



**WILKES UNIVERSITY**

*Doctor of Education (Ed.D.) Program*

**Doctor of Education (Ed.D.)  
in Educational Leadership**

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**Handbook for Doctoral Students**

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**2017-2018**

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**Wilkes University  
School of Education  
Department of Educational Leadership  
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## Part I. The Doctoral Program

### Mission, Vision, Outcomes, & Competencies

The **mission** of the Doctor of Education, Educational Leadership Program is to empower leaders with the knowledge, skills, and abilities to effect change in educational systems through the synthesis of theory, scholarship, and practice.

The **vision** of the program is to develop authentic, ethical, courageous, and innovative leaders who transform educational culture and practice.

The **outcomes** of this program are to provide students with:

- the knowledge to serve as educational leaders in their respective fields;
- the skills to apply research to identify and study current issues and problems in the field of education and to analyze the resulting data toward the betterment of education;
- comprehensive training in the areas of administration or technology, to include skills specific to each field, as well as effective interpersonal and communication skills, analytic decision-making abilities, and effectual leadership strategies;
- dispositions that place value on all students and people and that promote understanding, respect, and an appreciation of diverse perspectives and cultures;
- opportunities to develop self and others through reflection, teamwork, and mentoring;
- the essential value of improving education for all students and society at large through informed, ethical, and reflective decision-making.

### Overview

The Doctor of Education (Ed.D.) in Leadership is designed as a post-master's advanced degree program that has a common core of educational courses designed to develop leadership and research skills in all students, as well as courses tailored to address the specialized knowledge needed for a chosen concentration of study.

The Ed.D. in Educational Leadership at Wilkes University requires 60 post-master's credits, including the writing of a dissertation. The common core of courses totals 30 credits in three areas: Leadership, Research, and Dissertation. Doctoral students currently select from one of two majors, each consisting of an additional 30 credit hours (10 courses):

- K-12 Administration leading to a PA Superintendent's Letter of Eligibility,
- Educational Leadership with three concentrations from which to choose:
  - Educational Technology
  - Curriculum and Instruction
  - Educational Leadership Studies

## General Requirements

The program requires 60 credits of course work, attendance at 3 annual residencies as a part of class, and the successful completion and defense of a doctoral dissertation. A minimum of 9 credits for the dissertation must be completed within the 60 credit hours. The guidelines for writing style and standards for scholarly work are described in the most recent edition of the *Publication Manual of the American Psychological Association (APA)* and are required for research papers and dissertations in this program.

Completion of the doctoral program requires that students successfully fulfill all coursework requirements with an overall cumulative GPA of 3.5 or higher, pass the Doctoral Qualifying Exam (DQE), develop a dissertation proposal in collaboration with the dissertation chair and successfully defend the dissertation proposal. After these requirements are completed, students will be admitted to candidacy. Upon elevation to candidacy, doctoral students must register for dissertation credit each academic semester (fall and spring) until the dissertation is completed and deemed defensible by the dissertation chair, in collaboration with the dissertation committee. Students must then successfully defend their dissertation to complete degree requirements. The total time taken to complete the doctoral degree based on the semester of initial acceptance may not exceed seven years.

Continuous enrollment in the program must be maintained by registering for courses in the fall and spring semesters. If special circumstances exist, doctoral students may file a Request for a Leave of Absence from the program for a fall or spring semester. This form must be completed prior to the first week of classes in the semester. Failure to file a form or repeated requests for leaves of absence will result in dismissal from the program by the dean of the School of Education. Approved leaves of absence are included in the seven-year time limit

**Leadership Competency Development.** The Doctor of Educational Leadership Program will enable the students to develop the following leadership competencies specific to their major program of study:

- Ethical decision-making & leadership practice
- Program development & management
- Curriculum design & instructional leadership
- Professional development & supervision
- Communication & public relations
- Financial & material resource utilization
- Labor relations & negotiations
- Principles of board relations & governance
- Strategic planning & policy determination
- Management of crises & innovation

## **Academic Integrity and Professional Conduct Policy**

The Doctor of Educational Leadership program's commitment to integrity and professionalism at Wilkes University requires academic honesty and ethical behavior on the part of its students, faculty, and staff. Conduct that is dishonest, evidences a lack of integrity or trustworthiness, or may unfairly intrude on the rights of others is considered serious and will be referred to the chair of the Department of Educational Leadership and then proceed through a review process as detailed in the School of Education's Academic Integrity Policy (see Appendix A).

**Academic Honesty.** It is expected that academic papers (e.g. research papers, dissertation proposals, and dissertations) submitted for course credit and for degree completion, reflect the original ideas and research of the student and that full credit and recognition be given to other scholars and sources of information. These standards for scholarly work in the doctoral program follow the most current edition of the *APA Manual* and also appear in the Wilkes University Graduate Bulletin. General violations and consequences regarding plagiarism at the University are outlined in the Bulletin; however, the specific School of Education policy for academic integrity appears online, in the Graduate Bulletin, and in this handbook. Knowledge of and adherence to academic honesty are expected of all doctoral students.

**Academic Honesty Procedures.** School of Education procedures, levels of violations, and consequences appear in Appendix A. All violations of academic integrity are to be documented and reported to the department chair. All doctoral students are to review this policy and sign acknowledgement of that policy as it applies to doctoral level work and the dissertation (see Appendix B).

**Ethical Behavior.** It is expected that students, faculty, and staff will adhere to and support the program's policies, procedures, and curriculum and will not let personal agendas or conflicts of interest influence work or interfere with the integrity of the learning and research environment. When conducting dissertation research, the ethical standards of the profession are to be followed and all approvals and protocols of the Wilkes Institutional Review Board are to be followed.

**Professional Conduct.** It is expected that students, faculty, and staff will conduct themselves in a manner that is professional and respectful of others. This includes both oral and written communication in face-to-face and in online class sessions. Remarks, both oral and in writing, made by students and faculty in class sessions are to uphold the integrity of the learning environment, demonstrate respect for diverse opinions, and regard for the policies and standards of the program, the profession, and the university.

**Professional Conduct Review Procedure.** Should a student's conduct, in face-to-face or in online class sessions, interfere in the teaching and learning process or demonstrate a lack of ethical behavior and professional conduct, it is the instructor's responsibility to address the student privately concerning the behavior. The chair of the Department of Educational Leadership should be notified when incidents of unprofessional conduct continue after being addressed by the instructor. The chair, in collaboration with the instructor, will make every attempt to address problems of this nature.

## **Attendance Policy**

Attendance at all doctoral class sessions is expected, as is punctuality and adherence to deadlines and dates set for assignments and presentations. For a live class format, either on site residency or synchronously online, one class absence for a legitimate reason may be permitted, if approved by the instructor. A second absence will result in a .5 point reduction from the final course grade. Each additional absence will result in .5 point deduction from the final grade.

For live class sessions (on site for residency or synchronously online), one absence is equated to a three-hour live class or a half-day for a full-day class session. Because doctoral courses are offered in a variety of models, the instructor will communicate the parameters of this attendance policy for the specific course, given its structure, but is required, by program policy, to adhere to these guidelines. The communication and enforcement of this policy is the instructor's responsibility.

Students at the doctoral level should expect that an absence from a class session in which a major assignment, presentation, or assessment is scheduled could result in a greater grade consequence than that set within this policy and should confer with the instructor in advance of the absence, if possible. If the absence is due to a sudden or unexpected event, the student should contact the instructor as soon as possible following the class meeting.

It is the doctoral student's responsibility to inform and seek the instructor's approval for any absences. It is an expectation at the doctoral level that absences from class should only be taken for emergencies or mandatory work requirements. Instructors have the right to ask students for verification of an absence and can decline to excuse students from class. Penalties levied within this attendance policy are not subject to grievance by students.

## **Late Work and Coursework Extension Policy**

All coursework, including assigned field and internship hours and related projects and assignments, must be completed by the due dates set in the syllabus and during the semester in which the student is enrolled in the course. If a student requires additional time for work that is due at the end of the semester, an extension may be requested up to four weeks and only with documented approval of the instructor. Exceptional circumstances must be presented to the course instructor as soon as they are realized.

**Extensions are typically limited to no more than four weeks from the end date of the semester.** The instructor will determine if an extension is warranted and will approve or deny the request. The instructor may apply any penalties stated in the syllabus for late work.

**It is the student's responsibility to turn in all work at the end of the four-week extension.** If the work is not turned in within four weeks, incompletes are automatically converted to a 0 by the registrar's office. If the extension is requested and approved for assigned field and internship hours and related projects and assignments, a failing grade in the course will be issued if the hours and related work are not completed or turned in by the end of the approved extension.



## Doctor of Education Grading Scale

4.0	A	94-100%	Academic achievement of superior quality
3.5	B+	87-93%	Academic achievement of good quality
3.0	B	80-86%	Academic achievement of acceptable quality in meeting course requirements but below the average required for graduation
2.5	C+	75-79%	Academic achievement of adequate quality but below the average required to meet course and graduation requirements
2.0	C	70-74%	Academic achievement below the average to meet course and graduation requirements
0.0	F	Below 70%	Failure--no course credit earned

Note: A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.

## Admission Policy and Criteria

**Admission Criteria.** All new students admitted to the program begin in the semester designated for the incoming cohort. Admission to the doctoral program will be based on several indicators of academic ability, including:

- the completion of an application submitted with a current resume or curriculum vitae and copies of professional state certification/teaching license (if applicable);
- the submission of a scholarly or professional project, report, paper, or product with a brief abstract explaining how this work gives evidence of the applicant's potential for leadership and scholarship;
- two references from professionals having knowledge of the applicant's academic ability, professional work, and leadership potential;
- a record of academic excellence and successful completion of coursework at the bachelor's and master's degree levels with earned degrees at both these levels evaluated through the submission of official transcripts from undergraduate and graduate institutions;
- international applicants who hold degrees from institutions outside of the U.S. are required to submit an evaluation of their undergraduate and graduate transcripts through World Education Services (WES)
- international applicants may be required to submit an official score from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination
- a successful interview with Doctor of Educational Leadership Program faculty;
- a satisfactory rating on an extemporaneous writing sample given at the time of the interview.

**Admission into the Program.** Students are initially admitted on a **conditional basis** after successfully meeting the admission criteria and will remain as conditionally accepted until the successful completion of the three Leadership Core courses and the first course in the Research Core with a grade of 3.0 or higher in each and an overall program GPA of 3.5, and until the Doctoral Qualifying Examination (DQE) is passed. After successful completion of these requirements, students will be notified of regular acceptance into the program. The seven-year timeline to complete the degree begins with the student's first semester of coursework once conditionally accepted.

### **Transfer Credits**

Students may be permitted to transfer up to 18 credits acquired post-master's toward the doctoral degree pending a review of transcripts from accredited institutions (See Appendix F, Request for Transfer of Post-masters Credits form). A request must be submitted for review to the chair of the Department of Educational Leadership. Credits must be posted on a graduate transcript **after** the date of the award of the master's degree from an accredited institution. Transfer credits must match existing credits contained in the scope of the doctoral program at Wilkes. Course descriptions will be reviewed to determine compatibility with existing Wilkes courses. Students may be required to submit course syllabi when course descriptions are inconclusive. Students may appeal decisions to the dean of the School of Education.

### **Accommodations for Students with Disabilities**

Wilkes University is committed to providing equal educational opportunity for all students who meet the academic admissions requirements. Both University policy and the law require that students with documented disabilities (as defined by the documentation guidelines) receive reasonable accommodations in order to have the opportunity to participate fully in our educational programs. If a student wishes to have a documented disability certified with the University, he or she must follow the procedures for obtaining academic accommodations on the University website at <http://www.wilkes.edu/about-wilkes/policies-and-procedures/disability-services-accommodation-procedures.aspx>. The first step is for the student to self-identify to the Office of Disability Student Services in University College, providing recent, qualifying documentation in accordance with the documentation guidelines found at <http://www.wilkes.edu/academics/colleges/university-college/disability-support-services-dss/documentation-guidelines.aspx>.

### **Program Completion**

Completion of the doctoral program requires that students maintain good standing and successfully complete and defend their dissertation in seven years. Students must also attend three residencies throughout coursework. This timeframe includes any approved leaves of absences.

**Low Residency.** Low residency is a 4-day intensive face to face component of a class that all students must attend three times throughout their program. Residency classes run throughout the semester in the online environment, with 4 days of class taking place on the Wilkes University

campus for U.S. students and at a designated international location for international students. Attendance at residency is mandatory for the following courses: ED 615 Professional Seminar in Educational Leadership (Year 1, Fall semester); ED 629 Strategic Thinking and Planning (Year 2, Summer semester). The year 3 residency is determined based on a student's position in the program and in collaboration with the faculty mentor. The dates for both campus and international residencies are available on the Ed.D. website approximately one year in advance and should be noted by all students required to attend.

**Maintaining Good Standing.** Retention in the doctoral program is based on maintaining good academic standing. To maintain good standing, students must:

- maintain the highest level of academic honesty and integrity as prescribed in the University's Graduate Bulletin and in the *Handbook for Doctoral Students*;
- maintain continuous enrollment in the doctoral program (fall and spring semesters);
- earn a minimum grade of 3.0 in each of the Leadership Core courses and also in ED 681 with a passing score on the final examination in that course while maintaining an overall cumulative GPA of 3.5;
- pass the Doctoral Qualifying Examination (DQE);
- earn a minimum grade of 3.0 in each of the remaining courses in the research core and in all major courses, maintain an overall cumulative GPA of 3.5, and earn a Pass in ED 697 and in ED 698;
- register each fall and spring for ED 698 through the successful defense of the proposal;
- register each fall and spring for ED 699 through the successful defense of the dissertation.

**Retaking Courses.** A course in which a student earns less than a 3.0 must be retaken prior to completion of the program. Students receiving a grade less than a 3.0 will be placed on academic probation. Earning two grades of less than a 3.0 will result in dismissal from the doctoral program.

### **Time to Complete the Program**

The total time taken to complete the doctoral degree, including successful defense of the dissertation, cannot exceed seven years from the first semester of doctoral coursework following initial admission into the program and includes all approved leaves of absence. Continuous enrollment in the Doctor of Education in Educational Leadership degree program (fall and spring) is required until graduation; this includes students at the dissertation level. Students must register and successfully complete the dissertation core and defend the dissertation proposal and the dissertation within the seven-year timeframe.

**Leaves of Absence.** If special circumstances exist, doctoral students may file a Leave of Absence request from the program for a fall or spring semester prior to the first week of classes. The request form is completed by the student and submitted to the faculty mentor and also to the dissertation chair if a student is in ED 698 or 699. The mentor and dissertation chair, if applicable, review the request and make a recommendation to department chair. The department chair makes the final determination. Approval is only given for one semester at a time. Failure to file a form or repeated requests can result in dismissal from the program.

