

Lewis & Clark
Graduate School of Education and Counseling

Doctor of Education in Leadership

Student Policy and Procedure Handbook

2016-2017

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Lewis & Clark
Graduate School of Education and Counseling

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 and scholarly 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 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 helpful information and forms you will normally submit at various points during your program. 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:

- Transformative 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(s) 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.

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. 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 and development of dissertation plans. The program is intended to directly improve conditions, programs, and learning structures for PK-12 students in schools and districts or other agencies serving students' 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.

Admission and Transition into the Program

The minimum requirements for admission and information about applying can be found on the Lewis & Clark Graduate School web page at http://graduate.lclark.edu/offices/admissions/educational_leadership/doctor_of_education_in_leadership/
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. A new cohort is admitted each spring, and the entering group enrolls in a block of classes during the month of July.

Fourteen elective graduate semester credits are required as part of the doctoral program. These electives may be completed *prior to beginning* doctoral courses. In an advising session during the first summer, the program director collaborates with the student to identify appropriate post-master's coursework the student may transfer in to serve as electives (if applicable) and/or develops a plan for meeting the remaining elective requirements.

Students transferring from a doctoral program at another fully accredited college or university may request up to six semester credits (nine 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 A) listing all transfer prerequisites and electives. The Registrar provides a "Transfer Credit Request" form for official transfer to Lewis & Clark.

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 six.

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 (TSPC).

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 online Graduate School catalog, 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
- Satisfactory Academic Progress and Performance Policy

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.

PART 2: PROGRAM AND CURRICULUM

Program Overview

The Lewis & Clark Educational Leadership program is designed to develop scholar-practitioners in transforming educational systems through rich inquiry into persistent and pressing inequities. We aim to promote equity and social justice through the integration of theory, research, policy, and practice as candidates work to solve authentic educational problems. 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.

The Ed.D. program requires 34 hours of coursework, 12 credits of dissertation, and 14 elective credits. The 34 hours of coursework are accomplished in a cohort, including two intensive summers, two fall and spring terms, and a field experience in the third summer. The 12 credits of dissertation are accomplished by the student with the support of a dissertation committee, typically over a 1-2 year period, depending on research design.

Comprehensive Curriculum Themes and Courses

1) Transformative leadership and institutional change

EDLL 701 History of Leadership in Education
EDLL 702 Organizational Theory and 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 Organizational Theory and 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 Equity-focused Policy and Practice

5) Community outreach, collaboration, and communication
EDLL 704 Leading Change through Cultural Competence
EDLL 725 Leadership in a Changing Global Society
EDLL 733 Educational Leadership Field Experience

6) Research and evaluation
EDLL 710 Introduction to Educational 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

Options for Licensure

Aspiring leaders and experienced leaders interested in licensure during the pursuit of the Ed.D. have the following options for licensure or specialization.

- *Aspiring leaders* who do not have 14 post-master's credits to transfer may choose to earn these post-master's credits through a teacher leadership specialization or Preliminary Administrator License program while enrolled in the Ed.D.
- *Aspiring leaders* who have transferred post-master's credits should meet with their advisor to discuss licensure options for a teacher leadership specialization or Preliminary Administrator License program while enrolled in the Ed.D.
- *Experienced leaders* can pursue a Professional Administrator License alongside the Ed.D. Those in the *Experienced Leaders* pathway who seek the Professional Administrator License need to transfer 14 post-master's credits to meet the elective requirements for the program. Candidates can apply directly to TSPC upon completion of their degree.

Pedagogical commitments

1) Infusion of principles of social justice and equity
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(s) serves as the official academic advisor for all the doctoral students. Students work with the Director(s) on all issues around program planning, coursework, scheduling, record keeping with the program office, and monitoring of student progress through the doctoral program.

