# The Doctor of Education in Leadership

## Student Handbook

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# The Doctor of Education in Leadership Student Handbook

## Introduction

This handbook has been developed to provide the information needed to successfully complete the Doctor of Education in Leadership program at Saint Mary's University of Minnesota.  Students are expected to obtain and follow the procedures published in latest edition of the handbook.  This edition of the Doctoral Student Handbook was approved by the Academic Policies and Procedures Committee on April 11, 2018, and supersedes all previous editions.  The Blackboard Ed.D. Student Page edition of the handbook is the most current and supersedes any printed edition.

## The Department

### Value Statement

The Doctor of Education in Leadership program values ethical, visionary, and global leadership developed through relevant and rigorous education.  We value leaders who are competent, informed, and thoughtful and who demonstrate positive leadership focused on achieving the common good.

### Lasallian Vision Statement

The Doctor of Education in Leadership department seeks scholars from all disciplines.  The department endeavors to establish and maintain a culturally, socially, and intellectually diverse learning community while admitting students to the department based on the University's ability to serve the students' needs.  The department continually creates, develops, and evaluates its curriculum based on the needs of students and the professional community while seeking to make it possible for all students to succeed educationally in unique ways that enhance the learning community.

The reputation of the Doctor of Education in Leadership department is generated by the success of its students.  Its faculty seeks to develop barriers to student failure through facilitation of a learning community that promotes student success through the creation of instructional strategies that foster learning at all academic levels.
The Doctor of Education in Leadership faculty sees its role as preparing students for a lifetime of service to others.  The department promotes collaborative leadership and learning, and is committed to serving the learning community through including all voices in the dialogue.

### Departmental Vision Statement

The Doctor of Education in Leadership program seeks to engender these values in students through a supportive and caring Lasallian learning environment that fosters critical thinking, effective communication, creative thinking, and intellectual curiosity by exposure to a diversity of educational experiences.  Our instructional efforts focus on

modeling civility, empathy, and compassion.  We deliver relevant and rigorous education through a dynamic and creative learning community.

**Mission Statement**

The Doctor of Education in Leadership program provides opportunities for students to experience a comprehensive curriculum, to develop leadership competencies and to become change agents of high ethical character.  We also provide opportunities for students to become engaged in service for a common good through the study of a wide variety of subjects and diverse educational experiences.  We empower students to do relevant and meaningful research and to use contemporary resources effectively.  We encourage dynamic and transformative scholarship in an effort to develop learning facilitators for a wide array of organizations.

## The Program

### The Doctor of Education Degree

Designed for the experienced professional, the Doctor of Education degree (Ed. D.) offers opportunities for professionals in education, government, corporate human capital development, and human service organizations to do advanced formal study of leadership. The Ed. D. program is designed for the advanced student who wishes to achieve a superior level of competency in leadership.

Traditionally, the Ed.D. is thought of as a practitioner's degree, appropriate for leaders desiring a superior level of competency in their profession. The primary purpose of the Ed.D. program is to provide experienced and practicing leaders with a broad and systematic understanding of professional leadership, a definitive knowledge of selected aspects of leadership theory and practice, and an ability to apply, in an informed and critical manner, existing research findings to a broad range of practice and problems.

### Program Outcomes

The successful graduate of this program is expected to demonstrate all of the following program outcomes:

**Communicate Effectively**
1. Creates effective written communications.
2. Creates effective oral presentations.
3. Creates effective visual communications.
4. Creates communications that reflect appropriate use of APA conventions.
5. Creates communications that reflect justice, compassion, and cultural competence.

**Engage in Complex Critical Thinking**
1. Analyzes multiple points of view.
2. Evaluates points of view.
3. Evaluates theories.
4. Utilizes information from a variety of academic sources.
5. Utilizes information from a variety of academic disciplines.
6. Evaluates the quality of academic sources.
7. Identifies assumptions.
8. Assesses implications of theories.
9. Recognizes the limits of own knowledge.
10. Investigates multiple points of view.
11. Uses appropriate methods to interpret information.
12. Derives conclusions from evidence.

**Engage Others with Justice, Empathy, Compassion, and Cultural Competence**
1. Displays attentive concern for all those less advantaged.
2. Respects all persons.
3. Values others.
4. Values diverse frames of reference.
5. Analyzes the status of one's own biases.
6. Takes responsibility for one's own cognitive processes, behaviors, and beliefs.
7. Demonstrates a willingness to expand one's knowledge of diverse perspectives and beliefs.