**Extension of Time to Complete the Degree.** Appeals for extension to complete the program beyond the seven-year limit are reviewed by the faculty and approved or declined by the department chair based on faculty recommendations and the evidence submitted by the student on a case-by-case basis and only in special circumstances. The process to appeal for an extension is available from the department office.

### **Program Administration**

The chair of the Department of Educational Leadership administers the doctoral program in Educational Leadership and works in collaboration with the faculty and the dean of the School of Education in the overall management of the program. Responsibilities include strategic planning and budget management; curriculum development and revision; program review and assessment; course scheduling and faculty assignments; supervision and evaluation of all staff and faculty working in the program, including dissertation chairs; monitoring and advising doctoral students. The chair, in consultation with the faculty, also ensures that the academic program and curricula are followed.

### **Faculty Mentors/Advisors**

Doctoral students are typically admitted into a cohort at the start of a designated semester (Fall, Spring, Summer) of each academic year and begin the program with common courses to promote broader discourse on issues in education. Students are assigned a **faculty mentor** who is a full-time member of the doctoral faculty. Faculty mentors advise students through graduation using online communication and individual and small group meetings to maintain communication, ensure collaboration, and provide support. Faculty mentors provide input to the department chair on decisions related to academic integrity and professional conduct, courses requiring special permission to register, requests for leaves of absence and extensions, and other matters related to the academic program and student progress through the program.

## Program of Study

### Course Work

The doctoral degree requires the successful completion of 60 credits. Doctoral core courses comprise **30 credit hours** and are required of all current students in the program to complete the degree. Students then select a **major** to meet the degree requirements and complete **30 credit hours** in that major. The major areas of study and the recommended program sequence appear in this section.

#### Doctoral Core Courses

##### Leadership Core -- 9 credits

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ED 610	Ethics for Educational Leaders
ED 612	Leadership, Diversity, & Societal Change
ED 614	Organizational and Leadership Theory

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##### Research Core -- 12 credits

##### Courses must be taken in sequence

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ED 681	Introduction to Educational Research (taken prior to DQE)
ED 682	Quantitative Methods for Educational Research I (prerequisite ED 681) AND
ED 683	Qualitative Methods in Educational Research I (prerequisite ED 681)

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And one of the following:

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ED 685	Quantitative Methods for Educational Research II (prerequisite ED 682) OR
ED 686	Qualitative Methods in Educational Research II (prerequisite ED 683)

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##### Dissertation Core -- 9 credits

##### Courses must be taken in sequence after research core

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ED 697	Dissertation Proposal Seminar (3 credits) (Year 3 Residency)
ED 698	Dissertation Proposal (prerequisite ED 697--billable for 3 credits with 3 earned credits after passing proposal defense)
ED 699	Dissertation (prerequisite ED 698—billable for 3 credits with 3 earned credits after passing dissertation defense)

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#### K-12 Administration Major Courses -- 30 credits

##### All major courses are required for PA Superintendent Certification

Note: Students who have previously completed their Superintendent's Letter of Eligibility outside of the Wilkes superintendent-certification only program will not be admitted into this major but into Educational Leadership.

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ED 623	Educational Technology Leadership (36 field hours required)
ED 625	Professional Development & Supervision (36 field hours required)
ED 627	Advanced Issues in Educational Law
ED 628	Human Resource Development & Labor Negotiations
ED 629	Strategic Thinking & Planning (Residency)
ED 650	Curriculum, Instruction, & Assessment (36 field hours required)
ED 652	Special Education Administration (36 field hours required)
ED 654	School Finance & Facilities Administration (36 field hours required)
ED 658	Advanced Studies in School District Leadership (90 intern hours required/taken at end of major)
ED 659	Superintendent Internship (prerequisite ED 658--90 intern hours required – taken at end of major)

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## Educational Leadership -- 30 credits

### Required Courses: 15 credits

- ED 615 Professional Seminar in Educational Leadership (Year 1 Residency)
- ED 626 Politics and Policy for Educational Leaders
- ED 629 Strategic Thinking & Planning (Year 2 Residency)
- ED 632 Cognition and Learning
- ED 643 Trends and Innovations in Instructional Technology

### Concentrations: 15 credits (select one)

#### Curriculum and Instruction

- ED 670 Curriculum Theory
- ED 672 Curriculum Design and Instructional Models
- ED 673 Controversies in Curriculum, Instruction and Assessment
- Two electives from available doctoral level courses, which can include ED 679 Internship in Curriculum and Instruction (90 intern hours)

#### Educational Technology

- ED 635 Integrating Technology for Diverse Learners
- ED 645 Technology Supported Assessment
- ED 646 Adaptive and Assistive Technology in Education
- Two elective courses from available doctoral level courses, which can include ED 639 Internship in Instructional Technology (90 intern hours)

#### Educational Leadership Studies

- ED 620 Educational Institutions and Systems
- Four elective courses from available doctoral level courses, which can include a 90-hour internship tailored to meet the student's career goals

Course descriptions and elective courses that may be offered appear in the University's Online Graduate Bulletin.

## Recommended Program Sequence

### Year 1

(12 credits)

Complete all Leadership Core courses (9 credits), ED 615/Residency and the first course in the Research Core (3 credits) with a minimum grade of 3.0 or above in each course and an overall GPA of 3.5 to remain in good standing and qualify for Doctoral Qualifying Examination (DQE)

#### Leadership Core Courses 9 credits

#### Year 1 Residency

#### Research Core Courses 3 credits

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### Year 2

(12 - 18 credits)

Apply to take & pass the **Doctoral Qualifying Examination (DQE)** after completing 12 credit hours of study in the program and prior to completing 24 credit hours to attain regular acceptance into the doctoral program. Attain formal admittance by passing the DQE.

#### Research Core Course 3 credits

#### Year 2 Residency

#### Major Courses 9- 15 credits

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**Year 3**  
**(12 – 18 credits)**

**Research Core Courses 3 credits**  
**Final Residency (year 3 or 4)**  
**Major Courses 12-18 credits**

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**Year 4**  
**(12 – 18 credits)**

Complete the Internship/Capstone course at the end of the major coursework  
**Research Core Courses 3 credits**  
**Final Residency (year 3 or 4)**  
**Major Courses 3-6 credits** includes Internship course(s) if elected or required

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**Years 5 - 7 as needed (9 credits)**

Identify dissertation chair pending approval from Department of Educational Leadership chair prior to registering for ED 698. After a successful proposal defense, then register for ED 699.  
**Dissertation Core Courses**

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**Doctoral Qualifying Examination (DQE)**

After successfully completing 12 credit hours (the Leadership Core and ED 681), doctoral students should apply to take their Doctoral Qualifying Examination to be considered for regular admission into the doctoral program. Students will not be permitted to continue in the program without passing the DQE.

**Content.** The examination focuses on the content, analytical skills, and scientific writing skills acquired in ED 610, 612, 614 based upon a case and one or more questions that require students to synthesize the information from the three courses comprising the Leadership Core.

**Permission to take the DQE:** Completion of the Leadership Core (ED 610, 612, 614) with a 3.0 GPA and completion of ED 681 with a 3.0 GPA and a passing score on the ED 681 final examination. Students must submit the intent form to take the DQE two weeks prior to the examination date.

**Purpose.** The intent of this examination is to assess students' abilities to apply and synthesize leadership and theoretical knowledge, to think analytically, and to write cohesively and scientifically in the manner as prescribed by the standards of APA and the Doctoral Program.

**Response Expectations.** The examination response is to contain relevant detail supported with salient research that addresses the case in a cohesive and analytical manner. Knowledge of relevant, reliable, and current information should be evident in each response. Outside reference and resource materials may be used with proper credit and citation included in a reference page supplementing the exam submission.

**Scoring.** Faculty members teaching in the doctoral program use a standard rubric to ensure that scoring remains consistent. Students may achieve a pass or fail on the DQE, which includes content from ED 610, 612, and 614. A pass is considered an average score of 3.0 or higher score on a 4.0 scale for each of the three content areas. A conditional pass occurs if only one of the

three content areas is not 3.0 or higher. A fail is considered an average score below 2.0. Students who fail this examination with an average score below a 2.0 are dismissed from the program. Students with an average score from 2.9-2.0 on any one of the three content areas are required to consult with their faculty mentor and the writer of that question. The student may then retake the DQE question for the particular content or be dismissed from the program. To proceed in the program, students who score from 2.9-2.0 must achieve an average score of 3.0 or higher on the DQE retest. If the average score on the retest is below a 3.0, the student is dismissed with no option for retesting.

### **Field Work & Internships**

Some courses in the doctoral curriculum, particularly those courses in the K-12 Administration major leading to the Superintendent’s Letter of Eligibility, require field work with field-based projects related to the objectives of the course. The field work in the K-12 Administration major culminates in the completion of a formal internship related to the major and desired certification. Internship courses are available on an elective basis in all concentration areas during the last semester of the completion of the major with the faculty mentor’s approval. All students receive an *Internship Guide* when enrolling for the specific internship course in their major.

**K-12 School Administration.** Internship courses are ED 658 Advanced Studies in School District Leadership and ED 659 Superintendent Internship and are required for certification.

<b>Course Number</b>	<b>School Administration Course Title</b>	<b>Field &amp; Intern Hours</b>
ED 623	Educational Technology Leadership	36
ED 625	Professional Development & Supervision	36
ED 650	Curriculum, Instruction, & Assessment	36
ED 652	Special Education Administration	36
ED 654	School Finance & Facilities Administration	36
ED 658	Advanced Studies in School District Leadership	90 (Intern Hours)
ED 659	Superintendent Internship	90 (Intern Hours)

The internship courses will be completed at or near the end of the major coursework under the direction of a mentoring administrator at a site-based location and the course instructor who serves as the university supervisor. A Leadership Competency Portfolio is required of K-12 Administration students and is to be compiled throughout that major program of study.

During the internship, students will

- ✓ arrange to work with a mentor at an educational site related to their major;
- ✓ integrate and synthesize their knowledge and ability in leadership and research to resolve real problems and issues in their chosen field of major;
- ✓ fulfill the program goals and objectives outlined in this handbook and the specific major competencies contained in the internship syllabus;
- ✓ develop a matrix of competencies met in the major program and through the internship (Note: K-12 Administration students must also compile a Leadership Competency Portfolio)



that provides coursework evidence of the competencies mastered throughout superintendent certification coursework and that internship);

- ✓ attend scheduled meetings set by the site administrator and university supervisor for discussion and evaluation of leadership skills, research techniques, and progress as an intern;
- ✓ submit the required work to the university supervisor for assessment at the conclusion of the internship.

**PDE Mandates and Guidelines for Administrative Certification.** Students admitted to superintendent preparation programs cannot begin superintendent coursework UNLESS they already hold an administrative or supervisory certificate. This will require students to obtain a K-12 principal certificate available through the Master of Education program prior to taking specific superintendent certification courses in the K-12 Administration major at the Doctor of Educational Leadership level. This will involve additional coursework. Faculty mentors will work with these specific students on an individual basis.

Students cannot be recommended by a post-secondary institution for the Superintendent's Letter of Eligibility *unless the students have the requisite three years of administrative or supervisory experience for the letter*, in addition to the successful completion of required coursework. After students provide evidence of this experience and take and pass the required Praxis examination, the institution can recommend the applicant for certification. The assistant superintendent certificate is no longer issued by the PDE.

**Leadership Competency Portfolio (LCP).** K-12 Administration students are required to compile a collection of specific instructor-designated assignments found in the course syllabi from the leadership core and major field coursework, which includes the internship courses (ED 658 and 659). The purpose of the portfolio is to provide evidence of mastery of specific leadership competencies to meet Pennsylvania Department of Education (PDE) certification standards. Evidence is to be retained by these students throughout the completion of the leadership core and major coursework and then planned and prepared for review during the internship courses (ED 658 and 659).

**Leadership Competency Matrix.** All internship students must document the attainment of the leadership competencies, which follow, during the internship experience, and if applicable, to the PDE standards related to the certification being sought.

As a general guide, students should construct a **matrix** that lists: 1) the leadership competencies; 2) the corresponding tasks, projects, and experiences related to each of the specific competencies completed in prior coursework with supporting evidence; 3) the specific PDE Guidelines aligned to each, as applicable; 4) the tasks, projects, and experiences planned for the internship that will address specific competencies where areas of need, as well as strengths, are indicated. This evidence is to be provided in a format that is acceptable to the internship instructor and planned collaboratively with the instructor at the beginning the internship. One **major project** in which the student takes a leadership role and completes during the internship is required.

### Leadership Competency Matrix

**Students will know and be able to apply principles, procedures, and concepts in each of the following leadership competency areas (R=Required and E=Elective):**

Leadership Competency	School Administration	PA Leadership Competencies for Superintendents		Curriculum and Instruction	Educational Technology	Educational Leadership Studies
		Core	Corollary			
1. Ethical decision-making & leadership practice	R	1	1, 4, 5	R	R	R
2. Program development & management	R	2, 3		R	R	R
3. Curriculum design & instructional leadership	R	2, 3	1	R	R	E
4. Professional development & supervision	R		1, 3, 6	R	E	E
5. Communication & public relations	R		3, 5	R	R	R
6. Financial & material resource utilization	R		2	E	E	E
7. Labor relations & negotiations	R		2, 4	E	E	E
8. Principles of board relations & governance	R	1, 2	3	R	R	R
9. Strategic planning & policy determination	R	1, 2, 3	2, 5	R	R	R
10. Management of crises & innovation	R	3	2	R	R	R

## The Dissertation Process

### The Research Idea

It is expected that doctoral students at this stage are well read on pertinent literature related to their areas of interest to identify a research topic worthy of study. Doctoral students should have identified a researchable problem from the literature. One of the most challenging steps of the dissertation process is converting an area of interest into a researchable problem and clearly articulating the study design in the dissertation proposal. It is essential that students seek the advice of their faculty mentors, potential dissertation chairs, and other qualified individuals with similar interests and expertise in research.

When selecting the dissertation topic and developing a work timeline, students should keep several key points in mind:

- they must have the intellectual ability and scientific writing skills, as well as the time and dedication, to attain command of both the topic area and the methodology while developing a proposal of the research study;
- research studies should be manageable in scope and be able to be completed with available resources within the time frame of the program, which includes time for review and revision at all levels for the proposal and for the dissertation through the defense;
- the proposed area of study should be clearly written and well documented as a need within existing literature, be relevant to the program of study, reflect the highest standards of academic integrity, meet the standards of rigorous scholarship required of dissertation research, add to the existing body of research on the topic, and inform practice.

After the dissertation chair has been selected and approved and after the dissertation chair approves the research topic and methodology, a student can begin formal work on the dissertation proposal.

### Dissertation Courses

**ED 697 Dissertation Proposal Seminar.** Students may register for ED 697 in the last semester of formal coursework. This course is a three-credit pass/fail course conducted in a low residency, intensive format.

