, scheduling, record keeping with the program office, and monitoring of student progress through the doctoral program.

In order for all students to accomplish the goals described in this handbook, establishing a personal connection with doctoral faculty members through regular contact individually and in small groups, is highly advised. Faculty members are very helpful assisting with advice and counsel around selection and development of the dissertation focus area until the student selects a dissertation chair and is advanced to candidacy.

Personal Focus Area for Study

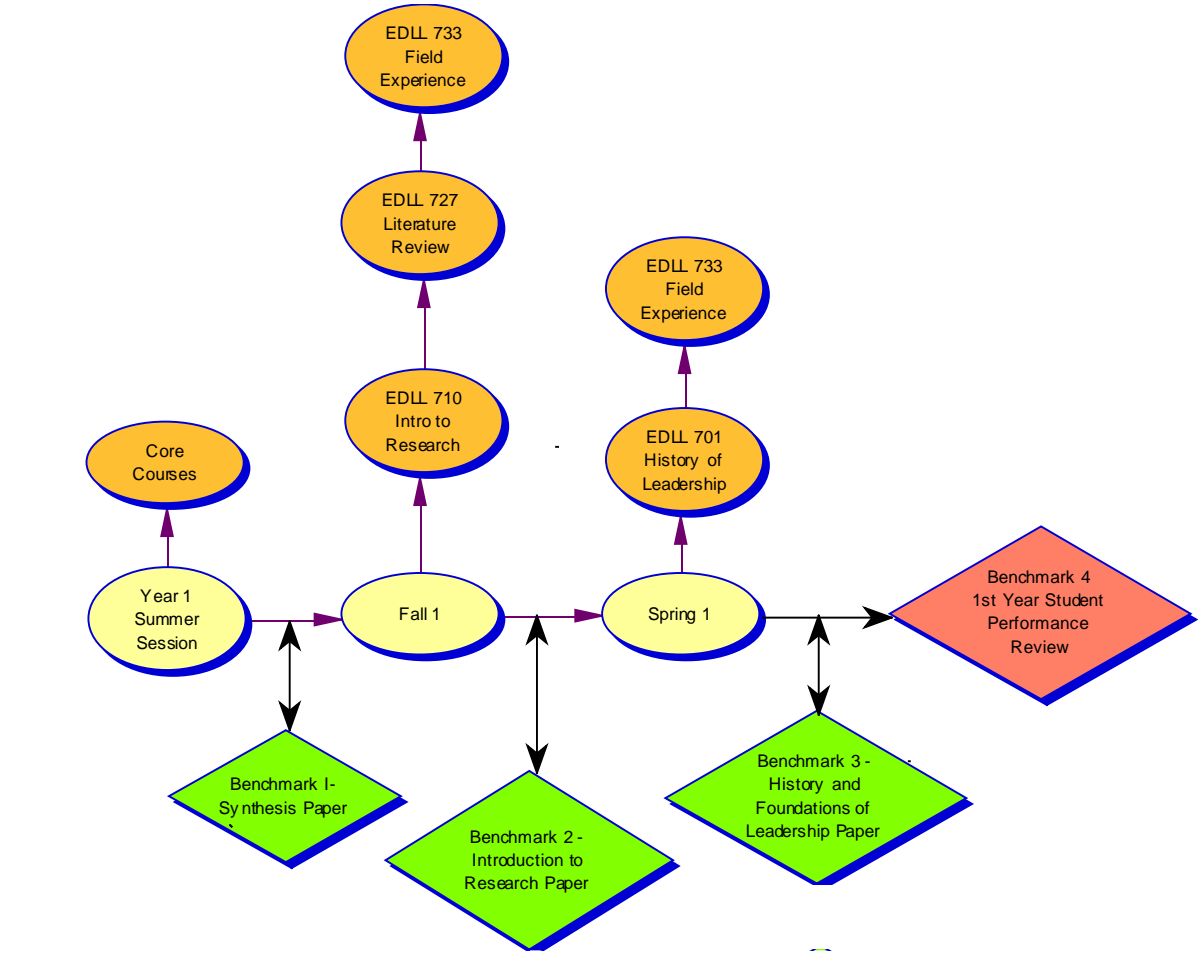
Each student must enter the program with a tentative research interest (focus area) as a condition of admission. This focus area is identified generally in the admission essay and interview process. The curriculum has been modified so that in every core “leadership” class students encounter an assignment which enables them to apply the course material to their focus area. Minimally these assignments require the student to access relevant academic literature pertaining to their topic, thus beginning their dissertation literature review. The Educational Leadership Field Experience provides an opportunity to explore their focus area among many other areas for possible improvement in a school or agency. This key experience may allow the student to refine initial ideas for dissertation research. The expectation for this initial focus issue is to facilitate earlier and more direct movement toward the dissertation phase of student work.

Research and Writing Sequence



FIRST YEAR GOALS

Year One Sequence



Summer #1

During the first year of the program, doctoral students are introduced to the rigors of an advanced degree program. During the first summer, in the month of July, students attend classes daily as they study the core coursework for the program. The *EDLL 726 Seminar in Scholarship and Writing* provides an orientation to the Lewis & Clark College campus, the library, and instructional technology resources. Students learn APA writing style and begin developing skills in academic writing needed for preparation of a dissertation, including use of specialized software for recording literary references used in scholarly writing and research. Three other courses provide a basic framework for the program. (See the Program Planning Worksheet (Appendix B). July ends with a cohort retreat (EDLL 780) focused on exploring personal understanding of social justice.

Clarification of Focus Area

All students are expected to begin their doctoral study with a tentative area of focus for their doctoral research. During their first semester (Summer #1) students begin exploring the leadership ramifications of this focus area through assignments in each of the “leadership core curriculum courses.” By targeting their personal focus area in each of their courses students begin building a literature review that serves them well when ultimately they begin their dissertation. At the end of the summer students develop a benchmark paper discussing preliminary ideas on an issue in their focus area in their “core synthesis paper.” The synthesis paper explores the student’s focus area from the perspectives of each summer core course (EDLL 702, EDLL 705, EDLL 708). Students receive assistance in developing the synthesis paper throughout the summer from each instructor. The paper is due during the first week of September.

Fall #1: Coursework and Field Experience

Students conduct a preliminary investigation into their tentative focus area during the course *EDLL 710 Introduction to Research* taken during Fall #1 of cohort work. In this course students experience an introduction to epistemologies, paradigms, methodologies and methods in social science research. Students learn about different approaches used in education research and examine assumptions and values that underlie various paradigms and methodologies. The course prepares students to link research interests and research questions with a suitable design, and addresses how educational leaders can use research for advocacy and transformative social action.

Also in Fall #1, students begin exploring the literature related to their focus area in *EDLL 727 Focused Literature Research* in which they learn the formal process of conducting and writing a literature review. This experience leads directly to the development of the second chapter of their future dissertation.

Simultaneously with Fall #1 courses students participate in the first semester of *EDLL 733 Educational Leadership Field Experience* under Site and Faculty Supervisors. During the experience, students engage with the literature and within their communities of practice to begin to articulate a problem of practice for their dissertation research.

Spring #1: Coursework and Field Experience

During the third semester of cohort work students deepen their understanding and growing perspective on their tentative focus area through *EDLL 701 History of Leadership in Education* in which they reflect on their emerging view of self as leader. *EDLL 716 Critical Theory and Pedagogy* presents an opportunity to examine critical theory as a foundation for understanding power, conflict, and ideology as these impact social institutions such as schools, families, and communities.

Simultaneously with Spring #1 courses students participate in the second semester of *EDLL 733 Educational Leadership Field Experience* under Site and Faculty Supervisors.

Adequate Student Performance – Benchmarks

By the end of the first year students are expected to have completed four benchmark papers and the Field Experience. The benchmark papers include:

- | | |
|-----------------------------------------------|---------------------------|
| ▪ Core Synthesis Paper | Due early September |
| ▪ Introduction to Research Paper | Due end Fall (EDLL 710) |
| ▪ History and Foundations of Leadership Paper | Due end Spring (EDLL 701) |
| ▪ First Year Performance Review | Due end of April |

The benchmark papers are designed as vehicles for the students to demonstrate their understanding of core content, skill with academic writing, and presentation ability. Benchmark papers are used by faculty as formative assessment and demonstration of proficiency on core course content required for eventual “advancement to candidacy.” The Field Experience is meant to add problems of practice to the theoretical work of the courses, thus developing leadership praxis.

If benchmark papers and Field Experience are not completed successfully and in a timely fashion, a *hold* may be placed on the student’s registration, and the student may not be allowed to proceed to the next semester of cohort work. Students in the doctoral program must maintain an overall 3.0 grade point average. Earning more than two grades below B- or any grade lower than C- may jeopardize continuation in the program. (For further details see the Academic Policy section in the L&C catalog.)

Continuous Enrollment

The rigorous cohort format and program design require students to be continuously enrolled from the date of admission through and including the successful defense of their dissertation, completion of all course work revision, editing of dissertation, submission of final copies for publication, and payment of all financial obligations to the College. **The degree is posted only after completion of these final steps.**

If for any reason a student cannot register during any semester the following alternatives are available:

1. Apply for an official leave of absence for up to one year through the Program Director and the registrar’s office. (This leave does **not** extend the 6 year program.)
2. Become inactive in the doctoral program and reenter the program with a future cohort
3. Withdraw from the program

For options #1 and #2 the Program Director will work with the student to plan an appropriate reentry into the program at the end of the leave or inactive period. If alternative #3 is selected, the student may reapply for admission at a future date by submitting a new full application packet through the Office of Admissions. Previous participation in the program does not guarantee readmission.

Incomplete Grades

Occasionally, a doctoral student may be unable to complete all his/her coursework in time for grading and the instructor may be willing to extend more time for the completion of coursework. In such cases the student receives a grade of “Incomplete” or deferred (DFD) as described in the L&C Catalog. A grade of incomplete (I/INC) will be granted only in the case of compelling circumstances that prevent completion of a course prior to the date grades are due. The individual instructor, in consultation with the student, has the responsibility to decide whether the student has a legitimate reason for not completing the work on time. (See the Graduate School policy on incomplete grades at http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system.)

However, due to the fast pace and scaffolded nature of the doctoral program in Educational Leadership, the accumulation of numerous incompletes is extremely problematic. If a student has more than one current incomplete in program coursework, a *hold* may be placed on his/her registration, and the student will not be allowed to proceed to the next semester of cohort work until the incomplete is resolved. A leave of absence may be recommended. This delay could result in a student rejoining the program with a different cohort in the following year, but does not extend his/her program beyond the six year program time limit. In the case of extraordinary circumstances the student may appeal the registration *hold* to the Director of the Doctoral Program.

