

**Lindenwood University**

**School of Education**

**Program Description Guide**

**Doctor of Education (EdD)**



## **Message from the Dean**

Dear New, Transferring, and Continuing Students,

This EdD Program Description Guide was designed to provide essential information needed to progress through the various stages of the Doctor of Education program. Academic departments and advisors will provide additional program-specific information.

Because the published version of the official EdD Program Description Guide is updated annually, the information presented is current as of the publication date. The School of Education modifies policies, procedures, programs, office locations, and personnel, as needed. Therefore, please use the online version of this document at [www.lindenwood.edu](http://www.lindenwood.edu).

Welcome to the Lindenwood learning community.

Sincerely,

Cynthia Bice, PhD  
Dean, School of Education

**Preface**

The 2009-2010 EdD Program Description Guide primarily presents information not available in other documents. Students are expected to have knowledge of and comply with the policies contained in this guide, as well as all policies in the university catalog.

While every effort is made to insure that the information and policies statements contained in this guide are accurate and current, the university reserves the right to correct any errors or omissions.

**Lindenwood University Overview****Location**

Lindenwood University (LU) is a dynamic four-year liberal arts institution dedicated to excellence in higher education. Nestled amid the beautiful Linden trees, our historic 500-acre campus is situated in the heart of St. Charles, MO., a growing community of 55,000 just west of St. Louis.

**Historical Perspective**

Since 1827, Lindenwood has been an independent institution firmly rooted in Judeo-Christian values. Those values include belief in an ordered, purposeful universe, the dignity of work, the worth and integrity of the individual, the obligations and privileges of citizenship, and the primacy of truth.

**Program Motto**

“A Degree of Difference”

**Distinctiveness**

Lindenwood University is known nationally and internationally for innovation, entrepreneurship, and extraordinary dedication to students. LU is a galaxy populated by bright stars in an expanding universe of opportunity.

Lindenwood believes that education leads to the development of personal freedom, which serves as the foundation of good character and the keystone of any democracy.

Lindenwood has a liberal arts heritage that dates from 1827. In that time, the university has learned how to educate in a way that helps each student become a self-sufficient, effective, contributing citizen.

**Degrees**

More than 100 undergraduate and graduate degree programs are offered to nearly 15,000 students through values-centered programs that lead to development of the whole person. The faculty, staff, and administration are committed to an integrative liberal arts curriculum that focuses on the talents, interests and future of the students.

**Accreditation**

Lindenwood is accredited by the North Central Association of Colleges and Schools, the Commission on Institutions of Higher Education, and the Missouri Department of Elementary and Secondary Education. That accreditation has been continuous since 1918.

In 2003-04, LU underwent its 10-year review for continued accreditation. Part of that review involved conducting a comprehensive self-study of all of its personnel, programs, and facilities. The University's self-study report concluded with the following statement by the visiting team of the Higher Learning Commission in January, 2004, "Lindenwood is blessed with what is arguably one of the hardest-working and most dedicated teaching faculties in American higher education." Lindenwood was granted a continuation of its accreditation for a period of 10 years – until 2013-14. The website of the Higher Learning Commission can be accessed at <http://www.ncahigherlearningcommission.org/>.

### **Education Programs**

The Lindenwood University Education Programs are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the Missouri Department of Education. The School of Education is also a member of the Teacher Education Accreditation Council. The LU graduate degrees in Education are designed to meet the needs of practicing educators. These programs build upon existing skills and offers new approaches for analyzing contemporary problems and acquiring new perspectives, techniques, and knowledge. These approaches include a one-to-one relationship with an experienced and highly trained educator; a continuing problem-solving relationship with teaching peers; courses which provide strong foundations for professional growth; and the opportunity to prescribe an individualized program of studies.

Lindenwood admits students of any race, color, national and ethnic origin, to all the rights and privileges, programs, and activities generally accorded or made available to students. It does not discriminate on the basis of race, sexual orientation, color, national and ethnic origin, religion, or handicap, in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school administered programs.

### **Mission Statement and Learning Outcomes**

Lindenwood University offers values-centered programs leading to the development of the whole person—an educated, responsible citizen of a global community.

LU is committed to...

- providing an integrative liberal arts curriculum
- offering professional and pre-professional degree programs
- focusing on the talents, interests, and future of the student
- supporting academic freedom & unrestricted search for truth
- affording cultural enrichment to the surrounding community
- promoting ethical lifestyles
- developing adaptive thinking and problem-solving skills
- furthering lifelong learning

Lindenwood is an independent, public-serving, liberal arts university that has an historical relationship with the Presbyterian Church and is firmly rooted in Judeo-Christian values. These values include belief



in an ordered, purposeful universe, the dignity of work, the worth and integrity of the individual, the obligations and privileges of citizenship, and the primacy of the truth.