During ED 697, doctoral students will receive instruction and support in developing a preliminary dissertation proposal from the course instructor. At this point in the program, students will be expected to

- ✓ become familiar with the dissertation process and proposal format,
- ✓ uphold the standards of academic integrity as mandated by the department, the academy, and the standards of the profession,
- ✓ continue to develop and refine relevant problems of study for potential research,
- ✓ determine an appropriate research design for the selected problem,

- ✓ review the ethical implications and related approval process for inclusion of human subjects in research by completing mandatory certification required by the Wilkes Institutional Review Board (IRB),
- ✓ identify and obtain approval for appointment of a dissertation chair (complete and submit appropriate form). If a student cannot secure a dissertation chair, the student will have to withdraw from the program or request a leave of absence until a chair can be secured.

**ED 698 Dissertation Proposal.** ED 698 is a three-credit pass/fail course conducted by appointment with the dissertation chair to provide individualized support and direction to students work on their proposal. A student who does not have a chair cannot register for ED 698.

In ED 698, students continue to develop and later defend their dissertation proposal under the close guidance of their dissertation chair with support from the committee. Students who seek the support of their dissertation chairs through the summer must register for the appropriate dissertation course with the approval of the dissertation chair. Dissertation chairs are not obligated to provide dissertation support unless the student is registered for the appropriate dissertation core course.

ED 698 is a pass/fail credit-bearing course; students are billed for three doctoral credits until a successful proposal defense at which time they earn three-credits. Special permission is required to register for ED 698. Students must be enrolled in ED 698 during the semester of their dissertation proposal defense.

After successful completion of the dissertation proposal defense, the student completes the application for Wilkes University Institutional Review Board (IRB) approval and registers for ED 699. If amendments to the proposal are required by the IRB, the student should work on these in consultation with the chair and committee. Upon receipt of IRB approval, the student can then, and only then, begin to collect data.

**ED 699 Dissertation.** ED 699 is a pass/fail graded, credit bearing course; students are billed for three doctoral credits until a successful defense at which time they earn three-credits. Special permission is required to register for ED 699. Students must have successfully defended their dissertation proposal to register for ED 699. A student who does not have a chair cannot register for ED 699. Students must be enrolled in ED 699 during the semester of their dissertation defense.

Students are required to register for ED 699 each semester (fall and spring) until the successful completion and defense of the completed dissertation. Students who seek the support of their dissertation chairs and committee through the summer must register for the appropriate dissertation course, but only with the dissertation chair's agreement and with special permission. Dissertation chairs, nor committee members, are obligated to provide dissertation support unless students are registered for the appropriate dissertation course.

Failure to register for ED 698 or ED 699 each academic semester (fall/spring) will result in dismissal from the program. The dean of the School of Education will notify students of this decision in writing.

**Responsibilities of the Student at Dissertation Stage.** The dissertation is the student's work and responsibility. The dissertation proposal and proposal defense, and the dissertation and its defense provide evidence of the student's knowledge and ability as a scholar. As such, the student must adhere to and is responsible for maintain the highest standards of academic integrity in the proposal and dissertation as prescribed by the Department of Educational Leadership, the School of Education, Wilkes University, the standards of the academy and the profession, and as described in the most current *Publication Manual of the American Psychological Association (APA)*.

It is the doctoral student's responsibility to submit drafts to the dissertation chair and committee and to make revisions in a timely manner. Drafts of proposals and dissertations submitted to the chair and committee are held to the same standards of academic integrity as the final proposal and final dissertation. The student is to provide committee members and other reviewers with drafts in electronic and/or hard copy format based on the preference of those individuals.

Revisions are to be made by the student in consultation with the dissertation chair, based on the recommendations of those reviewing the proposal and dissertation. Revised submissions are to reflect the student's efforts to produce a high quality document that adheres to the standards as described previously. It is the student's responsibility to produce a proposal and dissertation and conduct research that reflects the highest levels of academic integrity and adheres to the ethical treatment of human participants.

Final editing and formatting of the defensible proposal and the defensible dissertation are the student's responsibility under the guidance and advisement of the dissertation chair and the committee. If a student wishes to obtain outside editing support, it is the student's responsibility to find and contract with an editor for services.

When the dissertation chair, in collaboration with the committee members, deems that the proposal and the dissertation are ready for defense, the student will then follow the procedures outlined in this handbook. The proposal and the dissertation, at the time of their defense, are to represent the student's best effort to create a pristine document that conveys content with accuracy and integrity and incorporates the scientific writing style and format requirements as set forth in Part II of this handbook and in the most recent *Publication Manual of APA*. At the time of dissertation defense, the student is to have submitted a final, edited, defensible dissertation. .

### **Dissertation Chair, Committee Members, and School Personnel**

**Dissertation Committee Chair.** The dissertation chair and committee members must hold terminal degrees (PhD or EdD). The selection of the dissertation chair is made by the doctoral student under the advisement of the faculty mentor and must be approved by the chair of the Department of Educational Leadership before any formal work begins with the chair on the proposal. Full-time faculty members from the Wilkes University School of Education and only approved adjunct EdD faculty may serve as chairs. A student who is considering a chair from among the full-time Wilkes University faculty members outside the School of Education or a School of Education adjunct faculty member should consult with their faculty mentor and the chair of the Department of Educational Leadership for approval before approaching these

individuals. Faculty members who are on sabbatical leave cannot serve as dissertation chairs while on leave. A faculty member who leaves the employment of Wilkes University cannot continue to serve as a dissertation chair unless special circumstances warrant continuance in that role.

An adjunct faculty member within the School of Education or a full-time faculty member outside of the Department of Educational Leadership cannot chair more than three dissertations at one time because of the time commitment involved in this process.

It is the doctoral student's responsibility to secure a dissertation chair. Dissertation chairs receive doctoral credit for each dissertation chaired, but reserve the right to decline due to existing responsibilities or unfamiliarity with the proposed research topic or methodology. The student must fill out the **Approval for Appointment of Dissertation Committee: Chair/Members** form (see Appendix F), obtain signatures, and submit it to the department chair for approval.

The dissertation chair guides the doctoral student in identifying the remaining committee members, contingent on approval from the department chair. The student and the dissertation chair cannot engage committee members in any work prior to approval of the members by the chair of the Department of Educational Leadership.

The dissertation chair is the doctoral student's primary advisor during all phases of the dissertation process. The dissertation chair is the leader of the committee and is the liaison between the student and the Department of Educational Leadership and the School of Education. Dissertation chairs have the responsibility to be familiar with and to follow all Department, School of Education, and University policies, procedures, and guidelines related to academic integrity, the development of the proposal and the dissertation, and the defense process. The dissertation chair convenes committee meetings, the proposal defense, and the dissertation defense and serves as an examiner during the proposal and dissertation defenses.

The student will work with the dissertation chair to determine the specific dissertation problem to be studied and the appropriate research methodology and ensure that the research study is both rigorous and valuable to the field of education. The dissertation chair is responsible for providing technical and content direction, advisement, and assistance in conjunction with other committee members. The dissertation chair has the overarching responsibility to ensure that the proposal and dissertation have addressed the requirements for the protection of human subjects in research prior to applying to the Wilkes University Institutional Review Board (IRB) for approval.

**Dissertation Committee Members.** Committee members advise students throughout the dissertation process in areas appropriate to their expertise. Members are responsible for reviewing and evaluating the proposal and the dissertation. As the proposal is drafted, the dissertation committee guides the student in its development in consultation with the dissertation chair. The committee makes a determination on the quality of the proposal taking into account the contribution of the proposed research to the field of education, the soundness of the research design, protection of human participants, the quality of writing and adherence to the most current style and format required in the *Publication Manual of APA*, as well as the guidelines and standards of the Department and School of Education. Committee members are to be present at

defenses either physically or through the use of technology to serve as examiners. In extenuating circumstances and when deemed necessary by the dissertation chair to be in the best interest of the student, alternate forms of committee member attendance for defense will be considered on an individual basis with approval by the chair of the Department of Educational Leadership.

**Selection of Dissertation Committee Members.** Individuals who hold terminal degrees are eligible to serve as members of the dissertation committee. Dissertation committee members should possess a range of expertise pertinent to the topic and the methodology. The dissertation committee is limited to three members: the dissertation chair and two committee members. The following are eligible to serve as dissertation committee members: full-time Wilkes University faculty members, adjunct faculty working in the School of Education holding terminal degrees, and experts in the field external to Wilkes University holding terminal degrees. If a student selects an external committee member having no affiliation with the University, a vita or resume must be submitted to verify the individual's educational background and expertise to serve on a dissertation committee. The student must fill out the **Approval for Appointment of Dissertation Committee: Chair/Members** form (see Appendix F), obtain signatures, and submit it to the department chair for approval.

**Changes to the Dissertation Chair or Committee Members.** Changing the dissertation chair or committee member(s) is not recommended and can only take place in consultation with the chair of the Department of Educational Leadership chair at the request of the student or the dissertation chair. Agreement from an individual qualified and willing to replace the existing dissertation chair or committee member must be tentatively secured before such a request is made. The chair of the Department of Educational Leadership makes the final determination to allow or disallow any change.

A chair may drop a student if there is significant conflict created by the student and/or lack of progress from the student because of noncompliance with the chair's guidance and direction, lack of effort to adhere to the standards of APA and the department, submission of substandard work on a continual basis after receiving feedback, repeated failure to communicate or meet with the chair when scheduled, or other reasons within the student's control. The chair of the department must approve dropping a student from a dissertation chair's roster. If a student cannot secure a new chair, the student will be unable to register for ED 698 and 699 and will likely be recommended for dismissal from the program for not maintaining continuous enrollment. If the student secures a new chair and is then dropped by the new chair due to continued issues stemming from the student's performance, the student will not be permitted to secure yet another chair and will be recommended for dismissal from the program.

**Examiners.** The chair of the Department of Educational Leadership will appoint two examiners to serve at each defense. An attempt to match the research topic and/or methodology to the examiner's area of expertise will be made. Every effort will be made to retain the same examiners for the defenses of the proposal and the dissertation. Examiners are voting members of the defense process and will work with the dissertation chair and committee to determine the outcome of the proposal and dissertation defenses.

**Chair of the Department of Educational Leadership.** The chair of the Department of Educational Leadership is available as a consultant to each student and to the dissertation committee. The chair of the Department of Educational Leadership will appoint examiners and may be directly involved in defenses as an examiner. The department chair, in consultation with the dissertation chair, schedules the defense date. The chair of the Department of Educational Leadership signs the **Outcome of the Dissertation Proposal and Elevation to Candidacy** (see Appendix F).

The chair of the Department of Educational Leadership receives a copy of the final defended dissertation and signs the **Signature Page** of the dissertation, indicating acceptance of the student's work as the head of the Department of Educational Leadership.

**Dean of the School of Education.** The dean serves as an ex officio advisor for all doctoral students and dissertation committees. The dean or a designee is available as a consultant to each student and dissertation committee and may be directly involved in the dissertation proposal approval process and the defense of the dissertation as a non-voting examiner.

The dean endorses the student's elevation to doctoral candidacy. The dean of the School of Education receives a copy of the final defended dissertation and signs the **Signature Page** of the dissertation indicating acceptance of the student's work as the head of the School of Education.

### **The Proposal Defense Process**

The student and the dissertation chair must be cognizant of the time the dissertation process takes and plan the completion of the program accordingly. On average, proposals take from two to three semesters to finalize.

**The Proposal Defense.** After the dissertation chair, in collaboration with the committee, determine that a proposal is defensible and in its final form, the student and chair of the committee complete the **Proposal Defense Request** form (see Appendix F) and submit the form with the final version of the defensible proposal to the Department of Educational Leadership no less than two weeks before proposed dates OR the end of the semester. Examiners need time to thoroughly review a proposal before its defense, so the student and dissertation chair must extend that profession courtesy to examiners and be cognizant of time constraints as the semester begins to draw to a close. Students and chairs should refer to the Doctor of Education Academic Calendar for defense deadlines.

**Purpose of the Proposal Defense.** The proposal defense is an assessment to examine the dissertation proposal and to ensure that it has academic merit and an appropriate research design given the problem. The student is to be prepared to discuss the rationale for choosing the topic based on existing literature, the research problem, its significance, the theoretical framework and related literature, the research method, and the design of the study. The student will address questions from the committee and examiners, and the candidate can ask clarifying questions during the process so that a dialogue results that is focused on supporting the candidate's scholarship.



Because the proposal defense is also designed to be a supportive venue to strengthen the research study, recommendations will likely be made that result in revisions to the proposal. The examiners and committee can determine that a revised proposal be submitted to the chair, the chair and committee, or that an additional meeting with the committee and examiners be scheduled with the candidate before proceeding to the IRB.

**Role of Committee Chair.** The committee chair convenes the meeting and takes detailed notes of recommendations that are agreed upon and discusses these with the candidate after the proposal defense. A copy of these notes is to be provided to the candidate.

**Presentation by Candidate.** The candidate should prepare for the proposal defense with the following information.

- **Background of Research Problem:** Provide a brief background as to why this topic is worthy of study.
- **Research Questions/Hypothesis:** Discuss the research questions and sub questions and hypothesis, as appropriate to the design of the study.
- **Contribution to scholarship:** Provide a brief background on the existing literature and how the study might contribute to scholarship and practice.
- **Methodology:** Explain the methodology and design and the plan to accomplish the research
- **Timeline:** Share the projected timetable for data collection and analysis, writing the dissertation, and completing this work.
- **Questions and Answers:** Respond to questions throughout the presentation from examiners and the committee and engage in discussion of the research proposal by posing questions to improve the proposal and the research process.

**Discussion & Decision.** At the end of the presentation, the candidate will leave the room so the committee and examiners will discuss recommendations and determine the status of the proposal and if it should be submitted to the IRB.

**Proposal Defense Evaluative Criteria:**

1. **Pass:** The student will proceed to ED 699 with no revisions.
2. **Pass with Revisions:** The student will have minor revisions to be submitted to the chair within two weeks to receive approval to register ED 699 after confirmation from the chair. The student may immediately proceed to IRB.
3. **Conditional Pass:** The student will have revisions to be submitted to the chair and committee and cannot register for ED 699 until the revised proposal is accepted by the full committee. The student may not proceed to IRB until the revised proposal is accepted.
4. **Revise and Redefend:** The student will be required to complete major revisions to the proposal and be required to redefend. The student may not proceed to ED 699 and IRB until a successful redefense. After three unsuccessful proposal defenses, the student will be dismissed from the program.

The chair, committee members, and examiners will deliberate after the defense, inform the student of the outcome. After all examiners have discussed, voted, and come to a majority consensus on the outcome, they will sign and date the **Outcome of the Dissertation Proposal and Elevation to Doctoral Candidacy** and submit this to the Department of Educational Leadership. Depending upon the outcome of the proposal defense, the student may apply for Wilkes IRB approval following IRB application guidelines. After approval is given by the IRB, data collection can then begin.

