

*Lindenwood University - School of Education*  
**The Doctor of Education Programs**  
**Edd in Educational Administration and Edd in Instructional Leadership**

## **Handbook**

Thank you for your interest in Lindenwood's School of Education EdD programs (Educational Administration or Instructional Leadership). This handbook contains a program overview, explanation of program elements, policies, and the steps required to receive the degree.

### **Overview of the Doctor of Education Degree Programs**

Welcome to the Doctor of Education Program at Lindenwood University. The primary, though perhaps not the only, audience for this EdD program consists of educational professionals who wish to improve the quality of their work in their current roles or to prepare themselves for new roles. This EdD program is uniquely designed to link theory with practice. To be a practitioner is to make decisions about what to do, how to do it and to take action; *professional* practitioners—in education, as in other areas—make reasonable decisions and act responsibly and ethically in the light of theoretical and professional knowledge.

Individualized educational needs are met by focusing doctoral studies in one of two emphasis areas—Educational Administration or Instructional Leadership. These emphasis areas prepare educators to:

- Demonstrate decision-making skills based on the values of the Judeo-Christian worldview and research based best practices.
- Display standards of excellence in leadership roles.
- Evaluate circumstances displaying vision, foresight, and insight.
- Evidence characteristics of self-evaluation, self-management, and self-discipline.

The minimum total credit hour requirement to complete an EdD is 48 hours beyond the Master's degree. No more than 6 hours from a Master's degree program can count toward the Educational Administration doctoral program. No more than 9 hours from a Master's degree program can count toward the Instructional Leadership doctoral program. All transferable coursework must have been completed within the previous five years.

### **Coursework hours are distributed as follows:**

I. Core Studies		36 hours
A. Foundational Courses	15 hours	
B. Specialized Courses	21 hours	
II. Dissertation Research		<u>12 hours</u>
	Total (minimum) =	48 hours

The time allowed for completing the EdD after admission to the program is five years, which begins with the first semester of coursework.

### **Admission Procedure**

Admission information and forms are available online at [www.lindenwood.edu](http://www.lindenwood.edu). Applicants must meet all requirements and complete all procedures stated in the Admissions and Academic information sections of the Lindenwood University Graduate Catalog. The first step is to be accepted into graduate school. If accepted into graduate school, an acceptance letter will be mailed to the student from the Graduate Admissions Office. The next step is to be accepted into the EdD program. Prospects for admission must file complete application packets, which supply the following evidence of preparation for the doctoral program:

- Completed application
- Graduate Record Examination (GRE) scores (within the past 5 years)
- Four letters of recommendation (at least 2 must have an earned doctorate)
- Grade Point Average (GPA – a minimum of 3.4 in previous graduate studies)
- Monitored writing assignment
- Professional resume
- Interview - If the admission criteria (GRE scores, letters of recommendation, GPA, writing assignment, and resume) are satisfied, the applicant will be invited for an interview by the Council of Education Leadership (CEL). The CEL will determine the applicant's leadership potential, communication skills, knowledge of the field of interest, educational goals, and commitment to pursue the degree.

Members of the CEL will rate and review the materials. If performance in the above requirements is satisfactory, the applicant will be recommended by the School of Education for acceptance into the EdD program. The School of Education will inform the applicant of formal acceptance. The applicant will then have the opportunity to accept or reject admission to the program.

The deadline for submitting all materials is January 1<sup>st</sup> for the summer and fall terms and July 1<sup>st</sup> for the spring term. Transcripts and the four letters of recommendation should be requested well in advance of these deadlines. Applications can not be considered until all materials are received. Submit admission materials to the Office of Admissions, Lindenwood University, 209 S. Kingshighway, St. Charles, MO 63301.

The application/admission process usually requires 6-8 weeks from the application deadline date. Please see the online EdD Program Description Guide for more details at [www.lindenwood.edu](http://www.lindenwood.edu).

To learn more about the EdD programs and the admission process, please call the Office of Graduate Education Programs in Education at 636.949.4315.