**Conceptual Framework for Lindenwood University School of Education**

*Teaching and Leading  
as an Art*

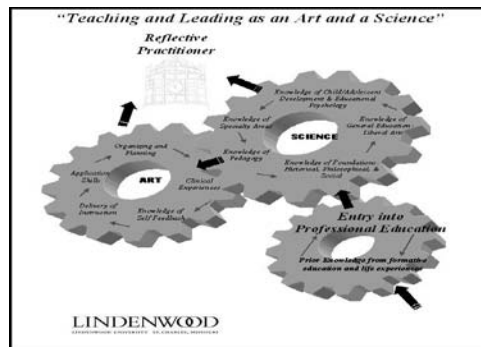


*Teaching and Leading  
as a Science*

**“Teaching and Leading as an Art and a Science”**

The School of Education agrees that the general outcome of the education program must be practitioners who believe and implement teaching as a blend of “Art and Science” as represented by the beauty and mechanism of the Spellmann Clock Tower.

Teaching and leading as an art because there is a craft that must be learned and applied in an authentic environment. Teaching and leading as a science because the skills and knowledge applied to the craft must be influenced by research and best practice for optimal student learning to be achieved. Like the movement of gears in a fine clock, the gears of art and science engage each other to move forward the professional growth of an educator, who becomes a reflective, creative, decision-maker. The picture of the interlocking gears of a clock illustrates the relationship of the Art and Science themes in the learning process. (<http://www.lindenwood.edu/academics/education>)



**Program Standards for Educational Leadership**

Educational Leadership has an established set of standards for student performance that draws from the School of Education’s conceptual framework, Missouri state standards, and the Interstate School Leaders Licensure Consortium (ISLLC).

Students must demonstrate proficiency prior to program completion.

\*Note: The numbers in parenthesis refer to standards established by the Interstate School Leaders Licensure Consortium (ISLLC), which may be found on the web at:

<http://www.ccsso.org/content/pdfs/isllcstd.pdf>.

## **Interstate School Leader Licensure Consortium (ISLLC) Performance Expectations**

### **Performance Expectation 1 – Vision, Mission, and Goals**

Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and setting high expectations for every student.

Element A. High Expectations for All

Element B. Shared Commitments to Implement the Vision, Mission, and Goals

Element C. Continuous Improvement toward the Vision, Mission, and Goals

### **Performance Expectation 2 – Teaching and Learning**

Education leaders ensure achievement and success for all students by monitoring and continuously improving teaching and learning.

Element A. Strong Professional Culture

Element B. Rigorous Curriculum and Instruction

Element C. Assessment and Accountability

### **Performance Expectation 3 – Managing Organizational Systems and Safety**

Education leaders ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment.

Element A. Effective Operational Systems

Element B. Aligned fiscal and Human Resources

Element C. Protecting the Welfare and Safety of Students and Staff

### **Performance Expectation 4 – Collaborating with Families and Stakeholders**

Education leaders ensure the success of all students by collaborating with families and stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning.

Element A. Collaboration with Families and Community Members

Element B. Community Interests and Needs

Element C. Building on Community Resources

### **Performance Expectation 5 – Ethics and Integrity**

Education leaders ensure the success of all students by being ethical and acting with integrity.

Element A. Ethical and Legal Standards

Element B. Examining Personal Values and Beliefs

Element C. Maintaining High Standards for Self and Others

### **Performance Expectation 6 – The Education System**

Education leaders ensure the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs.

Element A. Exerting Professional Influence

Element B. Contributing to the Educational Policy Environment

Element C. Policy Engagement

**Mission**

The Doctor of Education in Educational Leadership/Instructional Leadership (EdD) is designed to prepare effective leaders with a Judeo-Christian worldview who will model high standards and assume a leadership role in the field of education. Leaders in the field of education are seen as those who assume a facilitating role in accomplishing the goals and objectives of an education system, whether it is as a superintendent, principal, curriculum director, instructional supervisor, college instructor, or university administrator.

**The Nature of the EdD Degree**

The primary, though 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 and is not based on traditional assumptions about the relationships of theory with practice or on conventional notions about the status of practitioners and theorists. To be a practitioner is to make decisions about what to do 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.

Professional educators are leaders as well as managers; they are not limited to making decisions according to a rule or “by the book.” Discretion and judgment must be used as they seek the most defensible course of action in specific, complicated, and perhaps idiosyncratic circumstances, as these situations are not merely instances of abstract concepts.

Although decisions are made in the light of theoretical knowledge, theoretical knowledge cannot be applied to practice in the same way as principles are applied to cases. No single theory is able to encompass the complexities of all aspects of learning or schooling. Professional educators understand the principles and terms which characterize and limit a variety of theories and can select amongst them in order to better understand the situations in which they are involved.

Decisions also are made in the light of professional knowledge learned on the job, as well as from more formal sources. Professional educators can articulate the informal, often tacit knowledge developed from practice so that it engages with and modifies the more formal theories learned from other sources.

Professional educators not only make decisions, they act upon them responsibly. They examine the value commitments implicit in their actions; they question the appropriateness of the ends which they seek; they connect their educational contexts to broader social contexts; and they assess the effects of their actions on the achievements, dispositions, and propensities of students, colleagues and community members.

### **Learning Outcomes**

The Educational Leadership/Instructional Leadership concentration prepares educators to:

- 1) Demonstrate decision-making skills based on an ethical, values-based worldview.
- 2) Display standards of excellence in leadership roles.
- 3) Evaluate circumstances displaying vision, foresight, and insight.
- 4) Evidence characteristics of self-evaluation, self-management, and self-discipline.