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

Research involving human subjects is required to be reviewed and approved by the IRB of Wilkes University before data collection can begin. Students who plan to include human participants in their research must follow the University's procedures to apply and obtain written approval from the IRB contingent on the outcome of the proposal defense. The dissertation chair should review the application prior to its submittal and be listed as the faculty sponsor. The IRB meets monthly from January-June and from August-December. IRB applications should be submitted at least one-two weeks prior to the meeting. The IRB application and required documents are available on the Wilkes website. It is advisable for the student to ask the dissertation chair to review the IRB application prior to its submission. A model letter of informed consent appears in a later section of this handbook. Further guidelines for writing a letter of consent are available on the Wilkes IRB website.

The IRB approval is to be referred to in the proposal and the approval document from the IRB should appear as an appendix in the proposal and dissertation, in addition to sample letters of informed consent, interview protocols, questionnaires, observation forms, surveys, and other data collection instruments related to the research study. Details related to the IRB process are shared in ED 697 Dissertation Proposal Seminar and appear on the IRB webpages on the Wilkes website.

Wilkes University's IRB requires that principal investigators have current training in the protection of human subjects in research and recommends completion of the free, comprehensive training program available through the National Institutes of the Health (NIH) Office of Extramural Research.

Data collection cannot be initiated without review and approval from the IRB. A student who begins any part of the dissertation's data collection before the proposal is defended and finalized and before IRB approval is given will be in violation of the policies of the department (see Academic Integrity and Professional Conduct section) and may result in dismissal from the Doctoral Program.

### **The Dissertation Defense Process**

After the dissertation has been written and reviewed by the committee, the dissertation chair, in collaboration with committee members, determines when the dissertation is in its final defensible, edited form. The student is responsible for supplying completed copies of the dissertation (either electronic or hard copies, as requested) to all committee members and

examiners. At the time of the defense, the student is to defend a final pristine document and not a draft. Students must successfully defend their dissertation in order to complete the degree requirements.

When the dissertation chair determines that the dissertation is ready for defense, the dissertation chair will submit the **Notification of Intent: Defense of the Dissertation** (see Appendix F) by the deadlines indicated on the Doctor of Education Academic Calendar.

**Preparing for the Dissertation Defense.** There are various books and articles that can help students prepare for the defense. A defense typically lasts from one-two hours at which time students present their original research and respond to questions from the examiners. The dissertation committee chair should confer with the student prior to the defense and inform the student of the processes and procedures that will be followed.

**Defense Proceedings.** The dissertation chair serves as the chair of the defense and as an examiner. Examiners also include the committee members and the examiners. The dean of the School of Education may attend any defense and may serve as a non-voting examiner. The defense consists of three parts: presentation, examination, and deliberation:

1. The **presentation** portion of the defense is open to observers from the Department of Educational Leadership and University faculty, other students in the Ed.D. Program, and those whom the student wishes to invite.
2. After the presentation, the observers are excused from the proceedings and the second portion of the defense, the **examination**, begins. During that time, each examiner asks questions of the student. After the examiners have questioned the student, the student will be excused so the examiners can deliberate.
3. The third portion of the defense is the **deliberation** by the examiners chaired by the dissertation chair. During the deliberation, all examiners supply reviews relevant to the strengths and weaknesses of the dissertation. The dissertation chair will compile the reviews and share a synopsis with the student immediately after deliberations. All examiners will discuss, vote, and come to a majority consensus on the outcome.

**Dissertation Defense Outcomes.** Examiners will determine the status of the defense using the following outcomes based on a majority consensus:

1. **Pass.** The student will be recommended for the degree without further revision or examination.
2. **Pass with Revisions.** The student will be recommended for the degree subject to amendments or further revisions to the text, but without further examination.
3. **Conditional Pass.** The student will be recommended for the degree subject to further revision to the text and may be called to defend revisions to satisfy the examiners' questions.

4. **Revise and Redefend.** The student will not yet be recommended for the degree but will be permitted to resubmit the dissertation in a revised form and called to defend the dissertation again.
5. **Fail.** The student will not be recommended for the degree and a new dissertation cycle will be suggested or no opportunity for future submission or defense will be granted.

If no revisions or only minor revisions are needed (Outcomes 1 and 2), the signatures of the examiners should be obtained at the close of deliberations on the Signature Page of the dissertation. If revisions are required (outcome 2), the dissertation chair can notify examiners that the revisions to the dissertation have been satisfactorily made upon receipt of the final draft of the dissertation from the student.

If revisions are needed following the dissertation defense, examiners may withhold signatures until revisions have been made and questions have been satisfactorily addressed (Outcome 3).

Should the examiners determine that the dissertation and defense are not satisfactory while in deliberations, the student may be permitted to resubmit the dissertation in a revised form and defend the revised dissertation (Outcome 4).

The examiners may also determine that a student should not be awarded the degree and choose to either suggest a new dissertation cycle or determine that no opportunity for future submission or defense be granted (Outcome 5).

Oral notice on the outcome of the defense will be given to the student by the dissertation chair at the end of the executive session. A detailed summation of the revisions based on the examiners' reviews should be provided to the student by the dissertation chair.

**Completion of the Dissertation Process.** The student is responsible for completing all revisions to the dissertation prior to graduation and for ensuring that the dissertation adheres to the most recent APA and Departmental guidelines. The dissertation chair will inform the student that the dissertation is in its final form and can be submitted to the designated provider for publication. The student should contact the Department's administrative assistant for specific information on final dissertation processing.

Two professionally bound, original copies of the final dissertation are to be provided at the student's expense to the Department of Educational Leadership and the University library. The student may elect to obtain personal copies at an additional expense to the student.

## **Graduation**

Candidates who are preparing to defend their dissertation should register for a graduation audit during the semester of the intended defense with the approval of the faculty mentor. The paperwork for graduation is initiated through the registrar's office; however, the registrar does not approve the student for graduation, the chair of the Department of Educational Leadership has this responsibility. A graduation audit of the student's transcript will be completed in the Department, and after a successful defense, signed and forwarded to the registrar.

## **Part II. Guidelines for Writing the Dissertation Proposal and Dissertation**

The requirements detailed in the most current edition of the *Doctoral Student Handbook* should be regarded as the prescribed style for a dissertation from the Wilkes University Department of Educational Leadership and from the School of Education. Dissertations should comply with the current guidelines and standards of the most current version of the *Publication Manual of APA* and the Department. Any deviations from APA are noted in this section and are intended for the dissertation proposal and dissertation only. Doctoral students are required to purchase and be very familiar with the most current *Publication Manual of APA* and use the manual as a constant reference in regard to writing style and format throughout the doctoral program.

### **Organization of the Written Research**

The Dissertation Organization Outline, which follows, lists elements to be included in the dissertation and highlights those that should also appear in the proposal. Detailed information about the structure of the proposal and dissertation appears in the “Dissertation Proposal and Dissertation Guidelines” in this section.

The specific organization of the dissertation should fit the overall nature of the study. It is critical that students follow the direction of their dissertation chair in determining the methodology and modifications to the content of the written format that are most appropriate for the study they intend to pursue. Under the guidance of their dissertation chair, students are expected to meet the prescribed style for a dissertation proposal from the School of Education at Wilkes University.

### **Dissertation Organization Outline**

Items marked with an asterisk (\*) are included in the proposal, as well as in the final dissertation.

- \* Title page
  - Signature page
  - Copyright (optional)
  - Dedication (optional)
  - Acknowledgment (optional)
- \* Abstract
- \* Table of Contents
- \* List of Tables (if any)
- \* List of Figures (if any)
- \* Chapter I. Statement of the Problem
- \* Chapter II. Review of the Literature
- \* Chapter III. Methodology
- Chapter IV. Findings
- Chapter V. Conclusions
- \* References
- \* Appendices

**Table of Contents.** The table of contents for the proposal lists all of the elements of the proposal with accompanying page numbers. The table of contents should be double-spaced between entries with entries longer than one line single-spaced. (Refer to the sample table of contents page.)

**Dedication and Acknowledgments.** A doctoral student may choose to dedicate the dissertation to a person or persons who have had significant impact on the author's work. This dedication, if included, should be brief and placed before the acknowledgments on a separate page.

Acknowledgments give credit for external support received throughout the dissertation process and generally recognize the contributions of committee members and others who made important contributions. Acknowledgments may also express gratitude for the use of copyrighted or otherwise restricted materials, if appropriate.

### **Style and Formatting**

Students must refer to the most recent edition of the *Publication Manual of APA* for specific writing and style guidelines.

The dissertation proposal is typically used as the basis for the first chapters of the dissertation, with modifications and additions as appropriate. For example, the literature review from the proposal may need updating. On the other hand, the research questions and hypotheses are not modified to match later findings.

A research proposal generally describes a study that the student will complete; a dissertation describes the completed study. The writing in the final document should reflect this shift from future tense to present or past, as dictated by the research. In the literature review, for example, discussions of reported research activities are generally described in the past tense. Methods from the proposal that were described in the future tense will need to be changed in the dissertation to past tense when describing work that has been completed.

**Margins and Spacing.** Each page of the dissertation document must be double-spaced, with one-inch margins on all sides. This applies to all pages of the document, including the abstract, title, illustrations, tables, appendices, and resume pages. It is the doctoral student's responsibility to ensure that these standards are met in the original document and all photocopies.

The dissertation document should use left justification. Paragraphs should be indented using the tab key set at one-half inch or five to seven spaces. Lines should run naturally short or long but must not run into the margin area. Italics should be used only as indicated by APA style standards. The final document should be double-spaced, including block quotes of 40 words or more. No extra spacing appears before or after headings or between paragraphs.

**Typeface.** The document should be typed in 12-pt. Times New Roman. The same typeface should be used throughout the manuscript; however, the use of another typeface in figures or tables is acceptable. The *Publication Manual of APA* states that a sans serif font (e.g. Helvetica, Universe, etc.) may be used in figures. If an alternative typeface is used in figures, it is important that usage remain consistent throughout the figures of the document. Photocopied materials in

the appendices, such as informed consent forms or questionnaires, should maintain the original typeface.

**Hyperlinks.** At present, APA has no definitive standard for the formatting of hyperlinks; however, most documents are now accessible in both electronic and print copy. It is recommended that hyperlinks remain active or be made active in the proposal and dissertation to allow for the verification of sources, but formatted in black rather than blue font for the final version of the dissertation.

**Section Levels and Headings.** The appropriate use of headings is important for organizing the information presented in a dissertation. The *Publication Manual of APA* contains a style guide for five levels of headings. The title of the dissertation should not appear as a heading on Chapter I, rather the chapter title is the level 1 heading. (Note: This deviates from the APA standard.)

**Running Heads and Page Numbering.** The title page should have the running head identified and the running head should appear throughout the document, as appearing below and on the sample title page.

On the title page—Running head: TITLE 50 CHARACTERS CAPITALIZED  
Subsequent pages—TITLE 50 CHARACTERS CAPITALIZED

For all pages with Arabic page numbering, the page number should be in the upper right-hand corner of the page with a one-inch margin above and a one-inch margin to the right of the page number. In all cases, there should be a double space between the page number and the text of the page. The running head will be aligned with the left margin to the left of the page number.

For all pages with Roman numeral page numbering—the abstract, dedication, acknowledgment, table of contents, list of tables, and list of figures—the page number should be centered at the bottom of the page with a one-inch margin under the page number. Numerals on pages in the body of the work should be Arabic and should appear within the corner defined by the upper and right margins of each page. References and appendices are numbered as continuations of the text Arabic numerals. (Note: This deviates from the APA standard.)

Because the dissertation is a published document, the title page, signature page, and copyright page should not be numbered. This applies to both the proposal (title page) and the dissertation. (Note: This deviates from the APA standard.)

**Graphics.** Graphics appropriate for use in dissertations include illustrations, maps, diagrams, photos, and plates and will be labeled and listed as figures. They should be of comparable print quality to the manuscript. Graphic pages must be titled in the same font size and style as the rest of the manuscript, and numbered in Arabic numerals. Graphics must not exceed the margin requirements outlined in this handbook for text pages.

Figures and tables included within the text, not as appendices, should be integrated into the text of the document and not at the end of the text.

**Writing Style.** The dissertation is one of the highest levels of scholarship. Proper grammar and usage are required. The dissertation should be written in a formal and direct style that clearly and concisely delineates each stage of the study. It should accurately report the details of the research in a technical, straightforward style. Ambiguous or informal language should not be used. Continuity in words, concepts, and themes are required to clearly convey ideas.

Language that may suggest bias on the basis of gender, age, sexual orientation, race, ethnicity, or disability should be avoided. Differences should only be mentioned when relevant. To acknowledge participation in the study, the term *participants* or *respondents* should be used in place of the impersonal, *subjects*. Language that labels people should be avoided whenever possible. Generic nouns and word endings, such as *man*, and pronouns referring to one gender, such as *he*, should not be used when speaking of both genders. Word choice should reflect the terminology currently used in the field of study related to sexual orientation, racial and ethnic identity, disabilities, and age.

**Defensible Proposal and Dissertation.** A doctoral degree is conferred in recognition of a high level of scholarship, which includes an ability to write cogently about issues in the chosen field. Students with concerns about their writing abilities are advised to devote as much time as possible to studying the most current APA style manual. Final editing and formatting of the defensible proposal and the defensible dissertation are the student's responsibility under the guidance and advisement of the dissertation chair and the committee. If a student wishes to obtain outside editing support, it is the student's responsibility to find and contract with an editor for services.

The dissertation chair, in collaboration with committee members, has the right to delay a defense if the standards for research, APA writing style and format, or departmental guidelines have not been met in the document submitted by the student for defense. The department chair can also delay the scheduling of a defense if departmental guidelines are not met in the final document submitted with the intention to defend. These guidelines appear in this section of the *Doctoral Student Handbook*. In such instances, the student and chair will be contacted and the deficiencies will be identified so that they can be addressed and the defense can be scheduled for a future date.



## Sample Title Page

*[Text on the title page should be centered, taking into consideration the margin specifications.]*

Running head: TITLE 50 CHARACTERS CAPITALIZED  
(INCLUDES LETTERS, PUNCTUATION, AND SPACES)

### Dissertation Title

[Note: The title should be a succinct summary of the topic and include key terms that identify the scope and nature of the study. The title should generally should not exceed 10-12 words and avoid the use of unnecessary words.]

Candidate's Full Name  
Institution

A dissertation submitted to the  
School of Education  
at  
Wilkes University  
in partial fulfillment  
of the requirements for the degree of  
Doctor of Education

Month day, year

## Sample Signature Page

(Note: This is prepared by the department and only a placeholder page needs to be included by the student.)

This is to certify that the dissertation entitled:

Dissertation Title

prepared by

Candidate's Full Name

is approved in partial fulfillment of the requirements for the degree of Doctor of Education in Educational Leadership at Wilkes University.