First Year Student Performance Review

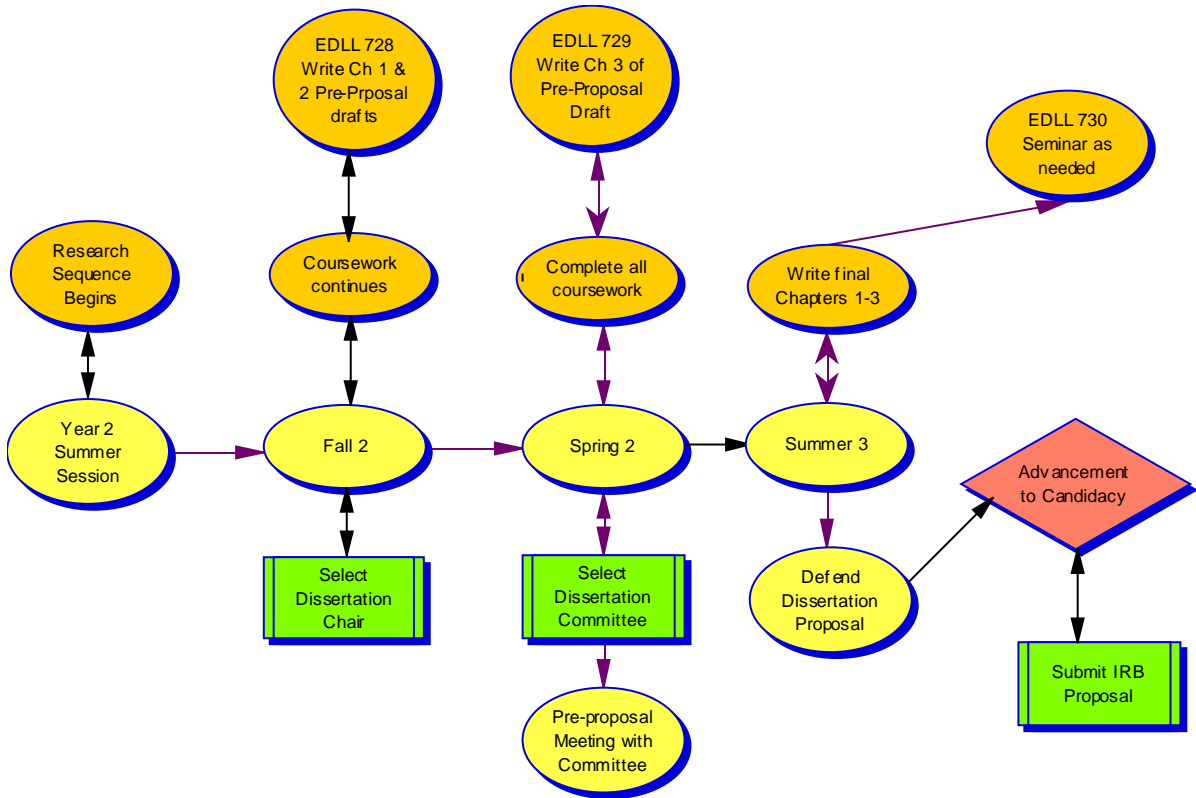
At the close of the cohort’s first year of doctoral study, Spring of Year I, the doctoral faculty who have taught or advised the students will review each student’s progress utilizing the “First Year Student Performance Review” (Appendix D). Students will also complete a personal analysis of their progress using the same form and submit the form to the Program Director. Conferences with each student will be conducted to share the outcome of the performance review. Based upon faculty review of the student work, the benchmark papers, as well as the student’s personal progress analysis, a decision will be made for each student to:

- a) continue with the cohort,
- b) continue with the cohort, with a plan to remediate areas of need, or
- c) suspend the student’s doctoral program and discuss alternatives.

The Program Director will discuss the review outcome and recommendations with each student and develop a plan for addressing them as needed.

SECOND YEAR GOALS

Year Two Sequence



Fall #2

In the second year of their program, students complete their coursework and begin to hone their understanding of the research process. Students settle on a specific dissertation topic and begin working directly upon the design of their dissertations, identifying important gaps in knowledge or practice that their dissertation research might fill. Work begins with the formulation of a ‘conceptual framework.’ *EDLL 728* provides a guided setting for this work. In addition, during this course, the student works with the Program Director to contact several faculty members who have expertise in the student’s focus area to advise the student during the development of the dissertation reading and formation of the dissertation conceptual framework. After consultation with the Program Director, the student invites one of these faculty members to become his/her Dissertation Chair.

Spring #2

Students take *EDLL 729 Dissertation Proposal Seminar*. Students continue to work with their instructor and their designated chair. At the end of the Spring #2 semester, the student should have completed a proposal draft or a prospectus (or pre-proposal draft) of chapters 1-3 (minimally containing the introduction to the problem, a review of the literature, and the proposed research methodology of his/her dissertation proposal). During EDLL 729 the student will learn about preparation of an application for the use of human subjects (the IRB proposal). The student works very closely with the course instructor and his/her Dissertation Chair during this process.

At the end of the spring term when the pre-proposal draft is complete and requirements of EDLL 729 are met, the student should arrange the 'Pre-proposal Meeting' with his/her chair and committee to develop a plan of action for working together on the dissertation. (See next section of this handbook for details of this meeting and for working with the committee.) If all requirements for EDLL 729 have not been met by the end of the second summer session, students must enroll in EDLL 730 *Advancement Seminar* and receive faculty support toward Advancement to Candidacy. Students may enroll in EDLL 750 *Dissertation Preparation* only **after** official advancement to candidacy.

EDLL 730 Advancement Seminar (See L&C Catalog)

The EDLL 730 Advancement Seminar extends time and support for doctoral students to complete Advancement to Candidacy. To meet the requirements for advancement, participants must successfully complete all coursework and defend a completed dissertation proposal. The course provides individualized coaching and writing assistance by the Program Director (or designee) and allows students to work toward finalization of their proposal under faculty supervision and maintain access to college services while continuously enrolled in the doctoral program. Students may register for a maximum of 3 semesters of EDLL 730 (taken consecutively) beginning in the third summer term of the third summer of their program and continuing through the following fall and spring semesters. At the end of the third semester of EDLL 730, if the student has not advanced to candidacy, s/he must exit the program. At that point the Program Director will discuss alternative next steps, including the Educational Specialist degree.

Educational Leadership Field Experiences (Years 1 and 3)

Content and Process

The Educational Leadership Field Experiences provide authentic, sustained, in-situ opportunities for candidates to synthesize and apply theory and research from program coursework to their development as practitioner-scholars. In concert with the doctoral program mission, candidates' field experiences center on the practice of transformative social change in educational settings, through research and inquiry. The experiences are designed to support candidates in two critical phases of their dissertation work, including formulating and articulating a problem (Year 1) and applying methodologies to explore and understand a problem of practice (Year 3). Field experiences are planned and guided collaboratively by the Lewis & Clark supervisors and school, district, and agency personnel for graduate credit. They culminate in a presentation at the end of the program, where candidates share what they have learned about leadership and organizational change through the practicum process.

The field experiences are designed to address the Graduate School Guiding Principles, the TSPC Standards for the Continuing Administrator License, and the Doctoral Program Themes. At the conclusion of the Doctoral Program, students in Pathway 1 are eligible to apply to TSPC for the Continuing Administrator License.

Year 1 Field Experience

One of the most vital components of the research process is articulating a pressing problem of practice to study for one's dissertation. The year 1 coursework will aid candidates in developing the knowledge and skills to conduct a sound review of the literature in relation to their problem of interest. The practicum will extend each candidate's articulation of the problem by inviting them to further explore the roots and varying perspectives on their problem within communities of practice. At the end of the year, candidates will write a succinct (no more than one page) problem statement, utilizing their learnings from their own experiences, the literature, and their communities to articulate what it is they plan to study and why such a study should be undertaken.

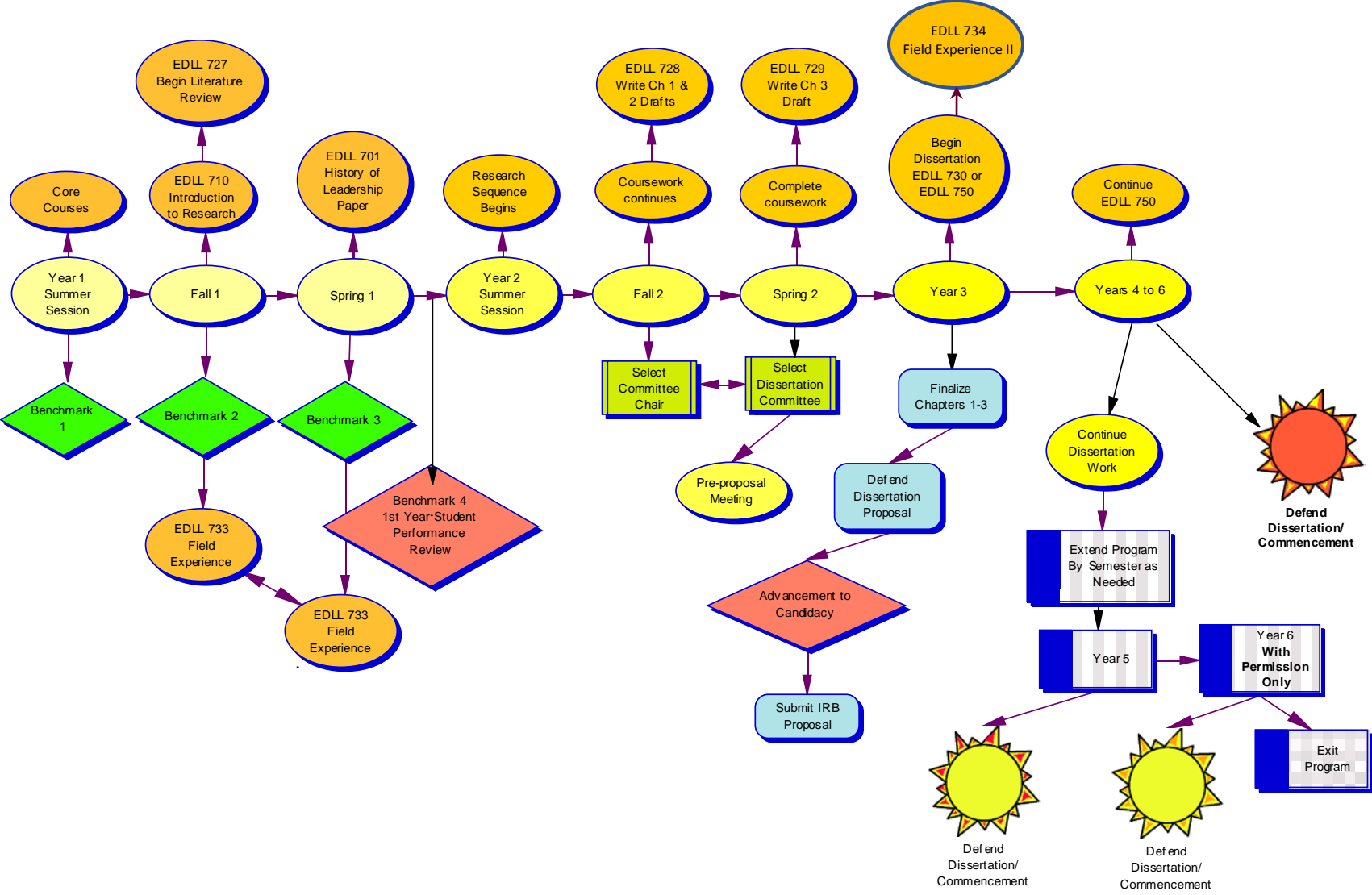
Year 3 Field Experience

A critical component of developing as a scholar-practitioner with the ability to guide transformative leadership requires understanding how to apply the appropriate methodologies to a pressing problem to practice. During your first two years of coursework, you will take a series of methodology courses. As the second component of your practicum, you will work alongside one of the doctoral faculty and a small group of colleagues with similar methodological interests to apply methodology to your pressing problem of practice.