### **Judeo-Christian Standards of Leadership**

The Educational Leadership/Instructional Leadership program defines an educational leader as any individual in the school setting with responsibility for student achievement.

The standards for the Education Division require the leader to:

- 1) Exert confident leadership, as well as accept responsibility in the broad field of education.
- 2) Avoid the establishment of unjust policies and procedures and implement policies fairly and consistently.
- 3) Facilitate unity within the organization.
- 4) Conceptualize a broad spectrum of educational precepts, generalizations, practices, dispositions, points of view, and resources.
- 5) Demonstrate competence as a consumer of current resources.
- 6) Implement effective change processes when needed.
- 7) Transmit his or her vision.
- 8) Respect individual needs and abilities.
- 9) Empower co-workers.
- 10) Demonstrate skill in critical thinking, problem solving, decision-making, and interpersonal skills.

### **Course Requirements**

The status sheet for the EdD is available online. The specific course plan will be cooperatively developed with the graduate faculty advisor. Courses are listed immediately prior to the course descriptions at the end of the EdD Program Description Guide.

## Gates of Progress



There are four Gates of progress for all Lindenwood University doctoral students:

Gate 1	Admission to EdD Program
Gate 2	Admission to EdD Candidacy
Gate 3	EdD Completion of Comprehensive Exam
Gate 4	EdD Completion of Dissertation, Graduation and Licensure

The following pages specifically explain the process of progression through all four Gates into the EdD programs.

### ***Gate 1: EdD Admission Requirements***

All requirements and procedures stated in the Admissions and Academic Information sections of the Lindenwood University Graduate Catalog will apply unless stated to exclude the School of Education graduate programs. Applicants must first apply to the Lindenwood University graduate program. Graduate applicants for admission to the EdD program must have a minimum GPA of 3.4 in previous graduate studies.

Admission to Lindenwood University's graduate program does not constitute candidacy for an EdD degree. The student is admitted to candidacy after completing six hours with a 4.00 GPA and the recommendation of the professors of the completed courses.

#### **Admission Deadlines for Doctoral Students:**

The deadline for submitting all materials is January 1 for the summer and fall terms and July 1 for the spring term. Submit the materials to the Office of Admissions, Lindenwood University, 209 S. Kingshighway, St. Charles, MO 63301

#### **Transfer Credit**

All graduate transfer credits are subject to approval of the Dean of the School of Education. Such courses must carry a grade of at least a B and be comparable to Lindenwood University graduate courses. Transfer credit will only be considered from regionally accredited institutions or schools accredited by another agency approved by the U.S. Department of Education.

With approval, a student entering the EdD program may transfer up to nine semester hours of graduate credits (six hours in the Educational Leadership degree program and nine hours in the Instructional Leadership program). It is the responsibility of each applicant to supply official transcripts along with a request to have the credit applied to the degree program. Transfer credits must have been completed within the previous five years. No correspondence study or life experience credit may be transferred into the graduate program.

With approval, a student entering the EdD program following an EdS degree earned at Lindenwood University or currently in the LU EdS program may transfer all coursework to the EdD degree. Prior to fall 2007, all LU EdS courses will move to the EdD program upon student request. After the first day of classes in fall 2007, only nine hours will be transferred from any program.

Applicants who have been awarded an EdS degree from an accredited institution may request permission to enter the EdD program at an advanced level. With approval from the Dean of Education or designee, hours in the EdS will be blended into the design of a required program of study so that the student completes 24-plus hours in the Lindenwood University EdD program. Credits from the earned EdS will not be transferred into the program but will be considered when planning the remaining course of study. Students entering the program at the advanced level must complete the program requirements at LU. Additional transfer credit will not be accepted as a part of the degree program, for

example, a student may not take courses at another institution while a student in the doctorate program.

### **Course Substitution**

A student who has completed the requirements for a course in the EdD program at the advanced level at another university, can complete an elective course at the advanced level at Lindenwood University in place of the required hours. Approval for the replacement of a required course will be made by the Dean of the Education Division upon recommendation from the student's graduate advisor. A student who wants to specialize in an area of curriculum may prepare a request for waiver of a required curriculum studies course in which the student explains the basis for not enrolling in a required course and the rationale for the substitution of another course in an area of specialization. That alternative course must be at the advanced graduate level. The student's graduate advisor and one curriculum studies faculty member must approve this request for an alternative course.

### ***Gate 2: EdD Candidate Status***

Following admission, the student will work with a graduate advisor to propose a plan of study for the degree. Attention will be given to career goals and previous coursework. The process for making application for candidacy is included in the course EDA 750. The application steps are as follows:

1. Complete a minimum of nine hours of graduate work from Lindenwood University with a cumulative GPA of 4.0 or higher. This does not include EDA 750.
2. Complete EDA 750 with a grade of a B or higher.
3. Receive approval from two graduate education faculty members with whom the applicant has completed a course.
4. Submit the EdD Candidacy Application. This application requires documentation of the completion of any prerequisite agreements between the applicant and the Division of Education or the Director of Graduate Admissions. The student will officially document the required teaching experience and the successful transfer of credits taken at other institutions that are to be included in the EdD program. If a licensure endorsement is to be completed as a part of the program, the applicant must declare this intent in the candidacy process.
5. The EdD in Educational Leadership is a licensure degree program. The EdD in Instructional Leadership is a non-licensure degree program. If any licensure endorsement is to be completed as a part of the program, the applicant must declare his intent in the candidacy process.
  - a) Applicants must submit passing assessment scores.
  - b) Applicants must attach the requirements of the licensure endorsement (e.g., program plan, content competencies, and field matrix).