Approved by:

Dean of the School of Education

Date

Chair of the Department of Educational Leadership

Date

Chair of the Dissertation Committee

Date

Committee Member

Date

Committee Member

Date

Examiner

Date

Examiner

Date

School of Education  
Wilkes University  
Month day, year

**Sample Copyright Page  
(optional)**

Copyright © year Candidate's first and last name

All rights reserved

[Note: Copyrighting the dissertation is optional. Candidates who wish to apply for a copyright for their work will do so upon its publication through ProQuest.]

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## Sample Letter of Informed Consent

Wilkes University  
School of Education  
84 W. South Street Wilkes-Barre, PA 18766

### Letter of Informed Consent

**Title of Study:**

**Principal Investigator:**

**Phone:**

**Email:**

Dear

You are invited to participate in a research study conducted by [insert your name], as a graduate student to earn the Doctor of Education degree in Educational Leadership from Wilkes University. You should read the information below and ask questions about anything you do not understand before deciding to participate. If you agree to participate, you will be asked to sign this form, and you will be given a copy of the form.

**Background and Purpose of the Study:** [Insert a brief synopsis of study and its purpose in language easily understood to the participants.]

**Study Procedures and Time Involvement:** If you agree to participate, you will [Insert what participants will be expected to do, complete, or disclose if agreeing to participate. Give an estimate of the time participants will have to commit to this study and when they will need to be available.]

**Benefits and Risks:** [Insert the direct benefits of the study to the participants, if any, and possible benefits to their institution, to practice, or existing research. Insert any payment or compensation that will be provided now or in the future, if any. If there is no compensation state that clearly. Detail any risks to the participants or clearly state that there are no risks.]

**Confidentiality:** [Insert the measures that will be taken to protect the participants in connection with the study and how identifiable information will be handled.]

**Participant's Rights:** [Modify as appropriate to your study] Your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are entitled. You can choose not to participate. The results of this research study may be [insert how the results of this study will be used.] There is no future compensation or payment to participants as a result of this study.

**Contact Information:** If you have any questions or concerns about this research study, contact the principal investigator, [insert your name, phone number, and email] or [insert the name of your dissertation chair, phone number, email], who is the faculty member supervising this research.



If you have questions, concerns, or feel your rights have been violated as a research participant, you may contact the chair of the Wilkes University Institutional Review Board (IRB) at (570) 408-XXXX.

**Statement of Consent:** I have read the above information and agree to participate.

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

**Name (Print)** \_\_\_\_\_

**[Add if media is being used and remove the specific media not being used.]**

- I agree to be audio-recorded/video-recorded/photographed.
  
- I do not agree to be audio-recorded/video-recorded/photographed.

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

**Name (Print)** \_\_\_\_\_

# Dissertation Proposal and Dissertation Guide

## General Writing, Organization, and Format Guidelines

### 1. Writing Style

The proposal/dissertation is written in scholarly, scientific language using a writing style that adheres to the current standards of APA. Writing presents information in an accurate, balanced, objective, and in proposals, tentative manner. The writing is clear, precise, and demonstrates economy of expression. Statements are specific and topical sentences are established for paragraphs. The flow of words is smooth and comprehensible. Connections are established between ideas and transitions are used to move smoothly from section to section or chapter to chapter.

### 2. Organization and Format

The proposal/dissertation adheres to the current standards of APA and

- a. is logically and comprehensively organized, using headings and subheadings where appropriate;
- b. has a professional, scholarly appearance;
- c. is written with correct grammar, punctuation, and spelling;
- d. includes citations for the following: direct quotations, paraphrasing, facts, and references to research studies; and
- e. in-text citations are found in the reference list.

### 3. Tables and Figures

For both the qualitative and quantitative data, tables and figures

- a. are self-descriptive, informative, and conform to current APA standards;
- b. are directly related to and referred to within the narrative text of the sections;
- c. have immediately adjacent comments;
- d. are properly identified as prescribed by current APA standards;
- e. have copyright permission (if not in the public domain).

## Dissertation Proposal and Dissertation Guidelines

### Abstract

1. The **Abstract** includes all of the following
  - a. describes the overall research problem being addressed in the first sentences and indicates why it is important (e.g. who would care if the problem is solved);
  - b. identifies the purpose and theoretical foundations, if appropriate;
  - c. summarizes the key research question(s);
  - d. describes, briefly, the overall research design, methods and data analysis procedures;
  - e. identifies the key results, one or two conclusions, and recommendations that capture the heart of the research (for the dissertation only);
  - f. concludes with a statement on the implications for positive social change and applications to the local problem from which the research emanated;
  - e. is between 150 to 250 words presented in a single paragraph that is not indented.

### Chapter I. Statement of the Problem

**Note:** These sections can be reordered with the exception of the introduction and Definition of Terms, based on the study, but these headings and content need to appear in Chapter I.

#### 1. Introduction

The introduction is untitled and has a clear statement demonstrating that the focus of the study is on a significant problem that is worthy of study. There is a brief, well-articulated summary of the problem and mention of the methodology that will be used to study that problem. The need for the study is summarized with citations leading to more detailed discussion in Chapter II.

#### 2. Problem Statement

In quantitative studies, the problem statement concisely states what will be studied by describing at least two variables and a conjectured relationship between them.

In qualitative studies, the problem statement describes the need for increased study of and understanding about the issue to be studied.

#### 3. Purpose of the Study

The purpose of the study is described in a logical, explicit manner without opinion, advocacy, or bias as related to the local problem and the existing research (to be detailed in Chapter II).

#### 4. Research Questions and Hypotheses

The research questions (and sub questions) and hypotheses (**in quantitative studies only**) are briefly and clearly described. These appear again in Chapters III and V. Research questions and hypotheses emerge as a result of a thorough review of the literature.

## 5. Theoretical or Conceptual Framework

The theoretical or conceptual framework is presented as an overview in this chapter that will be discussed in greater depth in Chapter II. The theoretical or conceptual framework consists of the ideas from existing theory and concepts from the literature that support and justify the research being conducted.

6. **Assumptions and Limitations, in quantitative studies only**, provide descriptions of facts assumed to be true but not actually verified, potential weaknesses of the study, and the bounds of the study.

## 7. Significance of the Study

The significance of the study is described in terms of its possible application to the local problem from which the research emanates, its relevance to the profession, its contribution to existing literature, and potential for positive, social change (improvement of human or social conditions by promoting the worth, dignity, and development of individuals, communities, organizations, institutions, cultures, or societies).

## 8. Definitions of Terms

The definition of terms is provided as they relate to the study. Each *term* is introduced in italics with parallel wording and construction throughout the list of terms and definitions (i.e. complete sentences or phrases with an em dash [*term*—definition]). The terms appear in alphabetical order. Citations are included as needed.

## Chapter II. Review of the Literature

**Note:** These are guidelines for the function and purpose of the literature review. The organization of the literature review and the topics discussed will be dependent on the study. \*An exhaustive literature review averages between 30-50 pages in length.

1. There is an untitled **introduction** that describes the content and organization of the literature review.
2. The literature review is an integrated, critical chapter on the most relevant, reliable, and published knowledge on the topic. It is an exhaustive review of the literature that synthesizes the existing research related to the problem. It is not sectioned into separate disjointed thoughts or studies. The review is organized around major ideas or themes and uses headings and subheadings to clearly identify its structure.
3. The review of related research and literature is clearly related to the problem as expressed in topic headings and subheadings that are related to the research problem, participants or site, research questions and hypotheses, and the study's purpose.
4. After a thorough review of the literature, Chapter I should be revisited and refined to ensure the purpose of the study, its research questions, theoretical framework, and significance are connected to the literature review and emerged as a result of that review. During the

dissertation research process, updates to the literature review can be made to reflect the findings of the study.

5. The review of related research and literature includes comparisons and contrasts of different points of view or different research outcomes and the relationship of the dissertation research study to previous research.
6. The review contains concise summaries that define the most important aspects of the theory that will be examined or tested and the research variables (for quantitative studies) or substantiate the rationale or conceptual framework for the study and the potential themes and perceptions to be explored (for qualitative studies).
7. The content of the review is primarily drawn from:
  - a. acceptable peer-reviewed journals or papers, research-based scholarly journals, research reports, dissertations and theses, professional books (other sources must be justified as to their inclusion in the review);
  - b. recent literature and research (within 5 to 10 years of the date of the study);
  - c. classic literature or seminal research over 10 years old, if related to the theoretical or conceptual frameworks or the history and background of the problem.

### **Chapter III. Methodology**

#### **For Qualitative Studies:**

1. The **introduction** is untitled and describes how the research design derives logically from the purpose of the study and the research questions.
2. **Rationale for Research Approach**  
The choice of the general research approach is justified with reasons given as to why the chosen design is most appropriate one for the study. The research questions and sub questions appear in this section and are clearly connected to the rationale.
3. **Research Design**  
The specific qualitative research design that will be used is explained in detail, to the extent that the study can be replicated by another researcher. The rationale as to why the design was selected is explained.
4. **Site and Sample Selection**  
The context for the study is described and justified, as needed. The site and sample are described as are the measures taken to maintain the confidentiality of the participants and the site. There is a justification for the number of participants, which is balanced with depth of inquiry--the fewer the participants the deeper the inquiry per individual. Any convenience sampling is justified within the context of a robust study. The criteria or sampling strategy for selecting participants are specified as appropriate to the study. Demographic information related to the population or research site are described, as appropriate to the study.

## 5. **Data Collection Procedures**

The procedures for data collection are explained in detail. Procedures for gaining access to the site and participants are described. Data collection tools such as interview guides, observation guides, etc. are included in the Appendix section. Choices about the data to be collected are justified. Data collected are appropriate to answer the questions posed in relation to the qualitative approach chosen. How and when the data are to be collected and recorded is described.

## 6. **Ethical Considerations**

The measures taken for ethical protection of participants and are clearly explained.

## 7. **Data Analysis**

How and when the data will be analyzed is articulated. Procedures for dealing with discrepant cases are described. If a software program is used in the analysis, it is clearly described. The coding procedure for reducing information into categories and themes is described. Data analysis procedures after coding are described.

## 8. **Role of the Researcher**

- a. The role of the researcher is fully described in terms of past/current professional roles at the setting, past/current professional relationships with the participants, and how these past/current roles and relationships are likely to affect data collection.
- b. The researcher's experiences or biases related to the topic are described and measures to monitor and control biases are detailed.

## 9. **Validity and Reliability**

- a. Methods to address validity or trustworthiness and the reliability of the data are explained and appropriate and specific to the study.
- b. Delimitations in the design of the study or limitations of the study are discussed.

## **For Quantitative Studies:**

1. An untitled **introduction** section includes a clear outline of the study. The context for the study is described and justified.

## 2. **Research Design**

The research design section

- a. includes a detailed description of the research design and approach, to the extent that the study could be replicated by another researcher;
- b. provides justification for using the design and approach;
- c. derives logically from the research problem and the purpose of the study;
- d. clearly articulates dependent, independent, or other variables;
- e. clearly describes, in detail, any treatments used;
- f. explains delimitations and limitations of the design, if needed; and
- g. details the ethical considerations taken for protection of the participants' rights.

### 3. **Setting and Sample**

This section describes and defends

- a. the population from which the sample will be or was drawn;
- b. the sampling method, including the sampling framework used;
- c. the sample size;
- d. the eligibility criteria for study participants; and
- e. the characteristics of the selected sample.

### 4. **Instrumentation and Materials**

- a. Instrumentation or data collection tools are described and include: the names and the types of instruments, the concepts measured by the instrument, how scores are calculated and their meaning, the processes needed to complete instruments by participants.
- b. Assessment of the reliability and validity of the instrument(s) is explained. If the instrument was created by the researcher, data from pilot testing are provided. If an established instrument is used, data from the literature are provided.

### 5. **Data Collection Procedures**

The steps and processes of the data collection are explained, in detail, and a description of any pilot study procedures are included, as applicable.

### 6. **Data Analysis**

Note: In the proposal, the plan for data analysis is described. In the dissertation, this is revised to include the initial analysis of the data.

The plan for data analysis describes the:

- a. nature of the scale for each variable,
- b. scoring of the instrument,
- c. selection of the appropriate statistical techniques to be used for the research questions,
- d. assumptions for the selected statistical techniques that will be tested.

### **For Mixed Method Studies:**

1. An untitled **introduction** includes a rationale for the use of mixed methods in a single study.
2. **Research Design**
  - a. Provides justification for using the design and approach;
  - b. Includes a description of the multiple forms of data collection and analysis (concurrent or sequential).
3. Doctoral students should work with their chair and committee to develop and describe the components of the selected mixed methods approach. Guidelines for qualitative and quantitative methods appearing in this document should be used, as appropriate, in the selected mixed methods approach.

## Chapter IV. Findings

### For Qualitative Studies:

1. The **introduction** is untitled and restates the purpose of the study and the research questions.
2. The **findings**
  - a. build logically from the problem and the research design;
  - b. are presented in a manner that addresses the research questions;
  - c. are consistent with the research questions and the underlying theoretical or conceptual framework of the study.
3. Discrepant cases and non-confirming data are included in the findings.
4. Patterns, relationships, and themes described as findings are supported by the data. The manner in which the analysis of the data occurred is evident. All salient data are accounted for in the findings.
5. Appropriate evidence for the findings appears in the appendices (data tables).

### For Quantitative Studies:

1. The **introduction** is untitled and restates the purpose of the study and the research questions.
2. The **findings**
  - a. build logically from the problem and the research design;
  - b. are presented in a manner that addresses the research questions and hypotheses, as they were stated;
  - c. are consistent with the research questions or hypotheses.
3. The sample is described and any preliminary data analysis should be included. Descriptive statistics of all variables in the research design are reported.
4. The data analysis should logically and sequentially address all research questions and hypotheses.
5. The results of the statistical tests are reported by the research questions and hypotheses. Tables and graphs are used appropriately to organize the results from the statistical analysis.
6. The results are logically and systematically summarized and interpreted in relation to their importance to the research questions and hypotheses.

### For Mixed Method Studies:

1. The **introduction** is untitled and restates the purpose of the study and the research questions. Data are presented in the appropriate manner for the type of study conducted.
2. The **findings**
  - a. build logically from the problem and the research design;



- b. are presented in a manner that addresses the research questions or hypotheses;
  - c. are consistent with the research questions or hypotheses and the underlying theoretical/conceptual framework of the study.
3. Doctoral students should work with their chair and committee to report findings by the guidelines for qualitative and quantitative research appearing in this document, as appropriate, for the selected mixed methods approach.

## **Chapter V. Conclusions**

1. The section begins with a brief overview of why and how the study was done, reviewing the questions or issues being addressed and a brief summary of the findings.
2. The **Discussion of the Findings** includes conclusions that address all of the research questions, and relates the findings to a larger body of literature on the topic, including the theoretical/conceptual framework. This chapter contains references to outcomes in Chapter IV and is bounded by the evidence collected.
3. Discussions of the limitations of the study and its findings are included, as needed.
4. **Implications** of the study's results are described as applicable to the problem, to practice, and its contributions to the larger field of educational research, and/or society and are clearly grounded in the significance section of Chapter I and findings presented in Chapter IV. Headings can be:

### **Recommendations for Practice**

### **Recommendations for Future Research**

5. The work closes with a concluding statement related to the overall purpose of the study.

## **References**

The references at the end of the proposal should include all works cited in the proposal, and conversely, all works listed as references must have been cited in the text of the proposal. Refer to the *Publication Manual of APA* for formatting guidelines and examples to accurately cite work in the text and to compile the reference list.