The field experiences include periodic site visits and cohort meetings, and are planned and guided collaboratively by Lewis & Clark a faculty supervisor, school/district, or agency personnel for graduate credit.

Specific Field Experience documents and forms may be found in the Appendix (D, E, F, G)

Doctor of Education in Leadership Program Overview



THIRD YEAR GOALS AND BEYOND

Selection of Dissertation Chair and Committee

During EDLL 728, and in collaboration with the Program Director, the student must select his/her dissertation chair. *If a potential Chair has not served in that position previously, the Program Director will appoint an experienced Co-Chair to assist in chairing the committee.* During EDLL 729, candidates work with their Chair to name the other two members of the Dissertation Committee. Candidates are supervised by a dissertation committee of three voting faculty members. To serve on a doctoral committee an individual must hold an earned doctorate. The dissertation chair must be a current regular or retired member of the Graduate School faculty. Adjuncts or professionals in the community may co-chair dissertation committees, but only in conjunction with a co-chair who has been a committee chair and is a regular member of the faculty. The two additional members of the committee must be:

- a) a current regular or retired faculty from the Graduate School, CAS, Law School;
- b) a tenured or tenure-track faculty member at another higher educational institution;
- c) a practitioner with an earned doctorate and expertise in the area under study; or
- d) a practitioner uniquely qualified in the area of study and approved by the Doctoral Program Director.

When selecting committee members, students should consider their availability and ease of contact. Lewis & Clark College does not provide financial resources for phone contacts or travel involved in committee service. Another cautionary note relates to selecting a committee member who has a relationship with the candidate that poses a potential conflict of interest (for example, serving as the candidate's job supervisor, friend, colleague, or relative). This practice places a student at a serious disadvantage and is strongly discouraged.

The program allows doctoral candidates as much latitude as possible (consistent with program policies) in selecting the members of their dissertation committee. However, the program office must maintain accurate records regarding the current membership of candidate committees and ensure that program policies pertaining to committee membership are followed.

Once the candidate has assembled an appropriate committee (and received a current Vita from any off-campus members, the candidate files a completed **Dissertation Committee Approval Form** (Appendix H) with the program office. The dissertation committee is official only when the Director of the Doctoral Program approves the committee and signs this form.

Committee Changes

Changing chairs or members of a committee while dissertation research is underway is strongly discouraged; doing so can be very disruptive and may delay the dissertation process. However, there are circumstances due to illness, scheduling, or relocation when changes

become necessary. Furthermore, there are times when a candidate may wish to initiate a request for a change in committee membership. While this practice is also strongly discouraged, in keeping with the perspective that the candidate is the person selecting their committee (with program approval), changes are allowed following this process:

Change of Dissertation Chair

If a candidate needs or desires a change in their Dissertation Chair (due to an unavoidable exigency), s/he meets with the Program Director who will discuss the options with the candidate. The final choice of chair rests with the candidate, but must be approved by the Program Director. Options include:

- Appointing a member of the committee to assume the chair role and adding another member, or
- Appointing a qualified person not currently on the committee

The candidate files an amended **Dissertation Committee Approval Form** reflecting the new committee membership in the program office.

Change of Committee Member

The candidate discusses the reason for the requested change with his/her dissertation chair, and if the chair agrees, they select an appropriate replacement.

The candidate files an amended **Dissertation Committee Approval Form** reflecting the new committee membership in the program office.

If the candidate and the chair fail to agree on the need for the change the Director of the Doctoral Program may be invited to assist the candidate and chair in reaching a decision on committee membership. If the candidate and chair cannot reach agreement then the committee stays as originally constituted, or the Program Director may appoint an acceptable alternate committee member.

Once the change has been decided upon, the candidate must file an amended **Dissertation Committee Approval Form** in the program office. The chair, the candidate, and the faculty members being dropped and added should sign the amended form indicating their concurrence with the requested change.

'Pre-proposal' Meeting

This meeting should be scheduled by the chair and student after the dissertation committee is finalized and requirements for EDLL 729 have been met. The meeting of the student, chair, and dissertation committee members is intended to

- establish a dialogue among the committee members and student, and
- develop a plan for completing the dissertation proposal.

This action plan establishes mutual expectations and a timeline to guide the student's research, regularly evaluate progress, and provide ongoing feedback. Students should provide each committee member a copy of the Prospectus/proposal draft prepared in EDLL 729 ten working days prior to the Pre-proposal Meeting. Faculty members generally require 10 working days to review documents and provide feedback. More time may be needed if drafts are submitted at the beginning or end of a semester or during winter or summer breaks.

The Chair should establish agreements with the committee about how members will communicate with each other and how feedback will be shared with the student (e.g., through the Chair or directly with the student). The student should be respectful of the use of committee time for review of pre-proposal drafts, dissertation proposal drafts, and attendance at proposal defense and dissertation defense.

To move successfully through the dissertation process, the student must take responsibility to meet agreed upon deadlines with the committee and deadlines set by the Graduate School for defense of the proposal, dissertation, and graduation. The dissertation chair and the Doctoral Program Office will make every effort to assist the student in the process (see Appendix L for a variety of supports available), but the responsibility to meet deadlines belongs primarily to the student.

Writing the Dissertation Proposal

In keeping with the philosophy of the Lewis & Clark Doctor of Education in Leadership, the dissertation requirement is meant to be reasonable in scope while at the same time providing the maximum benefits for the candidate.

The term dissertation connotes something that is complete, comprehensive, and original. There are certain conventions such as the traditional five chapter dissertation that have generally guided students toward achieving the goals of completeness, comprehensiveness, and originality; however, the doctoral program is open to considering alternative formats to satisfy these same ends. At most doctoral granting institutions the first place students encounter the conventional dissertation process is in the preparation of their dissertation proposal. The work of preparing a proposal commonly spans at least one semester and involves substantial time. The EDLL 729 course along with the dissertation committee chair will provide support and guidance for the process.

Exercise caution as the work proceeds. Experience with technology suggests the draft of the proposal should be saved daily to at least two media, such as the hard drive of a computer and to an external drive. Renaming the file sequentially (such as Proposal 1, Proposal 2, Proposal 3, or dating each document) after major additions is advisable. That way, if a file becomes “corrupted,” the student can use the next-most-recent version rather than starting over. Exercise the same precautions when writing your dissertation. Use the same computer and operating system throughout the writing process to avoid formatting difficulty unless you are technologically advanced. Every year a few doctoral students lose months of work because they fail to make backups of key files.

As described previously in this handbook, students are strongly advised to choose a focus area for the dissertation from the beginning of the doctoral program. The first year of coursework and field experience are designed to assist with narrowing the focus area to a specific dissertation topic. The dissertation proposal, minimally containing the introduction to the problem, a review of the literature, and the proposed research methodology (usually chapters 1-3 of the dissertation), will be developed largely during the fifth and sixth semesters (Fall #2 and Spring #2) of cohort work. During Spring #2, doctoral students are enrolled in *EDLL 729 Dissertation Proposal Seminar* where the focus is on completing the dissertation pre-proposal and beginning the preparation of an IRB application for the use of human subjects in research.

Elements of the Dissertation Proposal

Traditionally the dissertation proposal contains the first three chapters of the actual dissertation and the Reference section of the dissertation. The proposal indicates what the student will study, why, and how. The chapters normally include the following:

- 1) An introduction-statement of the problem
- 2) A review of the literature, and
- 3) An explanation of the proposed methodology.

These three introductory chapters are meant to satisfy a faculty committee that the proposed dissertation will meet two essential criteria:

- The topic of the proposed research is significant enough to justify a doctoral dissertation, and
- The strategies proposed are adequate for answering the proposed research questions.

The proposal serves at least three purposes. It allows the committee to examine the plans for the study and suggest improvements to enhance the merit of the dissertation. With the revisions suggested by the committee, the proposal becomes a blueprint for the student's research work. It also can serve as a draft of the first three chapters of the dissertation.

Dissertation Proposal Rating Rubrics

The elements that must be addressed if a Lewis & Clark dissertation proposal is to be deemed satisfactory are detailed in the rubric found in Appendix K. Acceptable proposals should receive scores of *proficient* or *exemplary* on each of the criteria for Chapters 1-3. The student should review his/her proposal in its entirety and use the rating scales to determine if the dissertation proposal adequately satisfies the criteria for success. The student should provide copies of the rubric to each member of his/her committee for their use in reviewing the proposal prior to defense.

Defense of the Dissertation Proposal

Once the formal dissertation committee is approved, the student works with the committee to refine and finalize the dissertation proposal. Students may seek committee input when the chair recommends doing so. The student should allow committee members at least 10 working days to read the proposal draft and respond to the chair with any comments or suggestions for revision. All three committee members must read and give preliminary approval to the proposal prior to scheduling the formal proposal defense.

After review and approval by members of the committee, the student and chair will schedule a defense of the proposal before the three member dissertation committee. The student must submit the **Dissertation Proposal Schedule Request** (Appendix J) to the program office at least 10 working days prior to the proposal defense date. A typical proposal defense follows the design outlined in Appendix I. The student should discuss this format with the chair. The committee has a responsibility to review the proposal and ensure it will produce worthwhile and high-quality research. During the defense, the student may be asked about his/her rationale for certain aspects of the proposal, asked for more details about the literature or the proposed methods, or challenged about the appropriateness of proposed procedures. The committee must determine the student's competency with the main research methods. The "defense" is also a consultation in which the committee members suggest, and sometimes require, changes to improve the research. Usually some refinements are expected following the proposal defense.

Following the defense the committee deliberates points listed in the proposal rubric for chapters 1-3, and decides whether to:

- 1) Accept the proposal as written,
- 2) Request minor revisions to be approved by the chair only, or
- 3) Ask the student to rewrite part or all of the proposal and schedule another defense before the committee.

When the dissertation proposal is fully approved by all members of the committee, the chair submits the following to the Program Office:

- signed and dated ***Dissertation Proposal Approval Form*** (obtain in Program Office)
- a final copy of the proposal
- completed proposal rubric (Handbook Appendix K)

Advancement to Candidacy

Advancement to Candidacy is a major milestone for a doctoral student and signifies that s/he has successfully completed all coursework and prerequisites for the doctoral degree, including a successful proposal defense. Students will receive a formal letter from the Department Office notifying them of Advancement to Candidacy. **As of the date of advancement the candidate may register for EDLL 750, Dissertation Preparation.** Normally a candidate will complete the entire degree program in a total of three to four years. A maximum of 6 years from the date of admission or three years from Advancement to Candidacy is allowed for completion.