## **EdD Degree Program Checklist**

- Admitted to program
  - Met all requirements and procedures stated in the Admissions and Academic Information sections of the Lindenwood Graduate Catalog
  - Applied and accepted into the Lindenwood University graduate program.
  - Demonstrated a minimum GPA of 3.4 in previous graduate studies
  
- Admitted to candidacy
  - The candidacy steps are:
    - Worked with graduate advisor to propose a plan of study
    - Completed a minimum of six hours with a 4.00 GPA (does not include EDA 750) and the recommendation of the professors of the completed courses
    - Completed EDA 750 with a grade of a B or higher
    - Received approval from two graduate education faculty members with whom the applicant has completed a course
    - Submitted the EdD Candidacy Application
    - If Educational Administration track (this is a licensure degree program), submitted passing assessment scores and attached the requirements of the licensure endorsement
  
- Completed 24-hour residency requirement
  - Completed EDA 750 (Capstone I - 3 hrs) and at least 21 hours of other coursework and enrolled in EDA 770 (Capstone II – 3 hrs)
  - In Capstone I, students:
    - Learn basic research methods including interviewing skills, survey construction, observation, and data analysis
    - Recognize the relationship between research question(s) and research method
    - Practice scholarly writing and organization of a literature review
    - Demonstrate practical application of research ethics through construction of consent forms and an IRB application
  
- Generated a professional portfolio and passed (results will be included in the final score for the comprehensive exam).
  - The portfolio will reflect:
    - Personal development plan submitted at point of candidacy
    - A diversity of field experiences
    - Competency in the areas identified on the Advanced Competency Assessment
  
- Completed EDA 770 (Capstone II – 3 hrs) only after successful completion of Capstone I
  - In Capstone II, students:

- Select a research topic
  - Prepare a dissertation research proposal (introduction of study, brief literature review, and methodology in a standardized format). See attached Research Proposal Description, p. 6.
  - Use proposal to recruit a dissertation committee Chair
  - Select dissertation committee members (submit Doctoral Committee Request Form to the Capstone II instructor)
  - Receive proposal approval from dissertation Chair and committee members (submit Dissertation Proposal Approval Form with signatures to Capstone I instructor)
  - Download and complete Institutional Review Board (IRB) application form from Lindenwood website
  - Submit IRB application to the committee Chair. The committee Chair will review and forward application to the Graduate Research Supervisor (Dr. Isenberg) who will review it and submit it to the IRB
  - Receive IRB approval by email to Lionmail account
- Completed Comprehensive Exam (no more than two attempts)
  - Completed EDA 775 (Capstone III – 6 hrs) only after successful completion of all coursework and Comprehensive Exam
  - Conducted research and completed dissertation
  - Successfully defended dissertation orally as evidenced by dissertation Chair and committee signatures (no more than two attempts)
  - Submitted electronic PDF version of dissertation to Butler Library for binding (see Steps for Doctoral Dissertation Submission to Butler Library, p. 9)
  - Participated in annual graduation ceremony
  - Degree will be awarded

## Research Proposal Description

(from Writing the Winning Dissertation, 2<sup>nd</sup> edition, 2005, Glatthorn & Joyner—referenced in APA Manual, 5<sup>th</sup> edition, 2001)

The research proposal is a working document of approximately 26 pages and includes three major elements: introduction of the study, review of the literature, and methods to be used.

### Length of Proposal Elements:

Introduction of Study (Chapter 1)	5-8 pages
Review of the Literature (Chapter 2)	12-15 pages
Methodology (Chapter 3)	3-8 pages
Appendix: Proposed Timeline	1 page

### **Chapter 1 - Introduction of the Study** (5-8 pages)

#### Background of the Study

- The background presents to the reader the context for the study. Where does this topic fit in the larger field of educational research?
- Definition of terms

#### The Problem Statement

- The problem statement is a very clear formulation of the research problem and often includes hypotheses (hypothesis and null hypothesis) and/or a research question
- Purpose of the Study

#### Significance of the Study

- Explain the professional significance of the study. Why is the proposed study worth doing? And, what professional value will it have?
- Limitations of study

### **Chapter 2 - Review of the Literature** (12-15 pages)

#### Review the Literature

- Review theories typically used in studying the problem area, and report research that provides background to your research question. This is the place to discuss, in detail, the conceptual framework you bring to the study. This review may be most appropriately organized chronologically (for the development of a concept, instrument, or field of inquiry), or thematically (when synthesizing various perspectives or areas of study).

Relate the Review to the Study— make clear how your study flows from the literature reviewed, that is, how it is the next logical step in exploring this question.

### **Chapter 3 – Methodology** (3-8 pages)

#### Research Perspective

- Indicate the type of research methods you will be engaging, (quantitative, qualitative, or mixed) with as much specificity as possible (e.g., using causal-comparative analysis to predict one variable from another; using micro-ethnography to create a case study; using interviews and observations to conduct a program evaluation; using multiple regression to differentiate relationships among independent and dependent variables)

#### Context and Access

- Indicate where and when the study will be conducted and whether access has been assured

#### Participants in the Study

- Identify who will be involved in the study, including sampling methods, and how they will be approached
- Describe pertinent characteristics of participants (i.e., reason for selecting them such as age, grade, gender, ethnicity, socioeconomic status, professional knowledge, risky behavior, professional position, etc.)