## **Appendices**

The purpose of appendices in the dissertation is similar to that of the proposal except that they may now be expanded to include additional documents or data pertinent to the study that does not lend itself to the text of the document, such as additional tables, figures, matrices, case studies, transcripts or other lengthy forms of data. As stated previously, each appendix is labeled with a capital letter in the order mentioned in the main text. (Refer to the *Publication Manual of APA* for specific directions.)

**Dissertation Proposal Defense Process  
Flowchart**

Chair in collaboration with Committee approves the proposal for defense.



The **Request for Proposal Defense** is sent to the administrative assistant with the final, edited defensible proposal at least one week prior to the agreed upon date. The final dissertation proposal reflects all editing and adheres to current APA style and format, complies with departmental guidelines for format and content, and reflects doctoral level writing.

**NOTE: DEFENSES WILL NOT BE SCHEDULED WITHOUT THE FINAL PROPOSAL SUBMITTED AT LEAST ONE WEEK PRIOR TO THE SELECTED DATE TO ALLOW EXAMINERS TIME TO READ THE DOCUMENT AND PREPARE QUESTIONS.**

Examiners are scheduled by the dissertation chair in collaboration with the department chair. The student is responsible for sending printed or electronic copies to all involved in the defense.



**The Proposal Defense** is scheduled through the department and communicated by email to those involved.



**Proposal Defense takes place,**

Recommendations for revisions are made by the dissertation chair, committee members, and examiners at the defense with the dissertation chair taking notes to review with the student.

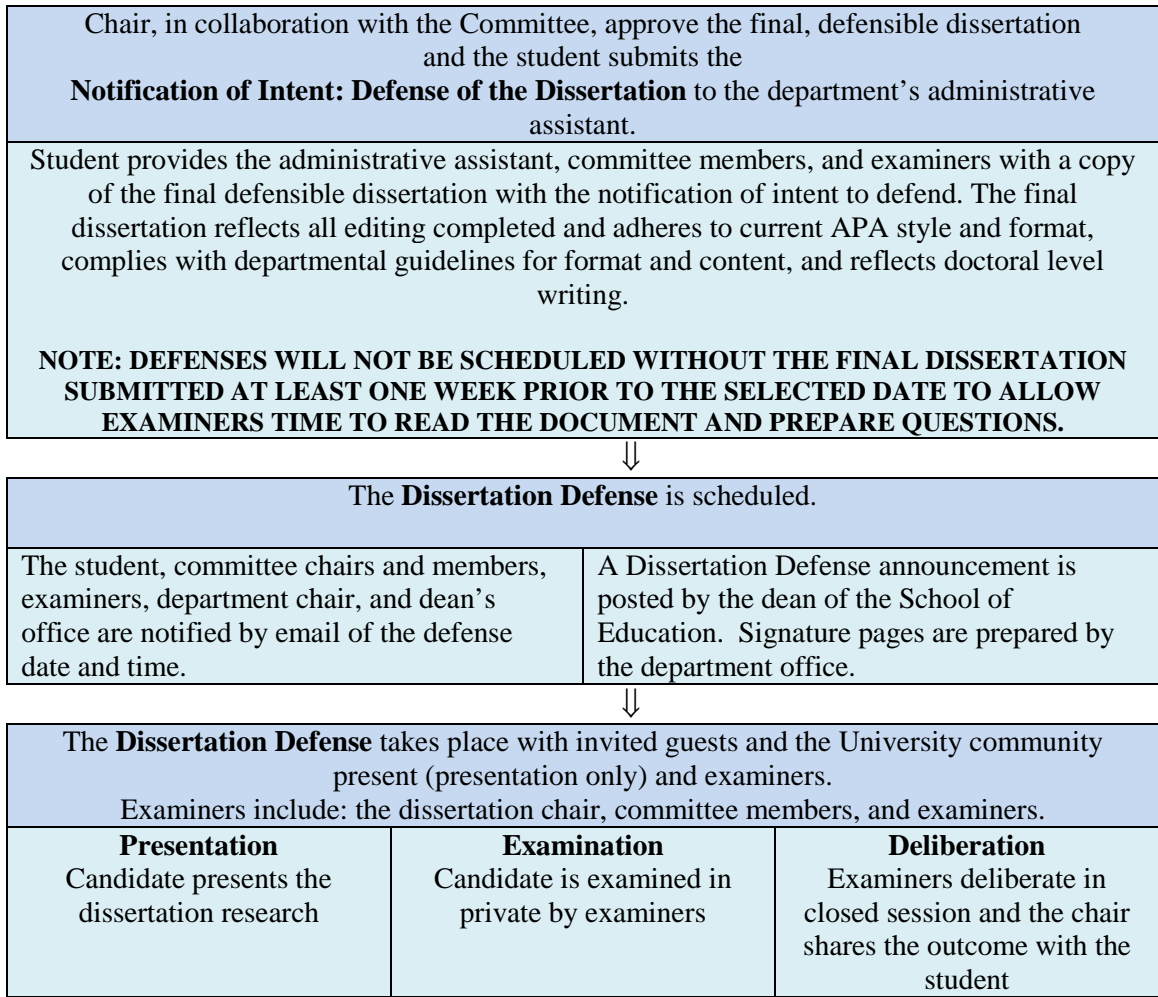


The **Outcome of the Dissertation Proposal and Elevation to Candidacy** is signed by the dissertation chair, committee members, and examiners and submitted to the administrative assistant for processing.

If further work on the proposal is required, the student will work under the direction of the chair before the IRB application is submitted.

If the proposal is approved, the student submits the IRB application for approval. Upon notification of IRB approval, data collection can begin.

**Dissertation Defense Process  
Flowchart**



## Appendix A

### Wilkes University School of Education – Graduate Level

#### Academic Integrity Policy

(Portions of this policy adapted from Seton Hall University's Plagiarism/Academic Integrity Policy. <http://www.shu.edu/academics/education/phd-counseling-psychology/plagiarism-academic-integrity-policy.cfm>)

Wilkes University holds the following principles to be essential to responsible, professional behavior for employees and students: honesty, trustworthiness, integrity and dignity, as well as respect and fairness in dealing with other people, a sense of responsibility towards others and loyalty toward the ethical principles promoted by the University through our mission, vision and values. It is important that these principles and the tradition of ethical behavior be consistently demonstrated and carefully maintained.

The School of Education at Wilkes University is highly invested in demonstrating the critical importance of these principles for the students in our programs. All faculty members are charged with upholding the high professional standards that will become the foundation for the professional development of our students. Any suspicion of academic dishonesty that is detected by faculty or staff is to be addressed as outlined in the procedure below. A quality education requires that students are as aware of their ethical responsibilities as they are their program content.

Students must assume personal responsibility to ensure that their work is original and that it is properly referenced. The American Psychological Association's Manual of Style is used as the guide for proper citation of work that is referenced by students in their research and writing.

Instructors and staff will utilize anti-plagiarism tools as a means to enforce compliance with this policy.

Students are required to acknowledge receipt of this policy as a part of their admissions process. Reference to the policy is made in the syllabus of each class and it is available for review on the University website.

This policy is intended to provide clear expectations for the conduct of students and to provide a clear process for the handling of any infractions. The examples are provided to create a context for the determination of the level of infraction and certainly are not all inclusive.

#### Academic Integrity Violations

**Cheating** – The use of information or materials that are written, verbal, electronic or viewed from another student's work without the prior knowledge or authorization of the instructor. Cheating can also be alleged if there are conversations (verbal or electronic) during the administration of a test or if an effort is made to solicit exam information from another student.

**Fabrication** – Misrepresentation of research data or creation of research data that does not exist. Fabrication can also take the form of falsifying information such as the submission time or date of assignments, reasons for tardiness of assignments or reporting false information regarding another student.

Unauthorized access to or obstruction of intellectual property – Theft of course materials from an instructor or theft of another student’s work would constitute unauthorized access. Intentionally denying access to resource materials or referenced materials to interfere with the academic progress of others would constitute obstruction of intellectual property.

Facilitation of academic dishonesty – Allowing another student to use one’s work without the authorization of the instructor. Providing information regarding exams or assisting a student in obtaining unauthorized materials is also considered fabrication.

Plagiarism – The submission of work without the proper use of citation or quotation marks. The use of the words or ideas from others presented as one’s own for a portion or all of one’s work. This includes, but is not limited to, material from books, journals, the internet or other students or individuals. Paraphrasing that is too close to the original work and incomplete citations are also considered plagiarism.

This list is meant to be a framework to disseminate the expectation for academic integrity. The list and the examples are not exhaustive. Violations of this policy are classified by the severity of the infraction. Below are the recommended sanctions assigned to each level. The sanctions listed are used as a guide for enforcement of the policy. Those charged with levying the sanctions are not restricted to the sanctions listed.

Low Level - These offenses happen because of inexperience or lack of knowledge of academic standards by the persons committing the offense. These infractions involve a small part of the total course work, or occur on a minor assignment. The following are some examples:

- Working with another student on an assignment without instructor authorization.
- Failure to footnote or give proper acknowledgment in an extremely limited section of an assignment.

Recommended sanctions for low level offenses are listed below; one or more of these may be chosen in each case:

- Required attendance in a non-credit workshop or seminar on ethics or related subjects.
- An assigned paper or research project on a relevant topic.
- A make-up assignment at the same level of difficulty.
- A make-up assignment at a more difficult level than the original assignment.
- No credit given for the original assignment.

Records of students who commit low level offenses will be maintained in the Department Chairperson’s/Director’s Office until graduation. One year after the student graduates, all documentation, paper/electronic, of low level offenses will be destroyed.

Medium Level – These violations are those characterized by dishonesty of a more serious nature or which affect a more significant aspect or portion of the course work.

The following are some examples:

- Quoting directly or paraphrasing, to a moderate extent, without acknowledging the source.
- Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructor.

- Using data or interpretative material for a laboratory report without acknowledging the sources or the collaborators. All contributors to preparation of data and/or to writing the report must be acknowledged.
- Receiving assistance from others, such as research, statistical, computer programming, or field data collection help that constitutes an essential element in the undertaking, without acknowledging such assistance in a paper, examination, or project.

The recommended sanction for medium level offenses is one year of academic probation. The student will receive zero points on the work and will fail the course. The student will be allowed to reregister for the course after a designated period of time.

Notation of academic probation will be placed on the student's transcript and will remain for the period in which the sanction is in force. A letter from the Dean of the School of Education will be sent to the student and a copy will remain in the student's educational record. Records of students who commit medium level offenses will be maintained in the Department Chairperson's/Director's Office until graduation. One year after the student graduates, all documentation, paper/electronic, of medium level offenses will be destroyed.

**High Level Offense** – High level offenses include dishonesty that affects a major or essential portion of work done to meet course requirements and/or involves premeditation, or is preceded by one or more violations at low and medium levels. Examples include:

- Copying on examinations.
- Acting to facilitate copying during an exam.
- Using prohibited materials, e.g., books, notes, or calculators during an examination without permission from the instructor.
- Collaborating before an exam to develop methods of exchanging information and implementation thereof.
- Altering examinations for the purposes of regrading.
- Acquiring or distributing an examination from unauthorized sources prior to the examination.
- Plagiarizing major portions of a written assignment.
- Presenting the work of another as one's own.
- Using a purchased term paper or other materials.
- Removing posted or reserved material, or preventing other students from having access to it.
- Fabricating data or inventing or deliberately altering material (for example, citing sources that do not exist).
- Using unethical or improper means of acquiring data.

The normal sanction to be sought for all high level offenses or for repeated violations of low or medium offenses is a minimum of one year Academic Ineligibility from the University and a failing grade for the course. The notation of Academic Ineligibility will be placed on the student's transcript and will remain for the designated period, at minimum. The student may request reinstatement and may retake the course after the designated time period. The designation of Academic Ineligibility will remain on the student's transcript until there is action by the student to have it successfully removed. In certain instances, students may be placed on Permanent Academic Suspension.

**Severe Level Offenses** – These offenses represent the most serious breaches of intellectual honesty. Examples of serious level offenses include:

- All academic integrity infractions committed after a previous medium or high level academic integrity violation.
- Infractions of academic integrity resembling criminal activity (such as forging a grade form, stealing an examination from a professor or from a university office; buying an examination; or falsifying a transcript). (Actions that may be construed as criminal activity will be handled by the appropriate legal authority as directed by the University's protocol.)
- Having a substitute take an examination or taking an examination for someone else.
- Fabrication of evidence, falsification of data, quoting directly or paraphrasing without acknowledging the source, and/or presenting the ideas of another as one's own within a master's thesis or doctoral dissertation, in scholarly articles submitted to refereed journals, or in other work represented as one's own as a graduate student.
- Sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment.

Willful violation of the code of conduct for Professional Educators issued by PDE (22 Pa. Code §§235.1 -

235.11) [http://www.portal.state.pa.us/portal/http://www.portal.state.pa.us;80/portal/server.pt/gateway/PTARGS\\_0\\_123531\\_870687\\_0\\_0\\_18/code%20of%20conduct.pdf](http://www.portal.state.pa.us/portal/http://www.portal.state.pa.us;80/portal/server.pt/gateway/PTARGS_0_123531_870687_0_0_18/code%20of%20conduct.pdf)

The normal sanction for all severe level offenses and a repeat infraction at high level offenses is immediate and Permanent Academic Suspension from the University. A notation of the permanent suspension will be placed on a student's transcript and will remain permanently.

Please note: For Academic Integrity policy violations in those programs requiring certification, a substantiated violation at the medium level or higher will result in “no” response on the PDE submission question requiring affirmation of “Good Moral Character” and a notation referencing the violation of this policy.

#### Procedure for enforcement

The student will be made aware of the Academic Integrity policy at the time of initial application and throughout their educational experience. As a part of the application process, applicants will receive a copy of the policy and will be required to complete and submit a form that acknowledges that they have received and read the policy. Applications will not be processed without this documentation. The policy will be referenced in the syllabus of each course and is posted on the University website for easy reference.

The Program Coordinators and Full-Time Faculty are in the best position to ascertain the full impact of the actions of the student and are the catalysts to begin the process of inquiry regarding the allegations of a violation, regardless of the source of the allegation.

For the Doctoral Level programs, the Full Time Faculty member will replace the Program Coordinator in the procedures outlined below.