Human Subjects Review Committee (HSRC) Application

The Lewis & Clark Human Subjects Review Committee assesses whether

- (a) the proposed research will expose human subjects to risks,
- (b) practical precautions have been taken to minimize those risks and inform the subjects of the risks, and
- (c) the remaining risks are justified by the potential benefits of the research.

Due to some highly-publicized abuses of human subject protections—mostly by medical researchers—the federal government is requiring more stringent precautions of all university research collecting data from or about people, even research which is not funded by the federal government. In EDLL 729 students learn how to prepare an application for the use of human subjects. If the student has not already done so, s/he should complete the [National Institutes of Health \(NIH\) Researcher Computer-Based Training](http://www.lclark.edu/committees/human_subjects_research/) found on the website: http://www.lclark.edu/committees/human_subjects_research/. Print the certificate of completion and submit with the Human Subjects Application to the Institutional Review Board (IRB) AND to the Doctoral Program office. All candidates are required to submit the IRB application as soon as possible after the dissertation proposal is successfully defended. For research involving human participants, the student must follow the established procedures for review of research with human participants. This includes obtaining

appropriate forms from the HSRC website, completing them, and submitting them according to the timeframe posted by the HSRC on its website, generally 10 days before the next scheduled meeting of the HSRC. If not received within this time frame, the committee may not be able to review the application until the following month, so timeliness of submission is a key responsibility of the student.

Prior to submission, the Dissertation Committee Chair is required to read, approve, and sign the application. If deemed appropriate by the committee chair, the members of the committee may read the proposal as well in order to be fully informed regarding the planned research. Having at least two faculty reviewers prior to submission improves the likelihood of timely HSRC approval. A copy of the signed application documents and the completed training certificate of *both the student and the dissertation chair* should be submitted to the Doctoral Program Office for the student file prior to submission to the HSRC.

The HSRC will respond to the application with written feedback following its next scheduled meeting. A copy of the final written approval letter must be submitted to the Doctoral Program Office by the student for the official record. *Only when the HSRC committee grants approval* may the candidate begin data collection. The IRB review may take 4 to 8 weeks, and further revision or clarification may be required. The calendar for submission of proposals and meetings of the HSRC may be found on its website.

No research involving human participants may be conducted (i.e., NO DATA COLLECTION CAN BEGIN) until this process has been completed and the student researcher has received HSRC approval.

All modifications of protocols involving human subjects must have prior approval, except those involving the prevention of immediate harm to a subject which must be reported within 24 hours to the IRB/HSRC.

The original written approval is for a one-year period. After one year's time, if the researcher is still collecting data s/he must apply for a continuation. An extension may be requested *prior* to the end of the approval period. It is the student researcher's responsibility to ensure that an ***application for continuing review*** approval has been submitted, along with a brief summary of findings and any amendments to the research since the last review. The student must also keep the Dissertation Committee Chair fully informed of the continuation.

In summary, the process for filing the HSRC application is:

- 1) Complete the application with Dissertation Committee Chair approval and signature. **Original signatures** are required by the HSRC.
- 2) Complete the Researcher Computer-Based Training module and print the certificate for submission with the application.
- 3) Submit a copy of the application and certificate to both the HSRC and Doctoral Program office at least 10 days prior to the next scheduled meeting of the HSRC.
- 4) Submit the HSRC response letter, any follow-up revisions of the HSRC application, and the final HSRC approval letter to the Doctoral Program Office

and the Dissertation Committee Chair who is responsible for monitoring the data collection process according to HSRC directions in the approval letter.

- 5) If the student is still collecting data beyond the official one year research approval period, the student must request an extension of the IRB approval period by submitting a written “application for continuing review” as described above.

Dissertation Research Process

Beginning with the 7th semester (Summer #3) under the guidance of the chair and dissertation committee, and following HSRC approval, the student begins collecting data and preparing the final portions of the dissertation. Dissertation research involves data collection, analysis, interpretation, and writing of the dissertation. Throughout this period the student must be continuously enrolled for a minimum of 1 credit of *EDLL 750 Dissertation Research* each term.

The student should schedule regular meetings with the Chair to review progress on the dissertation. The successful doctoral candidate must plan his/her time to facilitate the research and dissertation-writing. Few research studies can be conducted exclusively on weekends. There are often activities that require concerted effort and are time-sensitive. Many candidates do better if they can immerse themselves in the writing for a sustained period of time. This may mean taking a leave of absence or vacation time to produce the final draft of the dissertation.

Note that the HSRC authorization to collect data from or about humans is valid for only one year. If data collection is not completed within a year of the date of authorization, the student must renew approval from the HSRC. At various stages of the work, the Chair will recommend submission of the written work to the other committee members when the work meets the Chair’s expectations and is ready for further critique.

When all three members of the committee judge the dissertation work to be complete and to have met program standards, the final defense may be scheduled. In order to defend the dissertation, the candidate must have registered for a **minimum** of 12 credit hours of EDLL 750, and be registered for at least 1 credit of EDLL 750 during the semester of the defense.

Note: Candidates must be **continuously enrolled** every semester, including summer, from the time they begin EDLL 750 until the EdD degree is awarded by the registrar. If a candidate suspends work on the dissertation, s/he can request a leave of absence for up to one calendar year. During a leave of absence, faculty members are not available to help with the dissertation and other college services such as library and technology are suspended.

Dissertation Defense

As noted above, following completion of the final dissertation draft, the dissertation committee reconvenes for the purpose of the formal dissertation defense. The student provides the dissertation committee with a defensible draft at least ten (10) working days prior to the defense date. At the same time, the student submits the **Dissertation Defense Schedule Request** form (Appendix M) to the program office. Submission of this form includes providing the program office with an electronic copy of the title and approved title and 300 word dissertation abstract. The program office will schedule the location of the defense and disseminate the **Dissertation Defense Announcement** (Appendix N) to the college community. A notice is posted on the Educational Leadership Bulletin Board and distributed by email to the GSEC, the Doctoral Program Council, and other doctoral students announcing the date, time, and place of the defense and inviting them to attend.

The doctoral defense is an open public event and is publicly announced. The candidate gives a 30-45 minute presentation of his/her work before the dissertation committee as well as colleagues, family members, friends, or other members of the College community who may elect to attend. A discussion with the committee follows this presentation. Doctoral candidates are advised to attend another defense before their own in order to become familiar with the process. It is a courtesy for guests to request permission to attend from the candidate or chair. The defense is held on campus.

The committee assesses whether the dissertation meets departmental requirements for successful completion. Typically some revisions are required. These may be minor (e.g., editing or refinement of interpretations). In other cases, however, the dissertation may not be deemed acceptable until more extensive (e.g., reanalysis of data) changes are made. The **Dissertation Defense Report Form** (2 copies obtained from the program office) must be signed by all members of the committee following the defense indicating the student's level of performance and returned to the Program Office. The committee determines the outcome according to the following:

- ___ Successful defense
- ___ pass as submitted, no revisions
- ___ pass, with minor revisions such as typographical errors, minor wording or sentence changes, requiring major professor review of changes (deadline _____)
- ___ pass, with major content changes or additional analyses, requiring review by full committee (deadline _____)
- ___ Unsuccessful defense (requires new defense)

The committee determines the process by which they monitor and evaluate any required revisions. In some cases, the committee may need to reconvene for an additional defense meeting. In such circumstances a second **Dissertation Defense Report Form** should be obtained and completed when revisions are acceptable to the committee. The revisions should typically be completed within a month of the defense.

When the dissertation is deemed acceptable, the members of the committee should sign the two “dissertation approval pages” and submit both pages to the program office. The Director of the Doctoral Program will not sign off on the **Dissertation Defense Report Form** after a successful defense unless two signed signature pages for the dissertation are attached.

Final Tasks Related to the Dissertation

After a successful defense the student should contact the Program Office to obtain a checklist of final dissertation steps. These steps include submitting the completed manuscript to the copy editor approved by the Doctoral Program for final review, printing, and binding the approved document; completing all coursework; and meeting all financial obligations to the College. *The student must remain continuously enrolled in EDLL 750 during these final program steps.*

The copy editor reviews the manuscript to ensure compliance with expectations found in the current *Doctor of Education in Leadership: Dissertation Style Manual* and the current *APA Style Manual*, as well as checks for common errors in mechanics and usage. The department covers the editing costs if and when the editing takes less than 8 hours. Should a manuscript require more than 8 hours of editing, the student is responsible for reimbursing the department for any additional editing time at a rate of \$20 per hour. Students should expect this final editing process to take 2-4 weeks depending on the time of submission. The copy editor will contact the student if any questions arise during editing.

Following the revision of the dissertation and final printing, the student must submit two unbound copies of the dissertation to the Program Office. These unbound copies must contain the original signed copies of the signature pages to be included with the dissertation. Both copies should have original signatures. [Additional personal copies may also be submitted at this time with the appropriate paperwork.] The dissertation is complete only after these copies are delivered and approved, and all financial obligations to the college are resolved. Following these steps, the Program Director will convert all grades for EDLL 750 from “Deferred” to “Credit”. Upon completion of all remaining requirements for the degree the College officially awards the Ed.D.

Manuscript and Document Style

Specific formatting and style expectations unique to the Lewis & Clark Doctoral Dissertations can be found in the current *Dissertation Style Manual* which is available online at <http://www.lclark.edu/dept/eda/doctorate.html>.

For details not provided in this manual the dissertation proposal and the dissertation are expected to follow the APA Style Guidelines as delineated in the *Publication Manual of the American Psychological Association, 6th Edition (2010)*, or the most current edition. This format is preferred because it is the dominant style for educational research journals.

Award of Credit for Dissertation Preparation

- A. After completing all coursework, in order to be continuously enrolled, students must enroll by the beginning of the third summer term in EDLL 730 Advancement Seminar and remain enrolled in this course until they successfully defend their proposal and are advanced to candidacy (a maximum of three consecutive semesters).
- B. Students may not register for *EDLL 750 Doctoral Dissertation* until after they have been “advanced to candidacy” following successful defense of their proposal, and completion of all other program requirements.
- C. Students must have registered for a **minimum** of 12 credits of *EDLL 750 Doctoral Dissertation* prior to completing their dissertation. They may have more than 12 credits.
- D. Students must be continuously enrolled in *EDLL 750 Doctoral Dissertation* (at least 1 credit hour) from the term following advancement to candidacy through completion of all coursework, completion of the copy editing process, submission of copies for binding, and meeting all financial obligations to the College.
- E. Students will be awarded a grade of ‘DFD’ for all *EDLL 750 Doctoral Dissertation* coursework until they have successfully met all requirements for the Ed.D. At that time the grade changes to *credit* (CR) and the College awards the degree.
- F. Students must successfully defend their dissertation within 3 years of the date of their Advancement to Candidacy or a maximum of 6 calendar years from the date they were admitted to the program. Requests for a one time, maximum one year extension of the program may be made during year 6 to the Doctoral Program Council with the written support of the dissertation chair and all committee members. Final decision on the extension is made by the Program Director. An extension is not automatically granted, but depends upon the rationale for the request.