### **Program Completion**

After the program plan has been approved in the candidacy process, the student may complete the agreed upon requirements by taking coursework in any of the delivery formats. The 24 hours of residency required must be completed. It should be noted that the dissertation is often a process that takes a year or longer to complete and that the

comprehensive examination schedule may result in a semester in which no other course can be taken. Therefore the student must plan the sequence of coursework and timetable carefully. The time limit for completing the degree from the date of admission to the program is five years. Only in unusual circumstances may the student be granted an extension. Any student who does not complete coursework within the permissible time limit for any reason, including discontinued enrollment, must reapply for admission. A student may reapply only once, but he or she will be subject to the current standards and curriculum at the point of re-entry.

Discontinued enrollment occurs when a student does not enroll in a minimum of one class for a semester (excluding summer semester). Each semester in which the student does not enroll in a course after being admitted to the program and enrolling in the first course is counted in the five year completion period. In the event that a student must reapply and is readmitted, the time limit for degree completion will be determined by the number of hours remaining in the program.

The student may take as many courses in residence as desired, but must complete a minimum of 24 hours (8 courses). Students must maintain a 3.0 GPA (grade point average) within the doctoral program, with no more than two C's permitted in the entire program of study. While all course grades are averaged into the GPA, students may petition the Graduate Committee to repeat one course in which a C was received. The most recent grade will be calculated into the GPA. No F grades are permitted.

### ***Gate 3: Comprehensive Exam, Professional Portfolio and Dissertation*** ***Comprehensive Exam***

A comprehensive examination must be taken following the completion of the course requirements for the approved program of study. The examinations are administered in the fall and spring. Students must register for the Comprehensive Exam 30 days prior to exam date. The exam is scheduled for a full day on a Saturday.

The student is expected to respond directly to the item and to provide a rationale for the response. The items will require synthesis and evaluation of information, situations, and position papers. The research component of the program will be addressed through the analysis of a research-based article or problem scenario.

After the examinee has completed the writing process, readers will be assigned to each question on the comprehensive exam. Individual responses will be read by members of the Division of Education graduate faculty. The reader will assess the evidence of scholarship through the evaluation of the knowledge base presented, the effectiveness of the written communication, and the concepts and dispositions depicted in the responses. Each reader will evaluate a response on a pass/fail basis. Each response must earn two passing evaluations. In the event the two designated readers disagree, a third reader will evaluate the response. In order to pass the comprehensive examination, the examinee must receive a passing evaluation for the response to each of the exam questions. The student should expect to receive a score in approximately two weeks from the day of

administration. Students may have no more than two attempts at passing the comprehensive exams.

### **Professional Portfolio**

Prior to attending the comprehensive examination session, each student will have generated a professional portfolio. The portfolio will reflect the personal development plan submitted at the point of candidacy, a diversity of field experiences and competencies in the areas identified on the Advanced Competency Assessment. The portfolio will be evaluated by the graduate education faculty and is expected to exemplify the student's technical knowledge, professional demeanor, and professional activity. Evidences should include both student products and student performance indicators from field experiences and teaching assignments. The portfolio will be submitted as an electronic copy. The committee will evaluate the submission on a pass/fail basis. The results will be included in the final score for the comprehensive examination.

### **Graduate Research Format and Submission**

The School of Education implements the APA format for all graduate work assigned. The current edition of the *Publication Manual of the American Psychological Association* will be used as a guide for formatting and organizing submissions. All assignments are submitted electronically.

### **Companion Dissertations**

Companion dissertations are characterized by collaborative inquiry by two or more students in which (a) each dissertation may utilize a common target population with a unique study sample centered on a problem, a phenomenon, or a general topic of interest or (b) each dissertation may utilize two or more different target populations yet they may focus on the same problem, phenomenon, or topic. There are various formats that may be proposed. The most common are the (a) meta-analytic model, (b) multiple case study model, (c) evaluation model, (d) single case model, and (e) subsequent application model (McNamara et al., 2007).

The selected format must be approved by the Dean of the School of Education. Each format requires a stand alone dissertation from each individual student. Each student group must define individual roles as well as individual and group goals when requesting approval. Individual IRB applications are required, but one application form is preferred. Committee chair and committee members may be shared among students.