#### Methods and Instruments Used to Collect Data

- Explain how the data will be collected—document, secondary data, or archive examination, interviews, testing, observations, or surveys
- Indicate the specific instruments, if any (interview questions, surveys, tests)

#### Data Analysis

- Explain how the collected data will be organized, reduced, analyzed and displayed
- Both quantitative and qualitative studies require an explanation of how the data analysis will be conducted

**Doctorates in Education  
Recommended Sequences of Courses**

Taking any Capstone or Statistics course in the summer is strongly discouraged

**INSTRUCTIONAL LEADERSHIP**

**EDUCATIONAL ADMINISTRATION**

**Semester 1**

EDA 755 Seminar - 21 <sup>st</sup> Century Issues in Education: Perspectives on Policy and Practice	EDA 755 Seminar - 21 <sup>st</sup> Century Issues in Education: Perspectives on Policy and Practice
EDA 520 School Business Management	EDA 535 School Facilities

**Semester 2**

EDA 700 Instructional Program Leadership & Assessment	EDA 700 Instructional Program Leadership & Assessment
EDA 530 Public and Community Relations	EDA 530 Public and Community Relations

**Semester 3**

EDA 525 School Law	EDA 705 Advanced School Law
EDA 710 Personnel Administration/Employee Relations	EDA 710 Personnel Administration/Employee Relations

**Semester 4**

<b>EDA 750 Capstone I</b>	<b>EDA 750 Capstone I</b>
EDA 760 Seminar in Educational Leadership	EDA 760 Seminar in Educational Leadership

**Semester 5**

<b>EDA 745 Statistics in Educational Administration</b>	<b>EDA 745 Statistics in Educational Administration</b>
EDA 725 Student Achievement Enhancement Techniques	EDA 715 Advanced School Finance

**Semester 6**

EDA 765 Administrative Decision Making in Education	EDA 765 Administrative Decision Making in Education
EDA 730 Instructional Program Improvement Strategies	EDA 720 School District Administration

**Semester 7**

EDA 748 Instructional Leadership Internship	EDA 740 Advanced Principal Internship or EDA 741 Superintendent Internship
<b>EDA 770 Capstone II</b>	<b>EDA 770 Capstone II</b>

**Semester 8**

<b>EDA 775 Capstone III</b>	<b>EDA 775 Capstone III</b>
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## **Student, Chair and Committee Roles and Responsibilities**

### **The Dissertation**

The dissertation is the most substantial scholarly work completed as part of the doctoral program. It is a culminating experience, rather than one big evaluation piece that occurs at the end of the program. The dissertation is an extension of work during the program. It is practice-based dealing with issues faced by educational organizations. It should be relevant to the doctoral student's professional setting and/or interests. The dissertation belongs first to the doctoral student, though standards of scholarly excellence are upheld by the faculty. The role of the dissertation Chair and other dissertation committee members is to assist the doctoral student in the completion of the research and writing of an excellent dissertation. The dissertation Chair and committee members serve as coaches to help doctoral students through the process.

### **Roles of Chair, Committee Members, and Doctoral Student**

The doctoral student, dissertation committee Chair, and dissertation committee members are responsible for creating the dissertation and assuring that it is of doctoral quality. Doctoral students plan and conduct the research and write the proposal and dissertation under the supervision of the committee Chair and with the assistance of committee members. Primary responsibility for assisting the doctoral student belongs to the dissertation Chair. Committee members provide additional assistance as needed and participate in approval of the dissertation proposal and the completed dissertation. Sufficient time needs to be permitted for Chair and committee to review drafts and to prepare a response. Normally the proposal (a draft of the first three chapters) and the full dissertation require multiple drafts. Sometimes doctoral committees will require doctoral students to use the assistance of an editor to assure the written quality of the dissertation. This determination is made on a case-by-case basis.

### **Chair, Committee Members, and Doctoral Student Mentors**

Mentors are available to Chairs, committee members, and doctoral students as needed. The following mentors may be approached to make recommendations regarding research design, answer questions regarding doctoral expectations, or request referrals to other mentors with particular expertise. Mentors will NOT sign off on dissertation proposals, IRB applications, or final dissertations. Approval of all of these rests with the doctoral student's Chair and the Graduate Research Supervisor (Dr. Susan Isenberg).