Program Extension

The Ed.D. is designed to be completed in four years. At the end of the maximum six year allotted time, if a student has not completed the dissertation s/he may apply for a one time, one year maximum extension. The application will be considered by the Doctoral Program Council which makes a recommendation to the Program Director. **Minimum** requirements for such an extension include:

- 1) Completion of data collection
- 2) Significant progress in writing final draft of Chapters 4 and 5
- 3) Compelling circumstances which prevented completion of the dissertation within 6 years
- 4) Written assurance by the dissertation chair, all committee members, and the student, of potential for dissertation completion within the maximum one year extension period (a shorter extension may be granted)

If the extension is denied, the student must exit the program at the end of year six.

Graduation and Commencement

The doctoral degree requirements can be completed during any semester. Commencement, however, is only held in the spring semester. **The degree is not awarded until all final steps in the completion of the degree are met**, including completion of all course work, the copy editing process, submission of copies for binding, and meeting all financial obligations to the College. (See Continuous Enrollment section in this Handbook.) Application for graduation must occur according to the College requirements and calendar. See Registrar's deadlines for applying for graduation on the web:

http://www.lclark.edu/graduate/offices/registrar/forms_and_resources/degree_application/

For spring graduation, application must generally be made in November.

Candidates for TSPC Continuing Administrator License (CAL)

Those students in Pathway 1 who earn a regionally accredited doctoral degree in Educational Leadership may qualify for a TSPC waiver of the advanced institutional CAL program or the assessment of advanced competencies for the CAL. Candidates apply for the CAL license directly to TSPC independent of any recommendation from Lewis & Clark College [OAR 584-080-0022, (4) (c) (A)]. For more information consult the GSEC Director of Career and Licensing office.

PART 3: RESPONSIBILITIES OF DOCTORAL CANDIDATE AND FACULTY DISSERTATION COMMITTEE

Candidate

Many doctoral graduates have observed dissertation work is one of the greatest intellectual and emotional challenges of their lives. Candidates should consider this experience an essential part of their intellectual development and be prepared to make the necessary emotional, intellectual, and practical commitments. Candidates need to be prepared to spend the necessary time, overcome the common disappointments of setbacks in the research schedule, commit to the highest standards of quality for the preparation of the dissertation, and be open to accepting the continuous guidance and constructive critique of the dissertation committee.

The dissertation research requires more independence and more sustained work than doctoral courses. The candidate should make every effort to think through problems for himself or herself, in consultation with the applicable scholarly literature, and seek the committee's guidance only after making that effort.

Time management is important in dissertation work. Since there are few specific deadlines, it is easy for candidates with jobs and families to let dissertation work slide to the "next" week. Predicting how long developing a good dissertation research proposal will take is almost impossible. A schedule for the data collection and analysis is more feasible. The time needed to write the dissertation is also difficult to predict. Students are expected to finish the entire program, including coursework and dissertation in a maximum of 6 years from the date of admission. (See program overview diagram, page 18.)

The doctoral student maintains ultimate responsibility for adhering to established timelines and progressing through the program of studies and dissertation in a timely manner as discussed in the pre-proposal meeting. The doctoral student should maintain continual regular contact with the dissertation chair and other members of the dissertation committee until the completion of the degree. Traditionally, as a courtesy, many doctoral students choose to give their chair a copy of their bound dissertation; however, this gift is not a requirement.

Faculty Dissertation Committee

The dissertation committee guides the candidate in development of the dissertation research proposal, makes final judgments about the adequacy of the proposal, is available for consultation during the research work, guides the candidate in preparation of the dissertation document, and decides when the dissertation is ready for defense. The role of the committee is to advise the candidate about particularly complicated aspects of the research and writing, but not to tell the candidate how to do everything.

Among the dissertation chair and the two other committee members, at least one is to be knowledgeable about the main methodologies to be used in the dissertation research. All three members should have unique expertise related to the candidate's topic area.

Chair of the dissertation committee

The role of the dissertation committee chair is to:

- Guide the candidate in the preparation of the dissertation proposal, including conceptual and theoretical frameworks, specification of the research problem, the literature review pointing the way toward the research, the questions for investigation, and the methodology. The chair should work with the instructors of EDLL 728 (Conceptual Framework) and 729 (Dissertation Proposal Seminar) to accomplish these goals.
- Guide the candidate in selection of two additional committee members (by the conclusion of EDLL 729).
- Navigate the interactions among the committee members and with the candidate.
- Schedule the “pre-proposal meeting” with student and committee members and establish guidelines for committee collaboration as soon as possible after completion of EDLL 729.
- Provide guidance on the research proposal organization, structure, and content and set clear expectations for the timely completion of the proposal.
- Meet regularly with the candidate, e.g., monthly, during the proposal and dissertation work.
- Provide adequate feedback on the student's writing to meet requirements of APA format. The committee may recommend the candidate obtain outside assistance with writing as needed.
- Obtain appropriate signature forms for both the proposal defense and dissertation defense from the program office.
- Submit the signed and dated **Dissertation Proposal Approval Form** and a final copy of the proposal to the Program Office when the dissertation proposal is fully approved by all members of the committee.
- Complete the required HSRC tutorial and send a copy of the completion certificate to the HSRC every 4 years.
- Read, approve, and sign the HSRC application, including the tutorial certificate, prior to submission and submit copies of both to the Program Office for the student's official file.
- Monitor the terms of HSRC feedback and approval, including the one year maximum allowed for data collection without reapproval by the HSRC.
- Provide guidance on the dissertation organization, structure, and content and set clear expectations for high-quality writing. The chair and/or committee are not copy-editors, but should provide adequate feedback and editing of the writing to meet requirements of APA format. The committee may recommend the candidate obtain outside assistance with writing if needed.
- Set clear expectations for timely completion, and guide the candidate toward achieving a high level of quality (technical and ethical) in the dissertation research and document.
- Prepare the candidate for the oral defense process and debrief him/her afterward.

- Conduct the proposal and dissertation defense sessions and facilitate discussion of the committee following the defense. Complete the two Dissertation Defense forms and submit to the Program Office.
- Remind the student s/he is still ABD (all but dissertation) until s/he has completed all coursework, completed the copy editing process, submitted 2 copies for binding, and met all financial obligations to the College.
- Encourage the candidate to publish his or her work in a peer reviewed journal after successful completion.

Dissertation Committee Members (other than the chair).

The role of committee members is to:

- Assist the committee chair as requested in the ‘pre-proposal meeting’ in guiding the candidate through development of the dissertation research proposal.
- Provide timely and adequate feedback on the student’s writing to meet requirements of APA format. The committee may recommend the candidate obtain outside assistance with writing as needed.
- Review the HSRC application in order to be aware of the stipulations made by the committee related to the student’s research.
- Guide the candidate, under the direction of the chair, through development of his/ her independent research and the achievement of a high-quality product and oral defense.
- Make final judgments about the adequacy of the proposal and be available for consultation during the research work.
- Guide the candidate in preparation of the dissertation document at the request of the chair, and decide when the dissertation is ready for defense.
- Attend all committee meetings, proposal, and dissertation defense sessions and be prepared to provide prepared critique and suggestions for improvement as appropriate.
- Sign approval forms for both the proposal and dissertation defenses.
- Encourage the candidate to publish his or her work in a peer reviewed journal after successful completion.

APPENDICES

Appendix A - Ed.D. Progress Checklist
Lewis & Clark
Graduate School of Education and Counseling

	Date
<input type="checkbox"/> Submit Attestation Statement to Program Office(Appendix C).	_____
<input type="checkbox"/> Planning Worksheet (Completed with Advisor) is filed with Program Office showing	_____
<input type="checkbox"/> Required post Masters elective credits	_____
<input type="checkbox"/> Transfer credits along with Petition for Transfer Credit Form and transcripts	_____
<input type="checkbox"/> Dissertation Committee Approval Form (#200 or #210) to be filed in Program Office.	_____
<input type="checkbox"/> Dissertation Proposal Schedule Request (Form #300) filed at least 10 working days prior to proposal defense date.	_____
<input type="checkbox"/> After defense, Dissertation Proposal Defense Report (#400) is filed by your committee chair with the Program Office.	_____
<input type="checkbox"/> Provide copy of Human Subjects Committee (IRB) application documents, training certificate, and approval letter to Program Office.	_____
<input type="checkbox"/> When fulfilled, Advancement to Candidacy certification is received	_____
<input type="checkbox"/> Provide copy of Human Subjects Committee (IRB) application documents, training certificate, and approval letter to Program Office.	_____
<input type="checkbox"/> File Degree Graduation Application with Registrar’s Office	_____
<input type="checkbox"/> Complete 60 semester hours of EdD coursework as shown on planning worksheet.	_____
<input type="checkbox"/> Three weeks prior to proposed date schedule Dissertation Defense with Chair and Committee	_____
<input type="checkbox"/> Two weeks prior to proposed date submit Dissertation Defense Schedule Request Form (#500) to Program Office. This includes an electronic copy of your abstract approved by Committee Chair.	_____
<input type="checkbox"/> At least 10 working days prior to the defense date, submit a “defendable draft” manuscript to dissertation committee.	_____
<input type="checkbox"/> Your Dissertation Defense Report Form (#600) is filed by Committee chair with Program Office.	_____
<input type="checkbox"/> Confirm eligibility to participate in Commencement with Program Director.	_____
<input type="checkbox"/> Submit complete manuscript to the copy editor for final review	_____
<input type="checkbox"/> Upon completion of copy editing of the dissertation, submit two unbound library copies of the dissertation to the Program Office. (See manual.)	_____
<input type="checkbox"/> Upload manuscript to UMI	_____
<input type="checkbox"/> Pay personal portion of the copy editing expense	_____
<input type="checkbox"/> AWARDING OF YOUR DEGREE!!	_____

Appendix B – Course Planning Worksheet

Lewis & Clark

Graduate School of Education and Counseling

Doctorate of Education in Leadership Planning Worksheet

60 Semester Hours, Cohort #10 (2014-2015)

Name _____ Date _____

Section I

This program is designed to permit candidates to transfer 10 to 12 graduate credits into the degree program as electives based on entry to Pathway I or Pathway II. Students may also use this opportunity to complete an advanced license as part of the degree or to take electives from other GSEC programs.