### **Academic Honesty**

Academic integrity is expected. Academic dishonesty is defined as those acts of deceit or misrepresentation intended to promote or enhance one's academic record. Academic dishonesty includes all forms of "cheating" and plagiarism. Cheating is defined as, but not limited to, the following:

1. Use or attempted use of unauthorized assistance in taking examinations, including quizzes or tests and the completion of assignments,
2. Dependence upon the aid of sources beyond those authorized by the instructor in taking examinations or completing assignments,

3. Unauthorized acquisition or possession of examinations or other academic material belonging to a member of the university faculty or staff.
4. Plagiarism is that act of taking another's work and claiming that it is one's own. Adequate acknowledgment of another's work is all that is required to avoid plagiarism. If there is any doubt about how to express such acknowledgement, the student should consult with his/her instructor or refer to a writing style manual.

Should academic dishonesty occur, the affected faculty member and the academic administration of Lindenwood University shall have the discretion to take appropriate action.

### **Dissertation Requirements and Procedures**

Upon acceptance of the dissertation, six hours of graduate credit are awarded.

#### **Dissertation**

The student is expected to explore topics of interest during each doctoral level course in which they are enrolled. These topics of interest should lead to the focus of the dissertation. Students who are able to integrate their topic of focus in early doctoral coursework will be better prepared for the dissertation process. The dissertation is expected to exhibit scholarship, reflect mastery of writing, research techniques, and concentrated study.

#### **What is an appropriate Dissertation topic and how do you choose it?**

Dissertation research works best when three conditions are met: (a) the student identifies an area of interest, (b) the student understands the relevant literature and research in the area of interest so new knowledge can be created in this area, and (c) the student has access or can gain access to the sources of information that are needed to do the research (whether that be test scores, opportunities for observation, interviews or other sources of data). Education is a very large field and appropriate topics are myriad, as even a cursory reading of the educational literature will show. Conversations with the dissertation committee and COD meetings provide opportunity to explore these questions.

#### **Capstone I**

During this course, the student is introduced to educational research and the dissertation process. In Capstone I, students learn basic research methods including interviewing, survey construction, observational skills, accessing databases, and data analysis. Students learn to recognize the relationship between research question(s) and applicable research method, and practice locating and using scholarly writing in a brief literature review. Students demonstrate practical application of research ethics through construction of consent forms and an Institutional Review Board (IRB) application.

#### **Capstone II**

During this course, the student begins the dissertation process. After identifying a topic area, students read widely in the literature, collecting materials for their literature review. In consultation with a dissertation Chair and committee members, students craft a workable research question (for qualitative projects) or hypothesis (for quantitative projects) to explore. Then, in consultation with committee members and faculty at a

Conversations On Research Design (CORD) meeting, students craft a research design to carry out the desired research. This includes selecting the appropriate research methods and reviewing the dissertation structure and requirements. As a semester long project, students prepare a draft of the first 3 chapters of their dissertation, which is referred to as the dissertation proposal. The proposal consists of chapter one, the introduction of the study, chapter 2, a brief literature review, and chapter 3, an explication of the methods and instruments.

In addition to the proposal, students learn to file an application for their research project with the IRB. The IRB proposal is not sent to the IRB committee until the student's Chair authorizes it, and it is passed through the Supervisor of Graduate Research (Dr. Isenberg).

The comprehensive examination must be successfully completed prior to being admitted to Capstone III. The comprehensive exam requires the student to participate in problem-based analysis in order to evaluate and create solutions to contemporary issues in their selected field of study.

### **Procedure and Guidelines for Selecting Doctoral Committee**

The dissertation addresses an important question through some form of research and review of the relevant literature. The dissertation allows the student to synthesize the conceptual and analytical tools that have been learned over the course of the EdD program. At the end of the research and writing process, the student will present study findings in both an oral presentation and a written paper.

The role of the Dissertation Committee is to provide general guidance to the student while developing the Dissertation design, conducting the study, and writing up the results in the dissertation. This includes discussing topic development and research strategy, accompanying students to CORD meetings, reviewing drafts of chapters, arranging for the final presentation, ensuring that the project is completed in a timely manner, and evaluating the project and write-up.

Students are required to work with a faculty member with substantive knowledge in the area of study. Committee chair and other committee members provide guidance specific to their areas of expertise, and the Chair coordinates the work of other committee members on the project. Any faculty member at the university who has the expertise required by the project may be asked to be on the committee. The Committee Chair guides the student regarding topic development, literature review, and methodology.

The doctoral committee generally consists of three : a Chair and two other members. A fourth committee member may be permissible if an argument can be made for a unique contribution on their part. Potential Chairs must meet two conditions:

(a) have a Lindenwood affiliation of some kind, (part-time faculty, faculty at other Lindenwood campuses and adjuncts are eligible); and (b) have earned a terminal degree (that is, the highest degree one typically receives in a discipline, such as an EdD, PhD, PsyD, or MBA. The other 2 committee members must either have a terminal degree OR a relevant expertise (for example, if the study involves literacy, a literacy specialist from

the student's district might be a great asset to the committee, despite not having a terminal degree). Committee members external to Lindenwood will be asked to submit a resume to the committee Chair. The committee Chair serves as a resource for shaping an appropriate committee and setting up a working relationship with all parties.

### **Procedure and Guidelines for Submitting IRB Proposals**

Prior to conducting any research, all researchers (faculty and students alike) are required to submit an IRB application to the University IRB. An electronic application, accompanied by any informed consent forms, questionnaires, interview protocols, observational protocols, or survey should be submitted for approval by the chair to the Supervisor of Graduate Research (Dr. Isenberg) Applications must be approved before the applicants begin the research. It is imperative that all proposals submitted to the IRB are complete and accurate, and responsibility for this rests with the applicant.