#### **Mentors:**

Dr. Tim Delicath – Statistics and SPSS	contact Dr. Terry Stewart
Jeremy Gibbs – Statistics	contact Dr. Terry Stewart
Nick Gleason – Dissertation APA editor	reader@lindenwood.edu
Jason Holmes – Writing (contact Dr. Cindy Bice)	cbice@lindenwood.edu
Dr. Susan Isenberg – Graduate Research Supervisor	sisenberg@lindenwood.edu
Dr. Ed Perantoni – Statistics	eperantoni@lindenwood.edu
Dr. Nancy Schneider – Dissertation grammar editor	greader@lindenwood.edu
Dr. Stephen Sherblom – Qualitative research	ssherblom@lindenwood.edu
Darlene Shroeter - Math	dschroeter@lindenwood.edu
Librarian Candance Virgil – MS Excel and databases	cvirgil@lindenwood.edu
Dr. Sherrie Wisdom – Statistics	swisdom@lindenwood.edu

## **Dissertation Proposal**

The first step is to write a dissertation proposal, which is discussed in Capstone I and carried out in Capstone II. The dissertation proposal is a description of the research to be conducted situated within a historical and theoretical context. The purpose of the proposal is to reach agreement between the doctoral student and the dissertation committee about the research to be conducted. The dissertation committee must approve the proposal and then the student is ready to fill out the IRB application to conduct the empirical part of the research project. Once the IRB application is approved by the IRB, no major changes are permitted in the research design without the approval of the dissertation committee and the IRB.

The proposal consists of a draft version of the first three chapters of the dissertation (introduction, literature review, method). The proposal generally will not be a completed first three chapters of the dissertation, but should have all the components of those three chapters (see Research Proposal Description, p. 5). For example, if the literature review is not completed, it should be complete enough to inform the research and allow the committee to understand what the completed review will contain. A statement of additional topics to be included in the finished literature review is required.

## **Procedures**

Typically during Capstone II, the doctoral student writes the research proposal with the assistance of the Chair and committee. The proposal may incorporate work done for other doctoral courses. When the Chair and committee are satisfied that the proposal is ready, the student completes an IRB application for the proposed research. The IRB application is submitted by the Chair through the Supervisor of Graduate Research. Only after IRB approval is secured can any *primary* data be collected (that is, data you collect yourself as opposed to accessing pre-existing data). Subsequently, the data is collected, analyzed, and the remaining chapters of the dissertation are written with the assistance of the Chair and the committee.

When the committee agrees with the Chair that the dissertation is ready, the dissertation is submitted to the Graduate Research Supervisor and an oral defense of the dissertation is scheduled. After the oral defense, any additional changes required by the committee must be made and approved by the Chair and the Graduate Research Supervisor. Then the dissertation is submitted to editors to check grammar and APA format. After all changes are made, the dissertation is submitted to the Butler Library for binding.

## **Institutional Review Board (IRB) Approval**

The IRB application, once approved by the dissertation committee Chair and the Graduate Research Supervisor is submitted to the IRB for review of the treatment of human participants (subjects). The IRB's task is to assure that subjects understand the research project and their involvement in the project. The IRB meets monthly and normally requires receipt of the proposal two weeks before its next meeting. The proposal must comply with all the requirements of the IRB, which are stated separately in the IRB application. The IRB application must be accompanied by any permission letters required for research to be conducted in a school district, surveys or interview protocols to be

used, and copies of consent forms that subjects will sign before participating in the study. Doctoral students are encouraged to follow the IRB guidelines very carefully to avoid delay in approval of dissertation proposals. Only after IRB approval can research begin.

### **Oral Presentation and Defense of the Dissertation**

The oral presentation and defense is an opportunity for the doctoral student to explain his/her dissertation research to the university community and engage in a dialogue with the dissertation committee about the research. An oral presentation is scheduled by the dissertation Chair when the committee agrees that the dissertation is ready for oral presentation.

The dissertation committee Chair opens the oral defense of the dissertation by describing the process of the presentation. The student presents and defends the dissertation. This presentation should be limited to 20 to 30 minutes and focus primarily on the research design, findings and conclusions/implications. Any professor, dean, or doctoral student may attend this presentation.

### **Steps for Submission of Doctoral Dissertation to Butler Library**

1. Student must successfully present his or her dissertation orally as evidenced by dissertation Chair and committee signatures.
2. Student must present one electronic copy in .pdf format (including the signature page) to the Technical Services Librarian at Butler Library for electronic submission and registration of the dissertation. Additionally, the student must submit **two** hard copies of his or her dissertation for binding according to departmental specifications to the Technical Services Librarian at Butler Library.
3. The Technical Services Librarian will notify the Dean of Library Services that the electronic and hard copies have been received. The Assistant Dean of Graduate Education will then be notified and will inform Academic Services, and at that time the degree will be posted. The library **must** receive both the electronic and paper copies of the dissertation before the degree will be posted.
4. One bound hard copy will be returned to the student and one bound hard copy will be cataloged and placed on the shelf at Butler Library.
5. If the student would like additional bound hard copies, he or she will be billed for each additional copy.