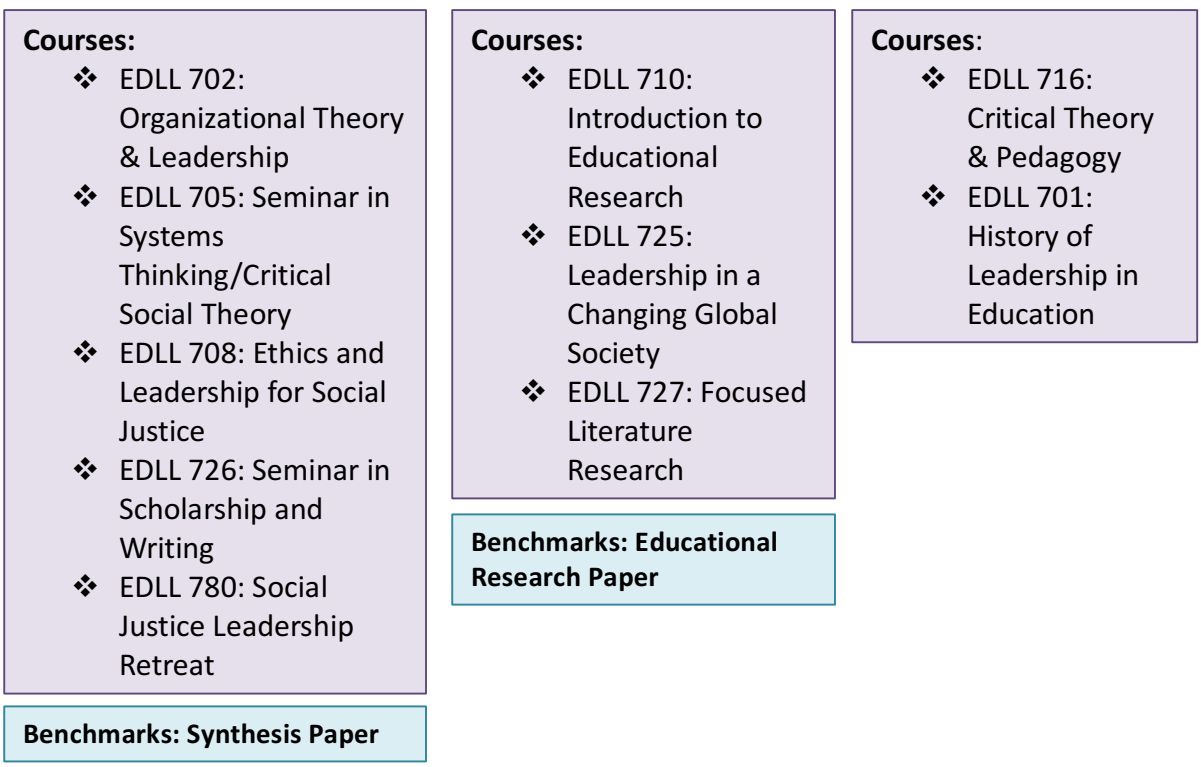
In order for all students to accomplish the goals described in this handbook, establishing a personal connection with doctoral faculty members through regular contact, individually and in small groups, is highly advised. Faculty members are very helpful in assisting with advice and counsel regarding 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 shaped 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.

FIRST YEAR GOALS

- Develop understanding of educational research
- Begin developing scholarly writing skills



Summer #1

During the first year of the program, doctoral students are introduced to the rigors of an advanced degree program. In the first July, students attend classes daily as they study the core coursework for the program. *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 A). 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

Students conduct a preliminary investigation into their tentative focus area during the course *EDLL 710 Introduction to Educational 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.

Spring #1: Coursework

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.

Adequate Student Performance – Benchmarks

Students are expected to have completed three benchmark pieces by September of their second year. The benchmark pieces include:

- Core Synthesis Paper — Due early September Year 1
- Educational Research Paper — Due end Fall Year 1
- Policy Analysis Paper — Due early September Year 2

The benchmarks are designed as vehicles for the students to demonstrate their understanding of core content, skill with academic writing, and presentation ability. Benchmarks are used by faculty as formative assessment and demonstration of proficiency on core course content required for eventual "advancement to candidacy." If benchmarks 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, revisions and editing of dissertation, submission of final copies for publication, and payment of all financial obligations to the College. Once these final steps have been completed, the student's degree will post at the next degree posting date (degree posting dates are in May, July, August, and December)

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 six-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 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://docs.lclark.edu/graduate/policyprocedures/registration/grades/).

Due to the fast paced 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 the student's 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.

SECOND YEAR GOALS

- Develop research focus
- Form scholarly basis/literature review
- Write research design
- Identify committee
- Defend dissertation proposal

Summer 2

Courses:

- EDLL 704: Leading Change through Cultural Competence
- EDLL 731: Public Policy
- EDLL 741a: Qualitative Research Methods
- EDLL 741b: Quantitative Research Methods

Benchmarks: Education Policy Analysis

Fall 2

Courses:

- EDLL 709: Adult Development and Learning
- EDLL 728: Conceptual Framework

Spring 2

Courses:

- EDLL 729: Dissertation Design

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 on 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 Dissertation Chair (invitation of the Chair happens in either the late fall or early spring of the second year).