SUMMER I	CREDIT	COMPLETED YEAR	FORECAST YEAR
EDLL 702 Personal and Organizational Theory & Leadership	2.0		
EDLL 705 Seminar in System Thinking and Critical Social Theory	2.0		
EDLL 708 Ethics & Leadership for Social Justice	2.0		
EDLL 780 Leadership for Social Justice Retreat	1.0		
EDLL 726 Seminar in Scholarship and Writing	2.0		
Total Credits	9.0		

FALL I	CREDIT	COMPLETED YEAR	FORECAST YEAR
EDLL 710 Introduction to Educational Research	2.0		
EDLL 725 Leadership in a Changing Global Society	1.0		
EDLL 727 Focused Literature Research	1.0		
EDLL 733 Educational Leadership Field Experience I	0.5		
Total Credits	4.5		

SPRING I	CREDIT	COMPLETED YEAR	FORECAST YEAR
EDLL 701 History of Leadership in Education	2.0		
EDLL 716 Critical Theory and Pedagogy	2.0		
EDLL 733 Educational Leadership Field Experience I	0.5		
Total Credits	4.5		

Completion of First Year Field Experience, Qualifying Papers, First Year Review _____ (Advisor Initial)

SUMMER II	CREDIT	COMPLETED YEAR	FORECAST YEAR
EDLL 704 Leading Change Through Cultural Competence	2.0		
EDLL 731 Public Policy: Creation and Implementation	2.0		
EDLL 741A Qualitative Research Methods	2.0		
EDLL 741B Quantitative Research Methods	2.0		
Total Credits	8.0		

FALL II	CREDIT	COMPLETED YEAR	FORECAST YEAR
EDLL 709 Adult Development and Learning	2.0		
EDLL 728 Conceptual Framework/Problem Articulation	2.0		
Total Credits	4.0		

SPRING II	CREDIT	COMPLETED YEAR	FORECAST YEAR
EDLL 729 Dissertation Proposal	3.0		
Total Credits	3.0		

Completion of 3 qualifying papers/presentations, all coursework =Advancement to Candidacy _____(Advisor Initial)

SUMMER III	CREDIT	COMPLETED YEAR	FORECAST YEAR
EDLL 734 Educational Leadership Field Experience II	0.5		
EDLL 750 Doctoral Dissertation	4.0		
Total Credits	4.5		

FALL III	CREDIT	COMPLETED YEAR	FORECAST YEAR
EDLL 734 Educational Leadership Field Experience II	0.5		
EDLL 750 Doctoral Dissertation	4.0		
Total Credits	4.5		

SPRING III	CREDIT	COMPLETED YEAR	FORECAST YEAR
EDLL 750 Doctoral Dissertation	4.0		
Total Credits	4.0		

Maximum 6 years to Dissertation Completion _____(Advisor Initial)

Total Program Hours	46.0		
---------------------	------	--	--

Section II

Transfer Credit: Courses may only be transferred for credit in the EdD program. *No waivers for credit will be approved.* Courses being transferred must have been taken and passed by the student within five years of the student starting the EdD program, and must be approved by the student's advisor.

To obtain a transfer credit request form, please contact the Educational Leadership main office at 503.768.6080 or eda@clark.edu. All transfer credit request forms must be completed, approved, and in the student's file before program graduation.

L&C COURSE TO BE SUBSTITUTED	TRANSFER COURSE	INSTITUTION	YEAR	GRADE	CREDIT
Pathway I-Educational Finance					

License Program Hours					
Other Transfer Credits					
Cohort Program Credit					
Total					60.0

Student Signature _____ Date _____

Advisor Signature _____ Date _____

Department Chair Signature _____ Date _____

Section II

Transfer Credit: Courses may only be transferred for credit in the EdD program. No waivers for credit will be approved. Courses being transferred must have been taken and passed by the student within five years of the student starting the EdD program, and must be approved by the student's advisor.

To obtain a transfer credit request form, please contact the Educational Leadership main office at 503.768.6080 or eda@lclark.edu. All transfer credit request forms must be completed, approved, and in the student's file before program graduation.

L&C COURSE TO BE SUBSTITUTED	TRANSFER COURSE	INSTITUTION	YEAR	GRADE	CREDIT
Pathway I-Educational Finance					
License Program Hours					
Other Transfer Credits					
Cohort Program Credit					
Total					60.0

Student Signature _____ Date _____

Advisor Signature _____ Date _____

Department Chair Signature _____ Date _____

Appendix C – Attestation Statement



Department of Educational Leadership
Doctor of Education in Leadership Program

Attestation Statement

I, _____, attest that I have read and understand the rules, regulations, and requirements under which I will operate as a student in the Doctor of Education Program represented in the *Navigator* (http://www.lclark.edu/graduate/student_life/handbook/) and the Lewis & Clark College Graduate Catalog (<http://docs.lclark.edu/graduate/>). I also attest that I will adhere to the ethical and legal guidelines of the professional organizations that oversee my area of specialization, including NCATE (<http://www.ncate.org/Standards/NCATEUnitStandards/UnitStandardsinEffect2008/tabid/476/Default.aspx>) and the Oregon Teacher Standards and Practices Commission (TSPC-OAR 584-020-0035).

I understand that this form serves as an informed consent agreement and is required of each student accepting admission to the doctoral program.

Student Signature

Printed Name

Date

[This form must be signed upon admission and submitted to the Program Office for insertion into the student's permanent file.]

Appendix D - First Year Student Performance Review Form

First Year Student Review Form Lewis & Clark Doctor of Education in Leadership

Student Name: _____ **Term/Date:** _____

Advisor: _____

The following areas of competence reflect the goals and mission of the Lewis & Clark Doctor of Education program. This evaluation form is designed to guide a conversation between the Program Director and each doctoral student. All faculty who have taught the students during the first year of the program will also complete this rubric.

Students should complete the "fillable PDF" rubric and note in writing specific examples to support their assessment of each rubric element whenever possible. When the form is complete, save it as a PDF and submit it as you have previously submitted course papers into TaskStream. When all the assessments are received, the Program Director will reconcile the faculty and student forms and share the outcome with each student in a personal conference.

Levels/Criteria	Unsatisfactory = 0	Emerging =1	Proficient =2	Exemplary =3
1. Demonstrate knowledge of the field (core papers): synthesis, history of leadership and organizational theory, Research paper	Does not demonstrate expected level of performance in most courses <input type="radio"/>	Demonstrates knowledge course objective with beginning competency in most courses <input type="radio"/>	Accomplishes knowledge course objectives in all first year courses <input type="radio"/>	Exceeds knowledge course objectives in all first year courses <input type="radio"/>
	Comments:			
2. Demonstrate theoretical perspective regarding the role leadership can play in promoting equity and social justice	Does not demonstrate expected level of performance in most courses <input type="radio"/>	Demonstrates theoretical course objective with beginning competency in most courses <input type="radio"/>	Accomplishes theoretical course objectives in all first year courses <input type="radio"/>	Exceeds theoretical course objectives in all first year courses <input type="radio"/>
	Comments:			

3. Take effective leadership action consistent for the promotion of equity and social justice	Does not demonstrate action toward equity and social justice <input type="radio"/>	Demonstrates beginning action toward equity and social justice as defined in coursework <input type="radio"/>	Demonstrates consistently effective action toward equity and social justice as expressed in coursework <input type="radio"/>	Demonstrates consistently effective action toward equity and social justice beyond course expectations <input type="radio"/>
	Comments:			
4. Solve complex and authentic educational problems aimed at improving professional practice	Does not demonstrate capacity to solve complex and authentic problems <input type="radio"/>	Demonstrates beginning problem solving competency to improve practice <input type="radio"/>	Demonstrates consistently effective problem solving to improve practice <input type="radio"/>	Demonstrates consistently effective problem solving to improve practice and shows evidence of authentic improvement in practice <input type="radio"/>
	Comments:			
5. Demonstrate dependable and effective work ethic	Does not demonstrate reliable and attentive work ethic <input type="radio"/>	Occasionally demonstrates reliable and attentive work ethic <input type="radio"/>	Consistently demonstrates reliable and attentive work ethic <input type="radio"/>	Models exemplary work ethic across all courses <input type="radio"/>
	Comments:			
6. Demonstrate effective relationship and collaboration skills	Demonstrates inadequate interpersonal skills <input type="radio"/>	Demonstrates effort toward developing effective interpersonal skills <input type="radio"/>	Consistently demonstrates effective interpersonal and collaborative skills <input type="radio"/>	Models exemplary interpersonal skills and takes lead in fostering communication in group settings <input type="radio"/>
	Comments:			

	Comments:			
7. Demonstrate academic writing skills required for completion of dissertation	Does not demonstrate expected level of performance in most courses <input type="radio"/>	Accomplishes goal with beginning competency level in most courses <input type="radio"/>	Consistently demonstrates effective academic writing skill in all assignments <input type="radio"/>	Consistently demonstrates excellent academic writing skill and personal style in all assignments <input type="radio"/>
	Comments:			
8. Make a meaningful contribution to the professional knowledge base and be acknowledged by professionals and academic peers as having expertise in their area of research	Has not yet identified a researchable focus area <input type="radio"/>	Demonstrates beginning potential for contribution by identifying a researchable focus area <input type="radio"/>	Demonstrates the ability to synthesize literature and articulates gaps in the field in a clear problem statement <input type="radio"/>	Demonstrates the ability to synthesize literature and articulate an innovative study <input type="radio"/>
	Comments			
9. Effectively and appropriately use technology and software in research and writing.	Does not demonstrate use of online literature searches or Taskstream portfolio system. <input type="radio"/>	Demonstrates beginning, though limited use of online literature searches to inform one's research problem and course assignments. Uses Taskstream portfolio system Inconsistently <input type="radio"/>	Consistently demonstrates effective and appropriate use of online literature searches to inform one's research problem and course assignments. Uses Taskstream portfolio system consistently and effectively, as required by the program. <input type="radio"/>	Demonstrates rich and robust use of online literature searches, beyond course expectations. Uses Taskstream system beyond program requirements to enhance learning and practice. <input type="radio"/>
	Comments:			

10. Demonstrates skill, knowledge and effectiveness in delivering effective and engaging presentations to cohort or other audience	Demonstrates establishment of limited credibility and rapport with audience based on incomplete understanding of learning needs; inadequately uses engagement protocols or media; utilizes inappropriate voice or gestures	Consistently responds to verbal and non-verbal behaviors of audience; facilitates positive group dynamics through protocols to respond to learning needs; effectively uses media, voice and gestures; presents concepts clearly	Balances task, protocol process, and group development to ensure learning and participation within available time; presents concepts clearly and based upon prior synthesis and analysis of appropriate content; uses media that enhances understanding	Balances task and protocol process to ensure maximum learning and optimal participation within available time; presents clear concepts that evaluate appropriate content; engages the audience with compelling presentation
	○	○	○	○
Comments:				

OVERALL ASSESSMENT (to be completed by the student)

Levels/Criteria	Unsatisfactory = 0	Emerging =1	Proficient =2	Exemplary =3
	○	○	○	○

Appendix E – Supervisor Contact Information Form
Lewis & Clark College
Graduate School of Education and Counseling
Doctorate of Education in Leadership Field Experience
Contact Information

Intern _____ Date _____

School/Agency _____ District _____

Address _____

Home Phone _____ Cell _____

Email _____

Faculty Supervisor _____ Practicum Site _____

Address _____

Home Phone _____ Cell _____

Email: _____

School/District Site Supervisor _____ Title _____

Holds Current OR Admin. License _____ #Years Experience _____

Practicum Site/District: _____

Address _____ Phone _____

Home Phone _____ Cell _____

Email: _____

Agency Site Supervisor _____ Title _____

Address _____ Phone _____

Home Phone _____ Cell _____

Email: _____

Note: Submit to Faculty Supervisor with Site Supervisor’s Resume attached.