When an instructor is made aware of a violation of the Academic Integrity Policy at the Low Level, the instructor, under the direction of the Program Coordinator, will complete an Academic Integrity Violation Charge Form, communicate with the student and include their feedback on the form. The form and supporting documentation will be submitted to the Program Coordinator for review. The Program Coordinator and Instructor will determine the sanction. The sanction will be communicated to the student by the instructor. Documentation of the infraction will be kept on file with the Department Chairperson/Director through graduation. One year after the student graduates, all documentation,

paper/electronic, of low level offenses will be destroyed.

When an instructor is made aware of a violation of the Academic Integrity Policy at the Medium Level, following consultation with the Program Coordinator, the student will be notified and the case and all supporting documentation will be forwarded to the Program Coordinator and the Department Chairperson/Director. The instructor will complete an Academic Integrity Violation Charge Form, communicate with the student and include their feedback on the form. The form and supporting documentation will be submitted to the Program Coordinator and the Department Chairperson/Director for review. The Department Chairperson/Director, the Program Coordinator and the Instructor will determine the sanction. The instructor will communicate the sanction to the student. Documentation of the infraction will be kept on file with the Department Chairperson/Director through graduation. If part of the sanction is Academic Probation, this designation will be placed on the student's transcript for the designated period. One year after the student graduates, all documentation, paper/electronic, of medium level offenses will be destroyed.

When an instructor becomes aware of a violation of the Academic Integrity Policy at the High or Severe Level, the instructor will immediately inform the Program Coordinator, the Department Chairperson/Director and the Dean of the School of Education. The instructor will complete an Academic Integrity Violation Charge Form. This will initiate a Formal Review Process. Supporting documentation will be reviewed and a letter to the student will be compiled and sent, via certified mail, to the student with information regarding the allegation, supporting documentation and notice that a Faculty Panel will be convened to review the evidence. The student will be allowed to submit feedback within a designated timeframe. The student may request to be present for the panel review and may choose a member of the campus community to be present as an internal advisor. The Dean will convene a Faculty Panel and set a meeting date for review of the evidence. The recommendation of the panel will be submitted to the Dean of the School of Education. The Dean will review all of the documentation and the recommendation from the Faculty Panel. The determination of the Dean is final.

For all level offenses, the student has the right to appeal the decision. If a student feels that the charge or sanction related to the academic integrity policy violation is unacceptable and/or unreasonable, the student may submit the complaint, in writing, to the Department Chairperson/Director within two weeks of receiving notification of the determination. If a student does not receive a response from the Department Chairperson/Director within two weeks from the date of originally filing the complaint or is not satisfied with the result of that determination, the student may then submit the complaint to the Dean of the School of Education for review. If a student does not receive a response from the Dean of the School of Education within two weeks from the date of submitting the complaint to the Dean or is not satisfied with the result of that determination, the student may then submit the complaint to the appropriate Vice President or Provost. The determination of the Vice President or Provost is final.

Students may continue to participate in the course until the case has been resolved. If a student chooses to withdraw from the course, the process will continue through to resolution with the recommended documentation included in the student record. A grade of I (incomplete) should be assigned pending resolution. All information and identities of involved parties are confidential.

Administering this policy is the responsibility of everyone in the Wilkes School of Education community. Students, instructors, program coordinators, department chairpersons and the Dean all have an investment in providing an environment that promotes scholarship, honesty and integrity. This responsibility is taken seriously and this policy will be enforced uniformly.

4/28/14



## Appendix B: Academic Integrity – Dissertation Guidelines



The APA manual is clear regarding the importance of proper citation. Citation gives credit to the authors of original work. It also protects the integrity of research papers. You are researching a topic that is important to you. Your ability to read the work of others provides you with an opportunity to learn from experts in the field. Giving them credit for their contribution is critical. Your work has the potential to build on the knowledge base for others to follow. Accurate citation is essential so that those to follow you will be able to locate your references and accurately cite your work.

The APA manual identifies inaccurate citation as plagiarism. At the doctoral level, you are expected to be proficient in APA citation. From the first draft of your proposal through the completion of your dissertation, the expectation is that all sources will be cited and referenced according to the APA requirements. Citation alone is not sufficient and does not meet the APA requirements, all citations in the body of your work must be referenced. Failure to cite and reference properly will be treated as a Severe Level Offense of the Wilkes University School of Education Graduate Level Academic Integrity Policy. A Faculty Panel will be convened and sanctions will be imposed.

If you have any questions regarding these expectations, raise them immediately with your dissertation chairperson. Wilkes University School of Education takes Academic Integrity seriously. The doctoral degree signifies the highest level of scholarship and students at this level will be held strictly accountable to the Academic Integrity Policy.

By signing this form, you are acknowledging that you understand the high expectations for academic integrity at the doctoral level when drafting and writing your dissertation proposal and dissertation and you are agreeing to adhere to these expectations. You are also acknowledging that you are aware of the potential consequences of violations of academic integrity at the doctoral level. This form will become a part of your student record at Wilkes University.

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

Print Name: \_\_\_\_\_ WIN #: \_\_\_\_\_



## Appendix C: Field-Based Project Requirements for Principal and Superintendent Certification Courses



*Doctor of Education (Ed.D.) Program*

Field-based courses are offered over the 12-month cycle of the school year. If a course has designated field experience hours a field-based project is to be completed. When developing and completing this project, the following is required by Wilkes University to meet PDE requirements for principal and superintendent certification:

1. The designated field experience hours for this course are to be addressed in a field-based project specific to the school or district at which the field experience is taking place AND specific to the key PDE core and corollary standards addressed in this course.
2. A field experience log, which follows, is to be maintained and completed by the student to document the required field hours related to activities conducted at the school or district site. The majority of these hours must directly relate to the field-based project.
3. The field-based project must be developed in conjunction with the course instructor and an identified site-based administrator (mentor) with at least three years of experience in the position and holding a K-12 leadership position equivalent to that of the student's intended certification (i.e. assistant principal/principal for principal certification or superintendent for superintendent certification).
4. The identified mentor does not have to be the same individual for every field experience but does have to be at the appropriate certification level and have three years of experience in that position. The mentor should have expertise in and oversight of the area related to the field-based project.
5. The field-based project must relate to the course objectives and the corresponding PDE standards.
6. The project's design must directly or indirectly strive to improve student achievement based on the needs of the school or district. For superintendent students, the project must be at the district level in its scope and reflective of the roles and responsibilities of central office administrators. For principal students, the project must be school-based and reflective of the role and responsibilities of the building administrator.
7. The field-based project is to include a proposal with components of one or more of the following types of assessment evidence (E) designated by the PDE

- E. 1. Action-based research project designed to improve student achievement
- E. 2. Development and implementation of a curriculum project focused on improving student achievement
- E. 3. Tools project (application of current tools endorsed by and made available by PDE)
- E. 4. Multiple measures of data project focused in student achievement
- E. 5. Case study focusing on improving student achievement

### **Project Proposal Requirements**

- 8. The student must have the proposal completed and evaluated by deadline set by the instructor, typically before the mid-point of the semester. The student cannot begin the project's activities until the proposal is approved.
- 9. The student and mentor will review the project proposal and the mentor will evaluate the proposal using the field-based project proposal rubric. The student is responsible for submitting the proposal and assuring that the mentoring administrator's completed rubric is received by the course instructor by the set deadline. The course instructor will then evaluate the proposal.
- 10. The proposal should include the following:
  - a. The name of the mentor and position, district, and contact information
  - b. Project title, description, and timeline
  - c. Project goal(s) and objectives aligned to the PDE core and corollary standards in a matrix-format
  - d. Justification as to how the project will strive to improve student achievement based on the needs of the school or district.
  - e. The evidence (E 1-5) that will be provided attesting to the attainment of the project goal(s), objectives, and PDE standards, as well as the fulfillment of the designated field experience hours.

### **Final Project Requirements**

- 11. The final project--evidence and log--will be submitted electronically in the designated area in the course management system.
- 12. The student and mentor will review the final project and the mentor will evaluate the project and the log using the project rubric.
- 13. The fulfillment of the designated field experience hours must be documented, verified by the mentor, and submitted to the instructor or an incomplete will be issued.
- 14. The student will submit the final project, the signed log, and the mentor's rubric to the course instructor. The course instructor will then evaluate the final project and log using the project rubric.
- 15. The course instructor will issue the grades for the proposal and the final project and determine the grade for the course.

## Appendix D: Field Experience Log



### Field Experience Log

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

Course: ED \_\_\_\_\_ Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Total Hours: \_\_\_\_\_ Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Dates</b>	<b>Time/ Hours</b>	<b>Task Description and Analysis (summarize similar tasks and analyses)</b>	<b>Ed.D. Competencies/ PDE Core and Corollary Standards</b>

## Appendix E: PA Leadership Standards for Superintendents



## Pennsylvania Leadership Standards for Superintendents

For use in field experience log ~ (PDE July 29, 2008)

### Core Standards (C)

- C 1. Knowledge and skills to think and plan strategically creating an organizational vision around personalized student success.
- C 2. An understanding of standards-based systems theory and design and the ability to transfer that knowledge to the leader's job as an architect of standards based reform in the school.
- C 3. The ability to access and use appropriate data to inform decision-making at all levels of the system.

### Corollary Standards (CI)

- CI 1. Creating a culture of teaching and learning with an emphasis on learning.
- CI 2. Managing resources for effective results.
- CI 3. Collaborating, communicating, engaging and empowering others inside and outside the organization to pursue excellence in learning.
- CI 4. Operating in a fair and equitable manner with personal and professional integrity.
- CI 5. Advocating for children and public education in the larger political, social, economic, legal and cultural context.
- CI 6. Supporting professional growth of self and others through practice and inquiry.

Appendix F: Ed.D. Forms



Notification of Intent: Doctoral Qualifying Examination

Student : \_\_\_\_\_ WIN # : \_\_\_\_\_

Major: \_\_\_\_\_ Faculty Mentor: \_\_\_\_\_

I \_\_\_\_\_ certify that I am a student in good academic standing in the Doctoral Program in Educational Leadership and submit this notification of intent to take the Doctoral Qualifying Examination (DQE) during \_\_\_\_\_ of 20 \_\_\_\_.

Initial each line

\_\_\_\_\_ I have successfully completed the following courses with at least a grade of 3.0 in each:

- ED 610 Ethics for Educational Leaders
 ED 612 Leadership, Diversity, and Societal Change
 ED 614 Organizational and Leadership Theory
 ED 681 Introduction of Education Research

\_\_\_\_\_ I possess an overall GPA of at least 3.5 in the Ed.D. Program.

\_\_\_\_\_ I verify that I passed the final examination in ED 681.

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

To be completed by department personnel

Notification received and audit of coursework completed on date \_\_\_\_\_

- Student meets criteria to take DQE and recommend/grant approval.
 Student fails to meet the criteria to take DQE and recommend the following plan of action:

Signature of Faculty Mentor: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Department Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Cc: Student, Student File



**Approval for  
Appointment  
of Dissertation  
Committee:  
Chair and  
Members**

**Student:** \_\_\_\_\_ **WIN #:** \_\_\_\_\_

**Ed.D. Major:** \_\_\_\_\_ **Date of Request:** \_\_\_\_\_

**Directions:** This approval form must be signed by the member(s) agreeing to serve and by the chair of the dissertation committee indicating his/her agreement and support. The student is responsible for forwarding this form to the doctoral program office. NOTE: This form can be resubmitted for approval of committee members if they are not submitted at the time of the approval request for the chair.

**The faculty who have signed below have agreed to serve in the capacity indicated.**

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Member Title</b>	<b>Name</b>	<b>Signature of Member</b> <i>This is required and denotes agreement to serve, if approved.</i>	<i>To be completed by Department Chair indicating approval or denial w/ dates</i>
<b>1. Chair</b>			
<b>2. Member</b>			
<b>3. Member</b>			

*To be signed by the committee chair when members' names (2 and 3 above) are submitted on approval form. A vita or resume is required for a member who is external to Wilkes University. All members must hold terminal degrees.*

**I support the appointment of the committee members, listed above, to serve on the applicant's dissertation committee.**

\_\_\_\_\_ **Dissertation Committee Chair Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

*To be completed by department personnel*

- Approved chair \_\_\_\_\_
- Approved members \_\_\_\_\_
- Denied for the following reasons: \_\_\_\_\_

**Department Chair** \_\_\_\_\_ **Date** \_\_\_\_\_

Cc: Student, Student File, Dissertation Chair



**Request for  
Dissertation  
Proposal  
Defense**

- This request and the final proposal must be received at least one week prior to the proposal date listed on this form.
- The final proposal must be submitted with this form for the location of the defense to be scheduled.
- The Dissertation Chair will arrange the proposal examiners and forward the names to the Dept. Chair for approval.
- An email will be sent to those involved with a confirmation and final location of the defense.

**Date of Request:** \_\_\_\_\_ **Chair Signature:** \_\_\_\_\_

<b>Candidate, Committee, and Examiners</b>	<b>Technology Needed</b>
Candidate: Email:	
Chair of Committee: Email:	
Committee Member: Email:	
Committee Member: Email:	
Recommended Examiner: Email: Phone:	
Recommended Examiner: Email: Phone:	

Title of Proposal: \_\_\_\_\_

Methodology (circle one):      Quantitative              Qualitative              Mixed Methods

Date and time that all committee members, examiners, and the candidate are available. Refer to the *Doctor of Education Academic Calendar* for semester dates and deadlines.

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Submission of this request to the Department Chair verifies that the attached proposal has been prepared to meet the standards of the Doctor of Education Department and has been reviewed, edited for content and APA, and is in its final form for defense.

**Departmental Use Only:**      Location \_\_\_\_\_



**Outcome of the Proposal Defense and Elevation to Doctoral Candidacy**

**Student:** \_\_\_\_\_

**Title of Dissertation Proposal:** \_\_\_\_\_

**Proposal Defense Date:** \_\_\_\_\_

**Outcome:**

- Pass: The student will proceed to ED 699 with no revisions.
- Pass with Revisions: The student will have minor revisions to be submitted to the chair within two weeks to receive approval to register ED 699 after confirmation from the chair. The student may immediately proceed to IRB.
- Conditional Pass: The student will have revisions to be submitted to the chair and committee and cannot register for ED 699 until the revised proposal is accepted by the full committee. The student may not proceed to IRB until the revised proposal is accepted.
- Revise and Redefend: The student will be required to complete major revisions to the proposal and be required to redefend. The student may not proceed to ED 699 and IRB until a successful redefense.
- Fail: The student will have no opportunity to revise the proposal and will not be permitted to continue in the program.

**Chair**

\_\_\_\_\_ Date \_\_\_\_\_

**Committee Members**

\_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

**Examiners**

\_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

---

**Endorsement for Candidacy to the Doctor of Education Degree**

The above named student has been elevated to candidacy for the Doctor of Education degree in Educational Leadership on \_\_\_\_\_ of 20\_\_\_\_.