Spring #2

Students take *EDLL 729 Dissertation Proposal Seminar*. Students continue to work with their instructor and often begin to work with their designated chair. At the end of Spring #2, 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). During *EDLL 729* the student will learn about preparation of an application for the use of human subjects (the IRB proposal).

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.

Summer #3

During the summer of their third year, students enroll in a 2-credit field experience *EDLL 733 Educational Leadership Field Experience* designed to further support their development as scholar-practitioners in being able to identify, inquire about, and address pressing inequities related to school leadership, organizations, and policy. The field experience is aligned with students' dissertation work, beginning in the third summer and continuing through the data analysis phase.

As part of their dissertation research, students spend six or more months in the field gathering and analyzing data. *EDLL 733* will require them to: (1) identify and engage with the key contact points and people within their schools, districts, organizations, and/or communities in ways that facilitate robust and ethical data gathering; (2) explore how field data and findings illuminate critical questions and themes in leadership work; and (3) make recommendations for improving leadership practice and spurring organizational change. *EDLL 733* also entails having students work collaboratively with an assigned Lewis & Clark faculty supervisor and a field supervisor.

At the end of the program, students will be expected to meet the three expectations in the above paragraph. In relation to leadership themes highlighted in expectation #2, candidates will be asked to show how their time in the field shaped their understanding of the six themes in the doctoral program (on page 2 of the handbook). To demonstrate their learning, students will make a formal presentation to the faculty supervisor and field supervisor as well as members of the professional community. The faculty and field supervisor will use a rubric to assess each student on proficiency along the course expectations and each of the doctoral program themes. To receive credit for the practicum, students must have a rating of proficient or above in each area. Students' grades for *EDLL 733* will be deferred until they have

completed all time in the field (at least 6 months), met with their faculty and field supervisor at least three times, and successfully presented to the faculty and field supervisor.

Selection of the faculty and field supervisor will be determined in consultation with the program director and will be dependent upon each student's elected pathway and licensure track. Specifically, if the student is seeking a Professional Administrator License, the field supervisor must be a central office administrator with at least 3 years of licensed administration experience. The supervisor must hold a Professional License. The Graduate School placement office will make a formal request to the district to match the candidate with the supervisor. Otherwise, selection of supervisor is as follows:

If working in schools:

The supervisor must be a licensed educator with at least 3 years experience and expertise in area of student's dissertation (selected in consultation with faculty supervisor). The field supervisor may or may not hold a Professional Administrative License. Expertise will be determined based upon the supervisor's resume. The candidate works with the faculty supervisor to formally invite the selected individual to act as the supervisor.

If working in education-based agency:

The supervisor must be a leader with expertise in area of student's dissertation (selected in consultation with faculty supervisor). The field supervisor may or may not hold a Professional Administrative License. Expertise will be determined based upon the supervisor's resume. The candidate works with the faculty supervisor to formally invite the selected individual to act as the supervisor.

THIRD YEAR GOALS AND BEYOND

- Conduct research
- Complete dissertation

Summer 3

Courses:
- EDLL 733: Field Experience
- EDLL 730: Advancement Seminar

OR

- EDLL 750: Doctoral Dissertation

Fall 3

Courses:
- EDLL 750: Doctoral Dissertation

OR

- EDLL 730: Advancement Seminar

Spring 3

Courses:
- EDLL 750: Doctoral Dissertation

OR

- EDLL 730: Advancement Seminar

Selection of Dissertation Chair and Committee

During *EDLL 728* and *729*, and in collaboration with the Program Director, the student selects a dissertation chair. *If a potential Chair has not served in that position previously, the Program Director can appoint an experienced Co-Chair to assist in chairing the committee*. During *EDLL 729*, candidates may 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 submits a completed **Dissertation Committee Form** on Taskstream. The dissertation committee is official only when the Director of the Doctoral Program approves the committee and evaluates the form on Taskstream.

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 D for a variety of supports available), but the responsibility to meet deadlines belongs primarily to the student.