Appendix F - Investigator's Assurance Form
Investigator's Assurance Form

EDLL 733 FIELD EXPERIENCE Project

Section I:

Principal Investigator _____ Position: _____

Practicum Site _____ School District/Agency _____

Title of Proposed Project _____

Anticipated Length of Project _____ Anticipated Start Date _____

Section II: Attach to this form a summary (no more than 300 words) of your project (which includes title, purpose of project, sample to be studied, description of data to be collected, and data collection procedures.)

Section III: Describe briefly how this project contributes to the improvement of your school/agency, as required in the EDLL 733 assignment.

INVESTIGATOR'S ASSURANCE

I do hereby certify that the Educational Leadership Project as referenced above:
involves minimal human subject risk and/or involves only secondary data from which all identifying individual information has been removed;
will not publish or otherwise disseminate the collected data except as part of the normal management process of my School District/Agency;
is conducted within the District/Agency policies and procedures as part of the normal management process of my School District/Agency;
has the full approval, support and supervision of my Site Supervisor;
has been approved and is conducted under the guidance of my College Cohort Leader.

Signature of Student Investigator Date

Signature of Site Supervisor Date

Signature of College Cohort Leader Date

Note: The College Cohort Leader reserves the right to forward the project for full Institutional Human Subjects Review if the project is judged to be original research and/or involves more than minimal risk to the subject.

Appendix G - Field Experience Log Template

[] FALL, [] SPRING TERM, 2013-2014 ACADEMIC YEAR

Name:			ENTER HOURS IN ALL AREAS BELOW ("EDD Themes," "Program Standards" and "Level or Site/Community																
			EDD Themes						TSPC Program Standards: Hours Completed						Level or Site/Community Service: Hours Completed				
Date	Activity/ Description	Location	1	2	3	4	5	6	1	2	3	4	5	6	El	Mid	High	Cent Off	Com Srv
	Performance Activity, Site, Level, and Community Service Sub-Totals		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total Term Practicum Hours																0	

Appendix H - Dissertation Committee Approval Form

Lewis & Clark Doctor of Education in Leadership Dissertation Committee Approval Form

Name: _____ Cohort # _____

Topic to be addressed:

Anticipated date for proposal defense: _____

Anticipated date for dissertation completion: _____

I am requesting that the following individuals be appointed to my dissertation committee. Their signatures indicate their willingness to serve.

I have attached a current vita for any proposed members who are not roster faculty at Lewis & Clark.

CHAIR

Name: _____ Title: _____

Mailing Address: _____

Email Address: _____ Institution: _____

Signature: _____

MEMBER

Name: _____ Title: _____

Mailing Address: _____

Email Address: _____ Institution: _____

Signature: _____

MEMBER

Name: _____ Title: _____

Mailing Address: _____

Email Address: _____ Institution: _____

Signature: _____

Committee Approved: _____ Date: _____

Director EdD Program

Appendix I – Dissertation Proposal and Defense Format

DISSERTATION PROPOSAL AND DEFENSE FORMAT

(See rubric in Appendix K)

Title of the Study

This is the title as the student conceives it at the time the proposal is submitted. It should be no more than 100 characters in length. As the research develops, various rephrasing of the title may prove better suited to the work. In such cases, the most satisfactory one will be used for the dissertation, the final formal report of the investigation.

Introduction

This section should include the following:

- a brief statement of the reasons for the selection of the problem
- the relation of the principal literature to the proposal (review of the literature)
- an explanation of the study's contribution to knowledge and its significance to the student
- the hypotheses under investigation or the questions being studied.

Review of the Literature

This section contains the review of the related theoretical and empirical literature providing the foundation for this study.

Methodology

This section describes the activities necessary to achieve the objectives. Methods should flow naturally from the problems and objectives, should include a research design, general characteristics of the study population or participants, location or setting in which the study will take place, calendar of events in carrying out the study, sampling design and procedures, data collection schedule, description of the instruments and tools for data collection (including validity, reliability, and pretesting of the data collection instruments), definition of the most important terms and concepts, data processing procedures, procedures for data analysis, and a brief statement of anticipated results, as appropriate.

Resources Required

This section is a statement of the resources needed for the successful completion of the study and an indication of their accessibility to the student proposing to use them. Books, letters, manuscripts, raw data, technical reports, laboratory equipment, existing and proposed measuring devices as well as computer and other facilities are all possible aids to and resources for the research and should be included as they pertain to the study.

Timeline

Outline an anticipated timeline for completion of the dissertation, including submission of proposal to Human Subjects Review Committee, begin and end dates for data collection, chapter drafts to committee, defense date, and completion of final copy.

Literature Cited in the Proposal

All references should be presented in current *American Psychological Association Publication Manual* format and comply with the current Doctoral Program Style Manual.

Appendix J – Dissertation Proposal Schedule Request
FORM #300

Lewis & Clark
Graduate School of Education and Counseling
Doctor of Education in Leadership Program

DISSERTATION PROPOSAL SCHEDULE REQUEST

Student Name:

Proposal Title:

Date of Proposal Defense: _____

Time: _____

All members of the Doctoral Dissertation Committee have received copies of the final completed dissertation proposal and have approved scheduling of the defense on the specified date above.

Required Signatures:

Dissertation Chair

Date

Student

Date

Program Director

Date

=====

[Form to be submitted to Doctoral Program Office for confirmed location scheduling a minimum of 10 working days prior to proposal defense date)

(Office Use Only)

Assigned location of proposal defense: _____

Appendix K – Advancement to Candidacy: Dissertation Proposal Rubric

Advancement to Candidacy

Dissertation Proposal and Presentation Rubric

Note to Committee: Please assess the following elements of the dissertation proposal and specify any changes or revisions required in the comment section following each chapter.¹ Any section or element within a section rated as ‘Emerging’ or ‘Unacceptable’ must be successfully revised as ‘Proficient’ before the proposal can receive a ‘Pass’ by the committee, and the student thereby ‘Advanced to Candidacy.’

Key:

1=Unacceptable	2=Emerging	3=Proficient	4=Exemplary
Element is not covered or is incorrectly described	Element is covered, but is limited in scope and/or writing demonstrates partial understanding of the element	Element is adequately covered and demonstrates understanding of the element	Element is thoroughly covered and writing demonstrates deep understanding of the element

Submit the completed form to the Doctoral Program Office with the signed Proposal Approval form.

¹ Note that some of the elements here are drawn from dissertation resources at other institutions. The three we used for the current rubric can be found at the following websites: www.psu.edu/dept/cew/WritingProposals.doc, <http://www.des.emory.edu/mfp/proposal.htm>, and <http://globetrotter.berkeley.edu/DissPropWorkshop/>. The rubric also references Miles & Huberman (1994). *Qualitative data analysis*. Thousand Oaks, CA: Sage.

Dissertation Proposal Rubric – Chapter 1 (Introduction and Framing the Problem)				
	1	2	3	4
Problem Statement: The author presents the problem statement stated early, clearly (i.e., the reader can recognize it), and briefly (e.g., in one paragraph). The statement “[answers] the question, ‘Why does this research need to be conducted?’” (Pajares, 2007). It identifies “the problem or knowledge gap that [the student’s] project is responding to” (Penn State Graduate Writing Center of the Center for Excellence in Writing).				
Purpose: The author presents a purpose statement, which clarifies the goals and objectives of the study, delimits the scope of the study, and highlights the contributions of the study.				
Research Questions or Hypotheses: The author includes research questions or hypotheses which will allow the author to explore or examine his/her stated problem of interest, align with the author’s methodology. In addition, the research questions or hypotheses are “evocative” (Berkeley Proposal Workshop), and the study is doable.				
Limitations and Delimitations: The author presents limitations and delimitation of the study. For limitations, the author thoughtfully identifies “potential weaknesses of the study” (Pajares, 2007). For delimitations, the author clearly states how his/her study is bounded.				
Significance of Study: The author indicates the potential implications, benefits, usefulness, contributions of his/her study in relation to research, theory and practice. The significance section reflects on how “results of the study may affect scholarly research, theory, practice, educational interventions, curricula, counseling, policy,” etc. (Pajares, 2007).				
Definitions: The author defines key terms, either within the text as they arise, or in a separate section.				
Theoretical Framework: The author provides a brief overview of theories and/or theoretical framework that guides the study (where appropriate). The theories and/or framework described are suitable for the problem of study and the author’s stated purpose.				
Overall Rating for Chapter 1				

*Chapter 1 may also include: an overview of the proposal, the conceptual framework (see the Chapter 2 rubric for more on CF), and/or an overview of the study’s methodology.

Comments and Suggestions:

Dissertation Proposal Rubric – Chapter 2 (Literature Review)				
	1	2	3	4
Author “situates the current study within a wider disciplinary conversation.” (Penn State Graduate Writing Center)				
Author “shows comprehensive grasp of the field and [awareness] of important recent substantive and methodological developments” (Pajares, 2007).				
Author identifies potential gaps in knowledge (Penn State Graduate Writing Center), along with how his/her study will “refine, revise, or extend what is now known” (Pajares, 2007).				
Author supports the study’s purpose and integrates the literature in a way that provides rationale for conducting the study.				
Author selects and critically reviews only the literature that is “pertinent and relevant” (Pajares, 2007) to his/her research				
Author details a clear theoretical framework (where appropriate) and theoretical framework is suitable to the author’s problem of interest and study purpose.				
Author lays out a clear conceptual framework (unless already presented in Chapter 1) developed based on theory, research and professional knowledge and experience. The conceptual framework “explains, either graphically or in narrative form, the main things to be studied – the key factors, constructs, or variables – and the presumed relationships among them” (Miles & Huberman, 1994, p. 18).				
Author identifies useful methodologies related to his/her topic.				
Overall Rating for Chapter 2				

Comments and Suggestions:

Dissertation Proposal Rubric – Chapter 3 (Methodology)				
	1	2	3	4
Author introduces (and defines) the overall methodological approach for each problem or question.				
Author’s methodology matches the proposed research questions.				
Author provides a rationale for the selection of the methodology with clear indication of why the approach is most suitable for answering the research questions and “how the approach fits the overall research design” (Penn State Graduate Writing Center).				
Author draws upon the literature on the particular methodology to support the rationale.				
Author provides detailed information about who he/she is recruiting for the study, and how and why he/she is selecting study participants. Participants the author is recruiting (including the number and demographic) will allow the author to adequately examine his/her research questions.				
Author clearly describes “the specific methods of data collection he/she is going to use” (Penn State Graduate Writing Center). If the author is using instruments from previous research, he/she identifies and sites this research and provides indication of reliability and validity (when applicable) (Pajares, 2007). The author includes copies of the instruments in an appendix and presents sample questions in the text of Chapter 3.				
Author provides clear and detailed explanation for how he/she will analyze the data. The author draws upon appropriate literature to support his/her description of and rationale for data analysis.				
Overall Rating for Chapter 3				

Comments and Suggestions:

Instructor or Committee Chair Signature Date

Appendix L - Support Available During Dissertation Preparation

Peer Group

Students will have an opportunity to participate in seminars with other cohort members. Group members support individual inquiry and research by encouragement and critical response to drafts of the dissertation.

Writing Coach

A faculty member of the Graduate School with experience working with graduate students will teach the Seminar in Scholarship and Writing course. Students are encouraged to engage a writing coach if needed to assist with conventions of academic writing and help them to write in a clear, engaging, and appropriate style, using APA format. Coaching and writing feedback will be given in each course.