Chair of the Department of Educational Leadership \_\_\_\_\_

Dean of the School of Education \_\_\_\_\_

Cc: Student, Student File

- This request and the final dissertation must be received at least one week prior to the date listed on this form.
- The final dissertation must be submitted with this form for the location of the defense to be scheduled.
- The Dissertation Chair will arrange the defense examiners and forward the names to the Dept. Chair for approval. Proposal defense examiners should be used, if applicable and possible.
- An email will be sent to those involved with a confirmation and final location of the defense.

**Candidate** \_\_\_\_\_ **WIN #** \_\_\_\_\_ **Major:** \_\_\_\_\_

**Title of Dissertation:** \_\_\_\_\_

**Methodology:**            Quantitative                      Qualitative                      Mixed Methods

I, \_\_\_\_\_, certify that I am a candidate in good academic standing in the Doctoral Program in Educational Leadership and that my dissertation is in its final form and ready for defense. I am submitting this notification of intent to defend my dissertation.

**Candidate's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

Date and time that all committee members, examiners, and the candidate are available. Refer to the *Doctor of Education Academic Calendar* for semester dates and deadlines.

**Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Dissertation Chair Signature:** \_\_\_\_\_

**\*\*Candidate: please complete as much information on the following table as possible**

<b>Candidate, Committee, and Examiners</b>	<b>Technology Needed (if remote)</b>
Candidate: Email: _____ Phone: _____	
Chair of Committee: Email: _____ Phone: _____	
Committee Member: Email: _____ Phone: _____	
Committee Member: Email: _____ Phone: _____	
Recommended Examiner: Email: _____ Phone: _____	
Recommended Examiner: Email: _____ Phone: _____	

**\*Note: Proposal Defense Examiners desired, if known/applicable/available. -- Signatures are not required.**

***To be completed by doctoral program personnel***

Authorization to schedule the Dissertation Defense is hereby given and is scheduled for \_\_\_\_\_ of 20 \_\_\_\_\_. The Location of the final defense will be \_\_\_\_\_

**Chair of the Department of Educational Leadership:** \_\_\_\_\_ **Date:** \_\_\_\_\_



Doctor of Education (Ed.D.) Program

**Request for  
Transfer of  
Credits  
Post M.S. Degree**

**Directions: Return this form to the Doctor of Educational Leadership office.** Post-master's credits must have been completed within 6 years prior to the date of admission into the Doctor of Educational Leadership program with an earned grade of 3.0 or better from an accredited institution and must be comparable to Ed.D. courses. Post-master's credits taken in Wilkes Graduate Education programs must also be reviewed for internal transfer using this form; an official WU transcript is not needed. Pass/fail grades are not transferable unless the 'Pass' can be substantiated in writing as a grade by the former institution. You may be asked to provide a course description and course syllabus to make a final determination of course equivalency. Official transcripts from institutions other than Wilkes must be on file in the doctoral program office before transfer credits can be posted to a transcript.

Name: \_\_\_\_\_ WIN #: \_\_\_\_\_

Ed.D. Major: \_\_\_\_\_ Year of Ed.D Admission: \_\_\_\_\_

I am requesting a review of the following post-master's courses listed below for transfer into the Wilkes University Doctor of Educational Leadership Program.

Student Signature: \_\_\_\_\_ Date of Request: \_\_\_\_\_

Course #	Course Title	Institution	Date Taken	Grade Earned	Transcript: F: On file S: Sent (Circle one)	Wilkes Equivalent Course #	Wilkes Course Title	For Adm Use Only
					F S			
					F S			
					F S			
					F S			
					F S			
					F S			

**Please mail or fax this request form to:**

Department of Educational Leadership  
Attn: Pamela Koslosky  
84 West South Street  
Wilkes-Barre, PA 18766  
Fax: 570-408-4905

**ADMINISTRATIVE USE ONLY**

Permission to transfer credits, as indicated, into the Wilkes Doctor of Educational Leadership Program has been granted.

Chair of the Department of Educational Leadership \_\_\_\_\_ Date \_\_\_\_\_

- Internal Transfer
- External Transfer -- Date sent to Registrar's Office \_\_\_\_\_



**Professional Reporting Form: Publications or Presentations**

**Directions:** Complete and submit this form to your faculty mentor or the department office. Please attach copies of any verification correspondence or materials.

**Student:**  
**Date of Publication or Presentation:**

**Major Area of Study in the Ed.D. Program:**

**Faculty Mentor:**

**Publication/Presentation Information:** *(Use back of form or attachment, if additional space is needed.)*  
Please provide the following information on your publication or presentation achievement.

Title:  
Author(s):  
Journal Information:

Abstract:

Presentation Title:  
Presenter(s):  
Conference Information:

Summary:

**Student Signature**

**Date**

**Received by doctoral program personnel** \_\_\_\_\_

\_\_\_\_\_  
**Faculty Mentor**

\_\_\_\_\_  
**Date**

## Appendix G: Program Checklists



### K-12 School Administration Checklist

Student: \_\_\_\_\_ WIN #: \_\_\_\_\_

Admission Semester: \_\_\_\_\_ Year: \_\_\_\_\_ Faculty Mentor: \_\_\_\_\_

Projected Completion Semester: \_\_\_\_\_ Year: \_\_\_\_\_ DQE Passed: \_\_\_\_\_

Proposal Accepted: \_\_\_\_\_ Dissertation Chair: \_\_\_\_\_

\*Requires special department permission to register

Leadership Core Courses (9 credits)	
	ED 610 Ethics for Educational Leaders
	ED 612 Leadership, Diversity, and Societal Change
	ED 614 Organizational and Leadership Theory
Research Core Courses (12 credits) - Must be taken in sequence	
	ED 681 Introduction to Educational Research (taken prior to DQE)
	ED 682 Quantitative Methods for Educational Research I*
	ED 683 Qualitative Methods in Educational Research I*
	ED 685 Quantitative Methods for Educational Research II* or
	ED 686 Qualitative Methods in Educational Research II *
K-12 Administration Major Courses (30 credits)	
	ED 623 Educational Technology Leadership (field hours required)
	ED 625 Professional Development and Supervision (field hours required)
	ED 627 Advanced Issues in Educational Law
	ED 628 Human Resource Development and Labor Negotiations
	ED 629 Strategic Planning and Thinking (Low residency)
	ED 650 Curriculum, Instruction, and Assessment (field hours required)
	ED 652 Special Education Administration (field hours required)
	ED 654 School Finance and Facilities Administration (field hours required)
	ED 658 Advanced Studies in School District Leadership* (prerequisite for ED 659/90 intern hours required/ taken at end of major)
	ED 659 Superintendent Internship* (90 intern hours required/taken at end of major)
Dissertation Courses (9 credits) - Must be taken in sequence	
	ED 697 Dissertation Proposal Seminar* (3 credits) (Low residency)
	ED 698 Dissertation Proposal* (3 credits)
	ED 699 Dissertation* (3 credits)

\* ED 615 Professional Seminar in Education Leadership may be substituted into this program as a year 1 residency course.

Student: \_\_\_\_\_ WIN #: \_\_\_\_\_

Admission Semester: \_\_\_\_\_ Year: \_\_\_\_\_ Faculty Mentor: \_\_\_\_\_

Projected Completion Semester: \_\_\_\_\_ Year: \_\_\_\_\_ DQE Passed: \_\_\_\_\_

Proposal Accepted: \_\_\_\_\_ Dissertation Chair: \_\_\_\_\_

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Leadership Core Courses (9 credits)	
	ED 610 Ethics for Educational Leaders
	ED 612 Leadership, Diversity, and Societal Change
	ED 614 Organizational and Leadership Theory
Research Core Courses (12 credits) - Must be taken in sequence	
	ED 681 Introduction to Educational Research (taken prior to DQE)
	ED 682 Quantitative Methods for Educational Research I*
	ED 683 Qualitative Methods in Educational Research I*
	ED 685 Quantitative Methods for Educational Research II* or
	ED 686 Qualitative Methods in Educational Research II *
Major Courses (30 credits)	
Required courses for major (15 credits)	
	ED 615 Professional Seminar in Educational Leadership (Low residency)
	ED 626 Politics and Policy for Educational Leaders
	ED 629 Strategic Planning and Thinking (Low residency)
	ED 632 Cognition and Learning
	ED 643 Trends and Innovations in Instructional Technology
Concentrations: Select one (15 credits)	
Curriculum and Instruction	
	ED 670 Curriculum Theory
	ED 672 Curriculum Design and Instructional Models ED
	ED 673 Controversies in Curriculum, Instruction, and Assessment
	Elective
	Elective
Educational Technology	
	ED 635 Integrating Technology for Diverse Learners
	ED 645 Technology Supported Assessment
	ED 646 Assistive Technology
	Elective
	Elective
Educational Leadership Studies	
	ED 620 Educational Institutions and Systems
	Elective
	Elective
	Elective
	Elective
Dissertation Courses (9 credits) Must be taken in sequence	
	ED 697 Dissertation Proposal Seminar* (3 credits) (Low residency)
	ED 698 Dissertation Proposal* (3 credits)
	ED 699 Dissertation* (3 credits)



Doctor of Education (Ed.D.) Program

## International Instructional Leadership Checklist

Student: \_\_\_\_\_ WIN #: \_\_\_\_\_

Admission Semester: \_\_\_\_\_ Year: \_\_\_\_\_ Faculty Mentor: \_\_\_\_\_

Projected Completion Semester: \_\_\_\_\_ Year: \_\_\_\_\_ DQE Passed: \_\_\_\_\_

Proposal Accepted: \_\_\_\_\_ Dissertation Chair: \_\_\_\_\_

\*Requires special department permission to register

### Leadership Core Courses (9 credits)

	ED 610 Ethics for Educational Leaders
	ED 612 Leadership, Diversity, and Societal Change
	ED 614 Organizational and Leadership Theory

### Research Core Courses (12 credits) Must be taken in sequence

	ED 681 Introduction to Educational Research
	ED 682 Quantitative Methods for Educational Research* I
	ED 683 Qualitative Methods for Educational Research I*
	ED 685 Quantitative Methods for Educational Research II OR ED 686 Qualitative Methods for Educational Research II*

### Major Courses (30 Credits)

#### Required for Major (15 Credits)

	ED 615 Professional Seminar in Educational Leadership (Low Residency)
	ED 623 Educational Technology Leadership
	ED 629 Strategic Planning and Thinking (Low Residency)
	ED 632 Cognition and Learning
	ED 643 Trends and Innovations in Instructional Technology

#### Instructional Leadership

	ED 670 Curriculum Theory
	ED 672 Curriculum Design and Instructional Models
	Elective
	Elective
	Elective

### Dissertation Courses (9 credits) Must be taken in sequence

	ED 697 Dissertation Proposal Seminar* (3 credits) (Low Residency)
	ED 698 Dissertation Proposal* (3 credits)
	ED 699 Dissertation* (3 credits)



<b>Assessment Plan</b>							
<b>Doctor of Education Programs: K-12 School Administration or Educational Leadership with three concentration areas</b>							
<b>Program Mission</b>	The <b>mission</b> of the Doctor of Education, Educational Leadership Program is to empower leaders with the knowledge, skills, and abilities to effect change in educational systems through the synthesis of theory, scholarship, and practice.						
<b>Program Vision</b>	The <b>vision</b> of the program is to develop authentic, ethical, courageous, and innovative leaders who transform educational culture and practice.						
	<b>Assessments at Program Benchmarks</b>						
	<b>Pre-Assessments</b>			<b>Formative Assessments</b>		<b>Summative Assessments</b>	
<b>Ed. D. Program Benchmark Assessments</b>	<b>Scholarly Submission &amp; Abstract</b>	<b>Interview</b>	<b>Writing Sample at Interview</b>	<b>Doctoral Qualifying Examination (DQE)</b>	<b>Major Courses</b>	<b>Proposal (Years 4 or 5)</b>	<b>Dissertation (Years 6 &amp; 7)</b>
<b>Placement of Benchmarks in Ed.D. Programs</b>	Pre-Interview	After successful completion of paper screening	After successful completion of paper screening	After 12 & before 24 credits	Major Courses & Internship Courses (as required or elected)	Submitted in ED 698 after major coursework, research core, & ED 697 for elevation to candidacy	Completed during ED 699 Approval to proceed to defense following program guidelines
<b>Assessment Procedures</b>	Pre-Interview: Paper Screening scored with rubric	Oral Responses to Questions scored with rubric	Written Response to Prompt scored with rubric	Written, closed-book examination scored with doctoral writing rubric	Course Projects and Major Assignments and Internship for K-12 Adm	Proposal Defense Criteria   Approval to proceed to IRB and to ED 699 if successful	Dissertation Defense Criteria   Approval for degree if successful
<b>Program Outcomes   Student Population</b>	All Applicants	All Invited Applicants	All Invited Applicants	All Year 1	All Students during Major Course work	All Doctoral Students	All Doctoral Candidates
The students will: 1. gain the knowledge-base needed to serve as educational leaders in their respective fields. <i>LEADERSHIP COMPETENCIES: 1-10</i> <i>INSTITUTIONAL STUDENT LEARNING OUTCOMES: 1</i>				X	Case study analyses, applied projects, literature reviews	X	X
2. demonstrate the skills required to apply research skills to identify and study current issues and problems in the field of education and to analyze the resulting data toward the betterment of education. <i>LEADERSHIP COMPETENCIES: 1, 2, 9, 10</i> <i>INSTITUTIONAL STUDENT LEARNING OUTCOMES: 2,3</i>	X (Submission)			X	Literature reviews	X	X

<p>3. attain comprehensive knowledge and skills in the areas of administration or technology, to include technical skills specific to each field, as well as effective interpersonal and communication skills, analytic decision-making abilities, and effectual leadership strategies.  <b>LEADERSHIP</b>  <b>COMPETENCIES: 1-10</b>  <b>INSTITUTIONAL</b>  <b>STUDENT LEARNING</b>  <b>OUTCOMES: 2,3</b></p>				X	Papers, presentations, and case study analyses	X	X
<p>4. develop dispositions that place value on all students and people and that promote understanding, respect, and an appreciation of diverse perspectives and cultures.  <b>LEADERSHIP</b>  <b>COMPETENCIES: 1,5</b>  <b>INSTITUTIONAL</b>  <b>STUDENT LEARNING</b>  <b>OUTCOMES: 4,5</b></p>		X	X	X	Papers and case study analyses		
<p>5. participate in and seek opportunities to develop self and others through reflection, teamwork, and mentoring.  <b>LEADERSHIP</b>  <b>COMPETENCIES: 1, 4, 5</b>  <b>INSTITUTIONAL</b>  <b>STUDENT LEARNING</b>  <b>OUTCOMES: 5</b></p>			X	X	Journals, reflective writings, case study analyses		
<p>6. attain the essential value of improving education for all students and society at large through informed, ethical, and reflective decision-making.  <b>LEADERSHIP</b>  <b>COMPETENCIES: 1, 9</b>  <b>INSTITUTIONAL</b>  <b>STUDENT LEARNING</b>  <b>OUTCOMES: 4</b></p>		X	X	X	Case study analyses & applied projects	X	X