EDLL 730 Advancement Seminar (See L&C Catalog)

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 is required as students to work toward finalization of their proposal under faculty supervision and maintain access to college services while being 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 their program and continuing

through the following spring semester. At the end of the third semester of *EDLL 730*, if the student has not advanced to candidacy, the student must exit the program. At that point the Program Director will discuss alternative next steps, including the Educational Specialist degree.

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 an external drive or the cloud. 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 is 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) A framing 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 C. 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.

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 all members of the dissertation committee. The student must submit the **Dissertation Proposal Schedule Request** on Taskstream at least 10 working days prior to the proposal defense date. A typical proposal defense follows the design outlined in Appendix B. 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 and/or additional members of the committee as preferred by the committee, 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:

- signed and dated ***Dissertation Proposal Approval Form*** (obtain in Program Office and return completed form to Program Office)
- completed proposal rubric (Appendix C – to be completed on Taskstream)

The student also uploads the approved copy of the proposal to TaskStream.

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 notification informing 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 CITI training found on the website: http://www.lclark.edu/committees/human_subjects_research/. Students are required to the complete *RCR Training and Human Subjects Training modules*: Print the certificate of completion and submit with the Human Subjects Application to the Institutional Review Board (IRB). All candidates are required to submit the IRB application after the dissertation proposal is successfully defended and before they begin their research. 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 on the 15th of the month. 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.

The HSRC will respond to the application with written feedback following its next scheduled meeting. *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 the HSRC.
4) 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 or 8th semester (Summer #3 or Fall #3) under the guidance of the chair and dissertation committee, and following HSRC approval, the student begins collecting

data. 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, for example, modifying a work schedule or taking 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 defendable 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 on Taskstream. At the same time, the student must submit an approved 300 word dissertation abstract on Taskstream. The program office will schedule the location of the defense and disseminate the dissertation defense announcement to the college community. A notice is posted on the Educational Leadership Bulletin Board and distributed by email to the GSEC faculty 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 held on campus and is publicly announced. The candidate gives a 30-40 minute presentation of his/her work before the dissertation committee as well as colleagues, family members, friends, or other members of the professional and 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 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** (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 minor 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 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** until the final dissertation comes back from the copy editor.

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 (see Appendix F). These steps include submitting the completed manuscript to the copy editor approved by the Doctoral Program for final review and completing all coursework. ***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, the student will receive instructions from the program office to upload the dissertation to ProQuest. The dissertation is complete only after the copy is received by the program office and approved. 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 at the next official degree posting date (see Appendix E for a checklist of progress through the program).

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 on-line at
http://graduate.lclark.edu/departments/educational_leadership/doctoral_program/dissertation/

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. 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. If students have not successfully defended by the end of the third summer, they must register for *EDLL 730 Advancement Seminar* and remain enrolled in this course until they successfully defend their proposal and are advanced to candidacy (candidates may only enroll in *EDLL 730* through the spring of their 3rd year).
B. 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.
C. 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, and submission of the final dissertation.
D. 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). The College awards the degree at the next Graduate School degree posting date.
E. Students must successfully defend their dissertation *within 3 years of the date o*f 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 Program Director 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 within 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 Program Director(s). **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 June. **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, and the uploading of the final dissertation (see Continuous Enrollment section in this handbook). Students may, however, walk in the commencement ceremony if they have successfully defended their dissertation by the end of May. 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/
Application must generally be made in November (for a May degree posting), March (for a July or August degree posting), or September (for a December degree posting).

Candidates for TSPC Professional Administrator License (ProAL)

Those students in the *Experienced Leadership* pathway who earn a regionally accredited doctoral degree in Educational Leadership may qualify for a TSPC waiver of the advanced institutional Professional Administrator License program or the assessment of advanced competencies for the ProAL. Candidates apply for the ProAL 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 that 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. Candidates should make every effort to think through problems for themselves, 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.

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.

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.