Faculty

Each student will have an advisor with whom to consult throughout the program.

Each student will select their Dissertation Committee Chair from the GSEC faculty who will work with them during Year 2 (*EDLL 728 Conceptual Framework*) and assist them in the preparation of a dissertation proposal in accordance with the models presented in *EDLL 729 Dissertation Proposal Seminar*.

Dissertation Chair

The chair and members of the dissertation committee will be available to read drafts of chapters and offer advice for revisions to ensure that the study lives up to scholarly academic writing standards and expectations. Though the committee members may offer editing advice, their chief function is to guide the development of dissertation content, organization, and related research.

Doctoral Program Office

The Program Director and office staff are available to guide students through the degree program. A **Student Progress Checklist** (Appendix A) is available for monitoring progress and recording milestones. The **Program Planning Worksheet** (Appendix B) assists in keeping your official transcript records complete. When the dissertation is successfully defended, the office will refer the work to the program copy editor for final review.

Appendix M – Dissertation Defense Schedule Request
Form #500

Lewis & Clark
Graduate School of Education and Counseling
Doctor of Education in Leadership Program

DISSERTATION DEFENSE SCHEDULE REQUEST

Student Name:

Proposal Title:

NOTE: Please email a copy of your final approved 300 word abstract to the program office eda@lclark.edu

It will be available to the public and used to publish the announcement of your defense.

Date of Defense: _____ Time: _____

All members of the Doctoral Dissertation Committee have received copies of the final completed dissertation and final abstract and have approved scheduling of the defense on the specified date above.

Required Signatures:

Dissertation Chair

Date

Student

Date

Program Director

Date

Appendix N - Sample Dissertation Defense Announcement

In partial fulfillment of the requirements for the degree of Doctor of Education in Leadership, John Jones will defend his dissertation on June 15, 2013. The public is invited.

John Jones Dissertation Defense

Date: Friday, June 15, 20xx

Time: 3:00 pm

Location: Rogers 220

Committee:

Stella Brenner, Chair

Jeff Hudson

Andy Rooney

ABSTRACT

Educators are increasingly aware of the importance of using student performance data for the purpose of planning effective instruction and revising school programs to improve student achievement. However, meaningful collaboration between school principals who share students throughout their kindergarten through twelfth grade schooling experience is an infrequent practice, rarely focusing on student progress posted from year to year. The longstanding tradition of configuring schools by grade levels results in a lack of communication and collaboration between these principals regarding the students they mutually serve over time. Further restricting a meaningful K-12 principal conversation about individual student progress is the organization of assessment performance data according to the status-based model. In this model, test results are measured against grade-level performance standards and comparisons made between entirely different groups of students. Growth data, on the other hand, reports the same student's progress from benchmark year to benchmark year. This study relies primarily on a qualitative perspective as the means to learn how K-12 principals interpret student growth data and use their analysis to suggest school program improvements.

Appendix O - Doctoral Research References

Dissertation Preparation Guides

- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association (APA Manual).
- Bryant, M. T. (2004). *The portable dissertation advisor*. Thousand Oaks, CA: Corwin Press.
- Foss, S., & Waters, W. (2007). *Destination dissertation: A traveler's guide to a done dissertation*. Plymouth, UK: Rowman & Littlefield.
- Galvan, J. L. (2006). *Writing literature reviews*. Glendale, CA: Pyczak Publishing.
- Lunenburg, F. C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation*. Thousand Oaks, CA: Corwin Press.
- Machi, L. A. (2009). *The literature review*. Thousand Oaks, CA: Corwin Press.
- Pan, P. L. (2008). *Preparing literature reviews*. Glendale, CA: Pyczak Publishing.
- Roberts, C. M. (2010). *The dissertation journey*. Thousand Oaks, CA: Corwin Press

General Education and Social Science Research

- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). New York: Routledge.
- Mertens, D. M. (2010). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative and mixed methods*. Thousand Oaks, CA: Sage.

General Qualitative Resources

- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five traditions* (2nd ed.). Thousand Oaks, CA: Sage.
- Denzin, N. K., & Lincoln, Y. S. (2007). *Strategies of qualitative inquiry* (3rd ed.). Thousand Oaks, CA: Sage.
- Emerson, R. M. (2001). *Contemporary field research*. Long Grove, Ill: Waveland Press.

- Hesse-Biber, S. N., & Leavy, P. (2010). *The practice of qualitative research*. Thousand Oaks, CA: Sage Publications.
- Marshall, C., & Rossman, G. B. (2010). *Designing qualitative research* (5th ed.). Thousand Oaks, CA: Sage.
- Glesne, C. (2010). *Becoming qualitative researchers*. (4th ed). Boston, MA: Allyn & Bacon.
- Maxwell, J. A. (2005). *Qualitative research design: An interactive approach* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.
- Miles, M. B., & Huberman, M. (1995). *Qualitative data analysis*. Thousand Oaks, CA: Sage.
- Lofland, J., Snow, D. A., Anderson, L., & Lofland, L. H. (2006). *Analyzing social settings: A guide to qualitative observation and analysis* (4th ed.). Belmont, CA: Wadsworth.
- Piantanida, M., & Garman, N. B. (2009). *The qualitative dissertation: A guide for students and faculty*. Thousand Oaks, CA: Corwin Press.
- Willis, J. W. (2007). *Foundations of qualitative research: Interpretive and critical approaches*. Thousand Oaks, CA: Sage.

Case Study

- Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage Publications.
- Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: Sage Publications.

Grounded Theory

- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage Publications.
- Clarke, A. (2005). *Situational Analysis: Grounded theory after the post modern turn*. Thousand Oaks, CA: Sage.
- Corbin, J., & Strauss, A. C. (2007). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Thousand Oaks, CA: Sage.

Critical Methodologies

Denzin, N. K. Lincoln, Y. S. & Smith, L. T. (2008). *Handbook of critical and indigenous methodologies*. Thousand Oaks, CA: Sage.

Luttrell, W. (Ed.). (2010). *Qualitative educational research: Readings in reflexive methodology and transformative practice*. New York, NY: Routledge.

Hesse-Biber, S. J., & Leavy, P. L. (2007). *Feminist research practice: A primer*. Thousand Oaks, CA: Sage.

Delgado, R., & Stefancic, J. (2012). *Critical race theory: An introduction (2nd ed.)*. New York, NY: New York University Press

Phenomenology

Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.

Narrative Inquiry

Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco, CA: Jossey-Bass.

Gubrium, J. F., & Holstein, J. A. (2009). *Analyzing narrative reality*. Thousand Oaks, CA: Sage Publications.

Riessman, C. K. (2007). *Narrative analysis: Methods for the human sciences*. Thousand Oaks, CA: Sage.

Polkinhorne, D. E. (1988). *Narrative knowing and the human sciences*. Albany, NY: State University of Albany Press.

Ethnography

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). *Writing ethnographic fieldnotes*. Chicago, IL: University of Chicago Press.

Fetterman, D. M. (2010). *Ethnography: Step-by-step*. Thousand Oaks, CA: Sage.

Goodall, H. L. (2000). *Writing the new ethnography*. Walnut Creek, CA: AltaMira Press.

Madison, D. S. (2005). *Critical ethnography*. Thousand Oaks, CA: Sage.

Wolcott, H. F. (2005). *The art of fieldwork*. Lanham, MD: Altamira Press.

Wolcott, H. F. (2008). *Ethnography: A way of seeing* (2nd ed.). Walnut Creek, CA: AltaMira Press.

Action Research and Participatory Action Research

Herr, K., & Anderson, G. L. (2005). *The action research dissertation: A guide for students and faculty*. Thousand Oaks, CA: Sage.

McIntyre, A. (2008). *Participatory action research*. Thousand Oaks, CA: Sage.

Discourse Analysis

Johnstone, B. (2005). *Discourse analysis*. Malden, MA: Blackwell.

Rogers, R. (2004). *An introduction to critical discourse analysis on education*. Mahwah, NJ: Lawrence Erlbaum.

Wodak, R., & Meyer, M. (2002). *Methods of critical discourse analysis*. Thousand Oaks, CA: Sage.

Wetherell, M., Taylor, S., & Yates, S. (2001). *Discourse as data*. Thousands Oaks, CA: Sage.

Interactional Analysis

Drew, P., & Heritage, J. C. (1997). *Talk at work*. Cambridge, UK: Cambridge University Press.

Erickson, F. (2007). *Talk and social theory*. Malden, MA: Polity.

Schegloff, E. (2007). *Sequence organization in interaction*. Cambridge, UK: Cambridge University Press.

ten Have, P. (2011). *Doing conversation analysis: A practical guide*. Thousand Oaks, CA: Sage.

Interviewing

Kvale, S., & Brinkman, S. (2008). *InterViews: Learning the craft of qualitative research interviewing*. Thousand Oaks, CA: Sage.

Rubin, H. J., & Rubin, I. (2005). *Qualitative interviewing: The art of hearing data*. Thousand Oaks, CA: Sage.

Weiss, R. S. (1994). *Learning from strangers: The art and method of qualitative inquiry studies*. New York, NY: The Free Press.

Seidman, I. (2006). *Interviewing as qualitative research*. New York, NY: Teachers College Press.

Focus Groups

Krueger, R. A., & Casey, M. A. (2000). *Focus groups: A practical guide for applied research* (3rd ed.). Thousand Oaks, CA: Sage.

Morgan, D. (1996). *Focus groups as qualitative research*. Thousand Oaks, CA: Sage.

Quantitative Research

Field, A. (2005) *Discovering statistics using SPSS*. Thousand Oaks, CA: Sage.

Gelman, A., & Hill, J. (2007). *Data analysis using regression and multilevel/hierarchical models*. New York, NY: Cambridge University Press.

Hancock, G. R., & Mueller, R. O. (2010). *The reviewer's guide to quantitative methods in the social sciences*. New York, NY: Routledge.

Tabachnick, B. G., & Fidell, L. S. (2007) *Using multivariate statistics* (5th ed.). Boston, MA: Allyn and Bacon.

Urdu, T. C. (2010). *Statistics in plain English*. New York, NY: Routledge.

Survey Research

Fink, A. G. (2008). *How to conduct surveys: A step-by-step guide*. Thousand Oaks, CA: Sage.

Fowler, F. J. (2008). *Survey research methods*. Thousand Oaks, CA: Sage.

Fowler, F. (1995). *Improving survey questions* Thousand Oaks, CA: Sage.

Mixed Methods Research

Creswell, J. W., & Plano Clark, V. L. (2010). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.

Teddlie, C. B., & Tashakkori, A. (2008). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. Thousand Oaks, CA: Sage.

Research Software

Bazeley, P. (2007). *Qualitative Data Analysis with Nvivo*. Thousand Oaks: Sage.

Lewins, A., & Silver, C. (2007). *Using software in qualitative research: A step-by-step guide*. Thousand Oaks, CA: Sage Publications, Inc.

Pallant, J. (2010). *SPSS survival manual: A step by step guide to data analysis using SPSS for windows*. London, UK: Open University Press.