There are two types of proposal available to applicants, one for expedited review and one for full IRB review. Expedited review is for research with minimal risk to participants and full review is for proposed projects with somewhat more risk. Details regarding which projects are eligible for expedited review and the applications themselves can be found on the IRB web page off of the Lindenwood home page.

Upon receiving an expedited proposal, the Chair of the IRB designates one member to review the proposal. For full review proposals, the Chair sends the application to all members of the board for review and evaluation. The IRB meets, typically, every two weeks, though less so in the summer. To be considered, proposals must be submitted to the IRB at least one week prior to their meeting. Expedited reviews will be considered on a rolling basis. Once an application has been reviewed, the IRB responds to the research with a formal disposition stating either approval or disapproval or requesting additional information. Dispositions will be emailed to the applicants' lionmail account and to their dissertation Chairs.

### **Capstone III**

Students who have completed all required doctoral program coursework and passed the Comprehensive Exam should register for EDA 775 Capstone III. The objectives for this course include refining the problem statement; expanding the Review of the Literature, implementing the appropriate methodology for the study, discussing the sample and sampling analysis process, collecting data from any instrumentation or interview protocols, appropriately treating the data, drawing conclusions from the findings of the study, developing a section for further directions to be researched, and completing an approved Capstone Dissertation that is ready to be bound.

The School of Education implements the APA format for all graduate work, including the Dissertation. The most recent edition of the *Publication Manual of the American Psychological Association* will be used as a guide for formatting. The School of Education publishes additional guidelines that address the formatting of the Dissertation elements that are program specific. In the event of variations between the APA manual and the guidelines, the guidelines of the Education Division are to be considered the final authority.

#### ***Gate 4: Dissertation Oral Defense***

The successful defense of the Dissertation is an important requirement in the completion of the doctoral degree. It is essential that students preparing for such presentations recognize the seriousness of this activity and be especially aware that additional work may be required of them.

The student, in consultation with the committee Chair and members, is responsible for assuring that the quality of written and oral expression reflects the appropriate level of professional competence.

Students are expected to demonstrate expertise and ability in presenting their research at the defense and will be expected to verbally articulate and defend their methodological and interpretive choices.

The presentation should be presented in approximately 30 minutes, with an expectation for questions by faculty at the conclusion of the planned presentation. While an introduction and summary of research is appropriate, the majority of the time should be directed to the research methodology, findings, and recommendations.

The committee Chair and the other members are expected to be present for the presentation. The School of Education Dean and Graduate Education Program assistant Dean will attend as many as possible. Other faculty members are encouraged to participate and other EdD students are also encouraged to attend the dissertation presentation as a learning opportunity.

The presentation is intended to assess and explore the culminating research of the student's program. It is an enriching experience for the student and one that confirms achievement. The tone of the event will be one of professional collegiality where critical questions can be asked in a respectful manner. It is not to be perceived as an impossible hurdle, but as a central and important event in the doctoral studies.

Should the presentation of the dissertation be unsuccessful, students may work with the committee and reschedule the presentation within a period not to be less than one month and not to exceed nine months. Enrollment in EDA 780 during this period is required. The results of the second presentation are final.

During the extended dissertation process, the student will register for EDA 780 each semester (excluding summer) including the semester in which the dissertation is to be presented. The School of Education Graduate Committee awards six hours of credit for the dissertation only after its successful presentation and acceptance.

#### **Submission of Dissertation:**

1. After a student successfully defends the dissertation and makes all revisions deemed appropriate by the dissertation committee, the committee members sign

the dissertation title page, signifying acceptance and completion of the dissertation.

2. The student contacts the Library Director who will guide the student in making the electronic submission for the registration and publication of the dissertation. The student may order as many bound copies as desired at this point. The bound copies will be delivered to the student directly from University Microfilms International (UMI). The student may order additional bound copies in the future. Documents must be formatted in Microsoft Word (.doc) or Rich Text Format (.rtf).
3. The Library Director orders the required copies for the School of Education and for Butler Library.
4. The library catalogs the dissertation for the collection.

### **EdD Graduation Requirements**

Doctoral degrees are posted three times each year and graduation ceremonies are held each spring. EdD students who are graduating are required to attend and to participate in graduation exercises. In order to march in the May ceremony and have a degree posted in June, the student must successfully defend a Dissertation no later than March 1 and submit the receipt for Dissertation binding no later than April 1. For a September posting of the degree and participation in graduation exercises the following May, students must successfully defend their Dissertations no later than July 1 and submit the receipt of the Dissertation binding no later than August 1. For a January posting of the degree and participation in graduation exercises the following May, students must successfully defend a Dissertation no later than October 1 and submit the receipt of the Dissertation binding no later than December 1.