1. 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.
2. Set clear expectations for the timely completion of the proposal.
3. Guide the candidate in selection of two additional committee members.
4. Navigate the interactions among the committee members and with the candidate.
5. 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*.
6. Meet regularly with the candidate, e.g., monthly, during the proposal and dissertation work.
7. 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.
8. Obtain appropriate defense report forms for both the proposal defense and dissertation defense from the program office.
9. Submit the signed and dated **Dissertation Proposal Defense Report Form** to the Program Office
10. Complete the required HSRC tutorial and send a copy of the completion certificate to the HSRC every 4 years.
11. Read, approve, and sign the HSRC application, including the tutorial certificate, prior to submission.
12. Review the terms of HSRC feedback and approval, including the one year maximum time allowed for data collection without reapproval by the HSRC.
13. Set clear expectations for timely completion, and guide the candidate toward achieving a high level of quality (technical and ethical) in the research process.
14. 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.
15. Prepare the candidate for the oral defense process and debrief him/her afterward.
16. Conduct the proposal and dissertation defense sessions and facilitate discussion of the committee following the defense. Complete the Dissertation Defense form and submit to the Program Office.
17. Remind the student s/he is still ABD (all but dissertation) until s/he has completed all coursework, completed the copy editing process, and met all financial obligations to the College.
18. 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.

1. Assist the committee chair as requested in the "pre-proposal meeting" in guiding the candidate through development of the dissertation research proposal.
2. 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.
3. Review the HSRC application in order to be aware of the stipulations made by the committee related to the student's research.
4. 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.
5. Make final judgments about the adequacy of the proposal and be available for consultation during the research work.
6. Guide the candidate in preparation of the dissertation document at the request of the chair, and decide when the dissertation is ready for defense.
7. Attend all committee meetings, proposal, and dissertation defense sessions and be prepared to provide prepared critique and suggestions for improvement as appropriate.
8. Sign approval forms for both the proposal and dissertation defenses.
9. Encourage the candidate to publish his or her work in a peer-reviewed journal after successful completion.

APPENDICES

Appendix A – Course Planning Worksheet

Lewis & Clark

Graduate School of Education and Counseling

Doctorate of Education in Leadership Planning Worksheet

60 Semester Hours, Cohort 12 (2016-2017)

Name_____Date_____

Section I

This program is designed to permit candidates to transfer or obtain 12 to 14 graduate credits into the degree program as electives based on entry to Professional Administrator Licensure pathways or non-licensure pathways. Students may also use this opportunity to complete the advanced license as part of the degree or to take electives from other GSEC programs.

SUMMER I	**CREDIT**	**COMPLETED YEAR**	**FORECAST YEAR**
EDLL 702 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		
Total Credits	**4.0**		

SPRING I	**CREDIT**	**COMPLETED YEAR**	**FORECAST YEAR**
EDLL 701 History of Leadership in Education	2.0		
EDLL 716 Critical Theory and Pedagogy	2.0		
Total Credits	**4.0**		

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**		

SUMMER III	CREDIT	COMPLETED YEAR	FORECAST YEAR
EDLL 733 Educational Leadership Field Experience	2.0		
EDLL 750* Doctoral Dissertation	4.0		
Total Credits	**6.0**		

Completion of 3 benchmark papers/presentations, all coursework, and dissertation proposal =Advancement to Candidacy_____(Advisor Initial)

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

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

* Students wanting additional writing support OR students who have not defended their dissertation proposals may take EDLL 730 upon completion of EDLL 729 and prior to Advancing to Candidacy and enrolling in EDLL 750. Students are still required to take 12 credits of EDLL 750 in order to complete the program.

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 Registrar's office at 503.768.6030 or gradreg@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
License Program Hours					
Other Transfer Credits					
Cohort Program Credit					
Total					**60.0**

Student Signature Date

Advisor Signature Date

Department Chair Signature Date

Appendix B – Dissertation Proposal and Defense Format

DISSERTATION PROPOSAL AND DEFENSE FORMAT
(See rubric in Appendix F)

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 C – Proposal Defense Rubric

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 the rubric.[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.'

[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/Writing**Proposals**.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.

Submit the completed form on Taskstream.

	Unacceptable	Emerging	Proficient	Exemplary
Chapter 1 Problem Statement Ia. The author presents the problem statement stated early, clearly (i.e., the reader can recognize it).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).	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
Chapter 1 Purpose and/or Research Questions Ib. 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. The author includes	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

	Unacceptable	Emerging	Proficient	Exemplary
researchable questions to explore or examine his/her stated problem of interest.				
Chapter 1 Limitations and Delimitations 1c. 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.	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
Chapter 1 Significance of Study 1d. 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).	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
Chapter 1 Definitions 1e. The author defines key terms, either within the text as they arise, or in a separate section.	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
Chapter 1 Theoretical Framework (optional in chapter 1:choose N/A if not applicable) 1f. 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.	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
Overall Rating for Chapter 1	Element is not covered or is	Element is covered, but is	Element is adequately	Element is thoroughly