## Doctoral Student Resources

### **Edd dissertation writing books on reserve in Butler Library:**

*Applying Andragogical Principles to Internet Learning* by Susan Isenberg (an example of qualitative research – interpretive inquiry)  
*Authoring a PhD: How to Plan, Draft, Write and Finish a Doctoral Thesis or Dissertation* (Palgrave Study Guides Series) by Patricia Dunleavy  
*Complete your Dissertation or Thesis in Two Semesters or Less* by Evelyn Hunt Ogden  
*Dissertations and Theses from Start to Finish: Psychology and Related Fields* by John D. Cone and Sharon L. Foster  
*Writing the Doctoral Dissertation: A Systematic Approach* by Gordon B. Davis and Clyde A. Parker  
*Writing the Winning Thesis or Dissertation* by Allan Glatthorn

### **Conversations on Research Design (CORD) weekly meetings**

The graduate program in education offers a resource called Conversations on Research Design to help students think through various approaches to doctoral research in a topic of their choosing. This 30 minute brainstorming session involves the student and their dissertation committee Chair, and two or three qualitative and quantitative graduate research professors. Dissertation committee Chairs may set up a CORD session by emailing Dr. Steve Sherblom at [SSherblom@Lindenwood.edu](mailto:SSherblom@Lindenwood.edu) or Dr. Susan Isenberg at [SIsenberg@Lindenwood.edu](mailto:SIsenberg@Lindenwood.edu).

Meeting times are Monday and Tuesday 3:30-4:00 and 4:00-4:30 and Thursday 3:00-3:30 and 3:30-4:00. Students should submit by email any document(s) that explain their research idea three days prior to the CORD meeting. If nothing is written, the meeting will proceed with the students' description of their interest and ideas. Second CORD meetings can be arranged through the Chair. Students will learn more about CORD in Capstone I and should plan to schedule a CORD meeting with their Chair during Capstone II.

## Dissertation Writing Checklist

Dissertations are scholarly research papers written in a format described in the *Publication Manual of the American Psychological Association - 5<sup>th</sup> Edition* published by The American Psychological Association (APA) in 2001. The *Publication Manual* does not address general problems of writing and language. It is meant to be a style guide. “The Publication Manual presents explicit style requirements but acknowledges that alternatives are sometimes necessary; authors should balance the rules of the *Publication Manual* with good judgment” (p. xx).

### Key APA (2001) rules for doctoral dissertation writing:

- Abstracts have a maximum of 350 words (p. 323)
- Double space throughout with some exceptions (p. 286)
- Select the active voice rather than passive voice, and select tense or mood carefully (p. 41)
- References cited in the text must appear in the reference list; conversely, each entry in the reference list must be cited in the text (p. 215)
- Use past tense to express an action or a condition that occurred at a specific, definite time in the past, as when discussing another researcher’s work and when reporting your results (p. 42).
- Use present perfect tense to express a past action or condition that did not occur at a specific, definite time or to describe an action beginning in the past and continuing to the present (e.g., “Since that time, investigators from several studies have used this method”) (p. 43).
- Abruptness may result from sudden, unnecessary shifts in verb tense within the same paragraph or in adjacent paragraphs. By being consistent in the use of verb tenses, you can help ensure smooth expression (p. 33). Past tense (e.g., “Smith *showed*”) or present perfect tense (e.g., “researchers *have shown*”) is appropriate for the literature review and the description of the procedure if the discussion is of past events. Stay within the chosen tense. Use past tense (e.g., “anxiety *decreased significantly*”) to describe the results. Use the present tense (e.g., “the results of Experiment 2 *indicate*”) to discuss the results and to present the conclusions. By reporting conclusions in the present tense, you allow readers to join in deliberating the matter at hand (p. 33).
- Attribution TBD (p. 37 & p. 13)

### Key Lindenwood Dissertation Style Rules:

- 100-page minimum
- 50-reference minimum
- Collaborative research involves 2 or 3 students addressing a common problem from a unique perspective (e.g., experience, methodology, location, time period, etc). Each student writes a paper that has sections in all chapters that are alike and different. The collaboration must be evidenced in all papers.
- Margins of 1 inch are required for the top, bottom, and right. Margin of 1½ inch is required for the left.