In addition to other regulations governing graduation stated in the Lindenwood University catalog, EdD graduates must meet the following requirements:

1. Complete a minimum of 48 semester hours beyond the Masters degree for EdD (including Dissertation).
2. Maintain a 3.0 GPA to remain in the program, with no more than two C's permitted in program courses. While all course grades are averaged into the GPA, course credit toward degree completion is not granted for a grade of D or F. Students may petition the Dean or designee to repeat one course in which a C was received. The most recent grade will be calculated into the GPA. The final decision will be made by the Provost and Dean of Education.
3. Certain additional requirements may be necessary depending upon the student's academic background. Any and all contracts made between the School of Education Graduate Committee and the student at the time of acceptance into the degree program must be satisfied before the degree will be awarded.
4. The time limit for completing the degree from the date of admission to the program is five years for the EdD. Only in unusual circumstances may the student be granted an extension of time. Granting of an extension of time will usually result in additional requirements. Any student who does not complete coursework within the permissible time limit for any reason, including discontinued enrollment, must reapply for admission. Reapplication may occur only once, and is subject to the

current standards and curriculum. The Graduate Committee will determine if any previous courses are sufficiently time sensitive and must be repeated. Beginning with the date of readmission the student's time limit for degree completion is determined by the number of hours remaining.

5. A minimum on-campus residency requirement is 24 hours. EdD students must pass a comprehensive examination upon completion of the course requirements for the program of study prior to enrolling in EDA 775.

**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>

## **Graduate Education Course Descriptions**

### **EDA 700 Instructional Program Leadership and Assessment (3)**

Instructional Program Leadership and Assessment is designed as an advanced level course for the study of educational program development, administration, and supervision in accordance with the goals and outcomes of the Educational Administration Program. The course provides a broad overview of the essential elements of educational programs, including curriculum, instruction, materials, and program evaluation recommended by the various learned societies for educational administration. The major focus of this course is the enhancement of the students' understanding of the leadership roles and responsibilities of the school administrator in these critical areas

### **EDA 705 Advanced School Law (3)**

Constitutional, statutory, and case law that relates to all staff personnel, students, school districts and other allied governmental units is investigated, analyzed and discussed. Special emphasis is given to the study of contracts, dismissals, tenure, retirement, pupil injuries, liability of school personnel, and school district and board members' legal rights and responsibilities.

### **EDA 710 Personnel Administration/Employee Relations (3)**

This course studies the planning processes and procedures required in implementing policies and practices of school personnel administration. This will include both instructional and classified personnel. It will also give the student an in-depth experience in all areas of school district professional negotiations, with specific emphasis on Principled Negotiation Strategies.

### **EDA 715 Advanced School Business Management (3)**

A study of school budgeting procedures, expenditure and revenue accounting, and problems related to local, state, and federal financing of public school operations. The Missouri Uniform Accounting System for Public Schools is utilized in the development of a school system project.

### **EDA 720 School District Administration (3)**

Analysis and discussion relating to current problems of school management involving decision-making, data collection and operations are all a part of this course. Special attention will be given to administrator-board relationships, management team development, and public/community relations.

### **EDA 725 Student Achievement Enhancement Techniques**

This course assists the instructional leader in understanding how students learn. Attention is given to learning styles, assessment techniques, student motivation, and remediation strategies.

### **EDA 730 Instructional Program Improvement Strategies**

This course focuses on school improvement efforts underway throughout the nation. Students study successful school models to enhance academic performance.

**EDA 740 Educational Administration Internship (3)**

Field experiences encompassing the superintendency and other specialized administrative or supervisory positions are explored. Students spend specified periods of time working with experienced administrative or supervisory personnel.

**EDA 745 Statistics in Educational Administration (3)**

This course will examine statistical techniques used in the analysis of data. It will also help students in the development of a Specialist Project proposal. Class sessions will help students develop research ideas and move from ideas to written drafts of a proposal.

**EDA 750 Capstone I (3)**

During this course, the student is introduced to educational research and the dissertation process. In Capstone I, students learn basic research methods including interviewing, survey construction, observational skills, accessing databases, and data analysis. Students learn to recognize the relationship between research question(s) and applicable research method, and practice locating and using scholarly writing in a brief literature review. Students demonstrate practical application of research ethics through construction of consent forms and an Institutional Review Board (IRB) application.

**EDA 755 Seminar in 21st Century Issues in Education: Perspectives on Policy and Practice (3)**

The purpose of this course is to introduce students to foundational approaches to contemporary issues in local, state, national, and international education contexts. The course introduces approaches associated with the history, sociology, and philosophy of education to help students understand and critically assess policy and practice. This course is designed to evaluate contemporary issues in administration at both the elementary and secondary levels. This course provides an opportunity for students to re-evaluate their conceptualizations and beliefs regarding those contemporary issues identified for discussion.

**EDA 760 Seminar in Educational Leadership**

This course introduces students to concepts and skills related to leadership. Theory-related content combined with experiential teaching methods provides students with an opportunity to increase their understanding of leadership theory, examine how attitudes about themselves and others influence leadership behavior, and stimulate the development of new skills through demonstration and practice.