	Unacceptable	Emerging	Proficient	Exemplary
	incorrectly described	limited in scope and/or writing demonstrates partial understanding of the element	covered and demonstrates understanding of the element	covered and writing demonstrates deep understanding of the element
Chapter 2 Literature Review 2a. Author "situates the current study within a wider disciplinary conversation." (Penn State Graduate Writing Center)	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
Chapter 2 Literature Review 2b. 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).	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
Chapter 2 Literature Review 2c. Author supports the study's purpose and integrates the literature in a way that provides rationale for conducting the study.	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
Chapter 2 Literature Review 2d. Author selects and critically reviews only the literature that is "pertinent and relevant" (Pajares, 2007) to his/her research	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
Chapter 2 Literature Review 2e. Author details a clear theoretical framework (where appropriate) and theoretical framework is suitable to the author's problem of interest and study purpose.	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
Chapter 2 Literature Review 2f. Author lays out a clear conceptual framework (unless already presented in Chapter 1) developed based on theory,	Element is not covered or is incorrectly described	Element is covered, but is limited in scope and/or writing demonstrates partial	Element is adequately covered and demonstrates understanding of the element	Element is thoroughly covered and writing demonstrates deep

	Unacceptable	Emerging	Proficient	Exemplary
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).		understanding of the element		understanding of the element
Overall Rating for Chapter 2	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
Chapter 3 Methodology 3a. Author introduces (and defines) the overall methodological approach for each problem or question.	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
Chapter 3 Methodology 3b. Author's methodology matches the proposed research questions.	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
Chapter 3 Methodology 3c. 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).	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
Chapter 3 Methodology 3d. Author draws upon the literature on the particular methodology to support the rationale.	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

	Unacceptable	Emerging	Proficient	Exemplary
Chapter 3 Methodology 3e. 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.	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
Chapter 3 Methodology 3f. 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.	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
Chapter 3 Methodology 3g. 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.	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
Overall Rating for Chapter 3	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

Comments and Suggestions:

Appendix D - 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.

EDLL 730

This course prepares doctoral students for advancement to candidacy. To meet the requirements for advancement, participants must successfully present a completed dissertation proposal. The course provides individualized coaching (Program Director) and writing assistance (EDLL 730 Instructor) 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.

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 the dissertation phase of the program.

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 E) is available for monitoring progress and recording milestones. The **Program Planning Worksheet** (Appendix A) assists in keeping your official transcript records complete.

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

Date

- ☐ **Planning Worksheet** (completed with Advisor) is filed with Program Office showing
  - Post Masters elective credits or elective credits plan _____
  - Transfer credits along with **Petition for Transfer Credit Form** and transcripts (if applicable) _____
- ☐ Submit completed **Dissertation Committee Form** on Taskstream. _____

- ☐ At least 10 working days prior to proposal defense date, submit **Dissertation Proposal Schedule Request on Taskstream** _____
- ☐ After defense, **Dissertation Proposal Defense Report** is filed by your committee chair with the Program Office. _____
- ☐ When fulfilled, **Advancement to Candidacy** notification is received _____
- ☐ File **Degree Graduation Application** with Registrar's Office _____
- ☐ Complete 60 semester hours of EdD coursework as shown on planning worksheet. _____
- ☐ Schedule Dissertation Defense with Chair and Committee. Confirm date and time with all parties and *at least* 10 business days before defense, submit **Dissertation Defense Schedule Request** on Taskstream. _____
- ☐ Submit a final 300-word abstract on Taskstream *at least* 10 business days before defense _____
- ☐ At least 10 working days prior to the defense date, submit a "defendable draft" manuscript to dissertation committee. _____
- ☐ Your **Dissertation Defense Report Form** is filed by Committee chair with Program Office. _____
- ☐ Confirm eligibility to participate in Commencement with Program Director _____
- ☐ Submit complete manuscript to the copy editor for final review _____
- ☐ Upload manuscript to UMI/ProQuest _____
- ☐ Pay personal portion of the copy editing expense _____
- ☐ **AWARDING OF YOUR DEGREE at next GSEC posting date!!** _____

Appendix F – Final Steps of Dissertation Process

Doctor of Education in Leadership
Lewis & Clark
Final Steps of the Dissertation Process

☐ 1. **At least 3 weeks in advance of the proposed date**, the candidate will **schedule a defense date** with the chair of the dissertation committee. The chair will then confirm the availability of the other committee members. Committee members who will be out of town may still attend a defense via video, web, or telephonic conferencing. In the event that a committee member will be unable to attend a candidate's defense, arrangements should be made for a substitution. Substitute arrangements need to be approved by the director of the doctoral program.

☐ 2. **At least two weeks prior to the defense date**, the candidate will submit the "Dissertation Defense Schedule Request" on Taskstream. The candidate will submit an electronic copy of the dissertation abstract on Taskstream at that time. It will be included in the announcement to the graduate community. Once the dissertation chair has approved the date and time, the program office admin will schedule a room for the defense.

☐ 3. **At least (10) working days prior to the defense date**, the candidate will provide each member of the dissertation committee with a defendable **draft manuscript**. A "defendable draft" is defined as a draft that, in the opinion of the Committee Chair and the candidate, is a complete and final report of their research and argumentation and the manuscript fully complies with the Graduate School's expectations for style and format.

☐ 4. **At least five (5) working days prior to the defense**, an announcement of the time and location of the defense will be sent to the Graduate Faculty and the other doctoral students via "This Week At The Graduate School." A notice will be posted on the main bulletin board at the entrance to Rogers Hall and the Educational Leadership Bulletin Board next to the program office. In addition, a notice will be posted on the Educational Leadership webpage under **Events** and will appear in the campus-wide online calendar.

☐ 5. **Defense Day** - The Committee will confer privately immediately following the defense to assess whether the dissertation and the defense met all departmental requirements and accepted standards for publishable work. If the committee determines the work meets these standards, all **committee members will sign the Dissertation Defense Approval form**. This form should be immediately delivered to the program office. Frequently, even when a dissertation has been deemed acceptable, some minor revisions might still be required. However, if the candidate commits to make these changes, the committee will not be expected to re-convene.

☐ 6. Also on Defense Day, the Ed Leadership Office will provide your committee with **one copy of your Dissertation Signature Page** for signature to use if you would like to make a printed, bound copy of the dissertation. The page will be in accord with current style requirements and be printed on 8 ½ " x 11" paper with at least 25% cotton content.

☐ 7. Should, however, the committee conclude that significant revisions are still necessary (e.g., a re-analysis of data), the committee and candidate will be expected to schedule a second defense and the signature page will remain unsigned.

☐ 8. After **completing all required revisions and** receiving approval from the student's dissertation chair and/or committee, the candidate will **submit the complete manuscript to the copy editor** approved by the Educational Leadership program for final review. The editor will review the manuscript to ensure that it complies with expectations found in the Doctor of Education in Leadership: Style and Policy Manual for Dissertations.[2]

☐ 9. Following the editing of the dissertation, the **copy editor will send you two electronic copies, a WORD document and a PDF document, of the finished edition**. **Use the PDF document** to upload to UMI. The Program Office will send you detailed instructions for uploading your document, Step 10. You will also receive an invoice for your portion of the copy editing costs.*

☐ 10. **Submission to UMI.** The Graduate School of Education and Counseling has chosen to use the services of UMI to store students' dissertations. Candidates are required to choose **Open Access** publishing so that their dissertation will be available to other scholars. They are also required to **allow UMI to file for copyright of their manuscript**. The specific details required to submit a dissertation to UMI may be obtained from the program office at (503) 768-6080.

☐ 11. When all of the above steps have been completed, **all grades for EDLL 750 will be converted from "Deferred" to "Credit."** This grade change will allow for the **awarding of the Ed.D. degree** at the nearest future degree posting date.**

☐ 12. Candidates are responsible for paying copy editing expenses over 8 hours. Checks are to be made out to "Lewis & Clark" and submitted to the program office.

☐ 13. Congratulations, you have completed your degree! Contact the Registrar's Office to pick up your diploma.

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* The department will cover all the editing costs if and when the editing takes less than 8 hours. Should a manuscript require more than 8 hours of editing, it will be the student's responsibility to reimburse the department for the cost of additional editing at a rate of $20 per hour.

** In order for degrees to post at the appropriate posting date, students are responsible for submitting their degree applications to the Graduate Registrar's office according to the yearly timeline. Generally, degree applications for December postings are due in September, applications for May postings are due in November, and applications for July and August postings are due in March.

Appendix G - 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: Pyrczak 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: Pyrczak 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.

Urdan, 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.