**EDA 765 Administrative Decision-Making in Schools (3)**

This course is designed to improve the quality of educators' decisions by presenting a practical framework that you can use to make better decisions. The course begins with an overview of what we know about how educators actually make decisions and then details a user-friendly process for how educators should make decisions. The essence of the approach is simple: divide the decision making process into its components (e.g., defining the problem, specifying alternative solutions, and balancing the effects and costs of each alternative), apply some decision making rules to each component, and make a

decision. Students completing the course will be able to apply this framework to a broad range of educational decisions, from choosing instructional programs to hiring personnel.

**\*EDA 770 Capstone II (3)**

During this course, the student begins the dissertation process. After identifying a topic area, students read widely in the literature, collecting materials for their literature review. In consultation with a dissertation Chair and committee members, students craft a workable research question (for qualitative projects) or hypothesis (for quantitative projects) to explore. Then, in consultation with committee members and faculty at a Conversations On Research Design (CORD) meeting, students craft a research design to carry out the desired research. This includes selecting the appropriate research methods and reviewing the dissertation structure and requirements. As a semester long project, students prepare a draft of the first 3 chapters of their dissertation, which is referred to as the dissertation proposal. The proposal consists of chapter one, the introduction of the study, chapter 2, a brief literature review, and chapter 3, an explication of the methods and instruments. In addition to the proposal, students learn to file an application for their research project with the IRB. The IRB proposal is not sent to the IRB committee until the student's Chair authorizes it, and it is passed through the Supervisor of Graduate Research (Dr. Isenberg).

The comprehensive examination must be successfully completed prior to being admitted to Capstone III. The comprehensive exam requires the student to participate in problem-based analysis in order to evaluate and create solutions to contemporary issues in their selected field of study.

**\*EDA 775 Capstone III (6)**

The doctor of education program requires completion of a dissertation. This culminating assignment is an independent research and analytic activity supported by a committee of experienced professionals. The dissertation is designed to integrate theories and tools learned throughout the program and should demonstrate mastery of concepts and methods. The focus of this program is the refinement of students' understandings of leadership and policy development and analysis, ultimately culminating in the capstone dissertation. The capstone dissertation is meant to contribute knowledge of a critical issue in educational leadership. \*Must have completed all coursework and comprehensive exams.

\*Course not offered in summer.

**EDA 780 Dissertation Enrollment (0)**

This is a non-credit course designed to keep enrollment open in the EdD program while students complete the EdD requirements. NOTE: All documents for dissertation must adhere to the most current edition of the *Publication Manual of the American Psychological Association*.

**Appendix**

**Petition for Doctoral Dissertation Committee**

**Date** \_\_\_\_\_ **Name of Student** \_\_\_\_\_ **Email** \_\_\_\_\_

**Indicate** \_\_\_\_ **New Petition** or \_\_\_\_ **REINSTATEMENT PETITION** (semester last attended: \_\_\_\_)

**Tentative Dissertation Title: (if New Petition):**

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**Please attach professional vita for persons external to Lindenwood University who will serve as a committee member.**

**Priority Request for Dissertation Chair:** \_\_\_\_\_

**Rationale:** \_\_\_\_\_

**Chair Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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**First Priority Request for Committee Member:** \_\_\_\_\_

**Rationale:** \_\_\_\_\_

**Committee Member Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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**Second Priority Request for Committee Member:** \_\_\_\_\_

**Rationale:** \_\_\_\_\_

**Committee Member Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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**Student Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_ **Anticipated Completion Date:** \_\_\_\_\_

**APPROVALS: EdD Advisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Division/Program Dean:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Doctoral Dissertation Committee Change Form**

Date: \_\_\_\_\_ Student: \_\_\_\_\_

Tentative Dissertation Title: \_\_\_\_\_

Reason for Requested Change:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Approved Dissertation Committee:**

Chair: \_\_\_\_\_

Committee Member: \_\_\_\_\_

Committee Member: \_\_\_\_\_

Membership Change Requested:

Former Member \_\_\_\_\_

New Member \_\_\_\_\_

Approvals for Change:

EdD Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

Please attach specified materials for persons external to Lindenwood University or who do not have a terminal degree who will serve as a committee member.

Distribution (to be completed by student) after all approvals:

1. Student
2. Dissertation chair
3. Administrator of EdD Program
4. Graduate Advisor
5. Former and new committee members

Full Title of Dissertation in Upper and Lower Case Letters  
(centered in top quarter of page)

by

(Full Name of Author)  
Conferral Date

A Dissertation submitted to the Education Faculty of Lindenwood University  
in partial fulfillment of the requirements for the  
degree of

Doctor of Education

School of Education

(presented in center of page)

Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work here at Lindenwood University and that I have not submitted it for any other college or university course or degree here or elsewhere.

Full Legal Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

A Dissertation

Full Title of Dissertation in Upper and Lower Case Letters  
(centered in top quarter of page)

by

(Full Name of Author)

This Dissertation has been approved as partial fulfillment of the requirements for the  
degree of  
Doctor of Education  
at Lindenwood University by the School of Education

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Dr. (Name), Dissertation Chair

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Date

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Dr. (Name), Committee Member

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Date

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Dr. (Name), Committee Member

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Date

Abstract

(centered in top quarter of page)

## References

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- Pryczak, F. & Bruce, R.R. (1998). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences* (2<sup>nd</sup> ed.). Los Angeles: Pryczak.