**Become Capable Contributors to Our Knowledge**
1. Evaluates existing knowledge.
2. Creates knowledge that has scholarly value.
3. Creates knowledge via credible research designs.
4. Creates knowledge via appropriate data collection techniques.
5. Creates knowledge via appropriate data analysis.
6. Creates knowledge that is effectively communicated in writing.
7. Creates knowledge that is effectively communicated orally.
8. Creates knowledge that is effectively communicated via visual media.

**Create and Nurture Learning Organizations**
1. Applies concepts of learning to methods and techniques through which organizations communicate information and learn.
2. Understands how individual, group, organizational and societal interests support or discourage the development of learning.
3. Understands how individual, group, organizational and societal interests support or discourage the management of knowledge.
4. Explores how value systems impact the development of organizational meaning.
5. Evaluates organizational performance via the use organizational learning models.
6. Understands the development of knowledge.

7. Understands how knowledge can be used to create effective learning systems.
8. Knows how to examine and change the structures and systems that allow organizations to learn.

**Lead Appropriate Organizational Change**
1. Assesses organizational need for change.
2. Designs inclusive systems to facilitate change.
3. Evaluates resistance to change.
4. Creates systems to monitor change.
5. Creates systems to evaluate change.
6. Creates systems to sustain change.

**Operate In a Complex, Global Environment**
1. Evaluates situations requiring leadership actions in the workplace.
2. Leads strategic planning.
3. Creates inclusive systems for decision-making.
4. Creates processes of effective internal communication.
5. Creates processes of effective external organizational communication.
6. Evaluates the effects of globalization on organizations.
7. Leads the organizational process for due diligence.

**Demonstrate Leadership Competencies**
1. Knows one's internal states, preferences, resources, and intuitions.
2. Manages one's internal states, impulses, and resources.
3. Demonstrates emotional tendencies that guide or facilitate reaching goals.
4. Demonstrates awareness of others' feelings, needs, and concerns.
5. Demonstrates adeptness to induce desirable responses in others.

## Leadership Competencies

The successful graduate of this program is expected to demonstrate all of the following leadership competencies as he/she interacts with the university community across the phases of the program:

**Self-Awareness**
*Knowing one's internal states, preferences, resources, and intuitions*

> **Emotional awareness:** Recognizing one's emotions and their effects
> **Accurate self-assessment:** Knowing one's strengths and limits
> **Self-confidence:** A strong sense of one's self-worth and capabilities

**Self-Regulation**
*Managing one's internal states, impulses, and resources*

**Self-control:** Keeping disruptive emotions and impulses in check
**Integrity:** Maintaining standards of honesty and integrity
**Conscientiousness:** Taking responsibility for personal performance
**Adaptability:** Flexibility in handling change
**Openness:** Being comfortable with novel ideas, approaches, and new information

**Motivation**
*Emotional tendencies that guide or facilitate reaching goals*

**Personal drive:** Striving to improve and challenge oneself
**Commitment:** Embraces and takes responsibility for fulfilling program expectations
**Initiative:** Readiness to act on opportunities
**Persistence:** Pursuing goals despite obstacles and setbacks

**Empathy**
*Awareness of others' feelings, needs, and concerns*

**Understanding others:** Sensing others' feelings and perspectives, taking an active interest in their concerns
**Developing others:** Sensing others' development needs and bolstering their abilities
**Service orientation:** Anticipating, recognizing, and meeting others' needs
**Diversity:** Cultivating understanding with people of different perspectives
**Awareness:** Reading a group's emotional currents and power relationships

**Social Skills**
*Adeptness of inducing desirable responses in others*

**Influence:** Judiciously using persuasion
**Communication:** Listening openly and sending clear and appropriate messages
**Conflict management:** Negotiating and resolving disagreements
**Leadership:** Inspiring and guiding individuals and groups
**Change catalyst:** Initiating and sustaining change
**Building bonds:** Nurturing relationships
**Collaboration and cooperation:** Working with others toward shared goals
**Team capabilities:** Creating group synergy in pursuing collective goals

Faculty members assess these competencies at the end of each course. After the student has completed 12 credits in the program, and again after 24 credits, these results are reviewed by the faculty together. Students receive feedback on their performance of these competencies. This feedback takes the form of a summary communication noting; adequate progress, exemplary performance, or concerns. Students and academic advisers review concerns together. After 45 credits- just prior to taking the comprehensive examinations- students participate in a 360 degree assessment process. Students rate themselves and feedback is also obtained from colleagues, and others in their work area such as supervisors. This evaluation of their leadership performance allows students to understand how their perceptions relate to those with whom they have the most significant contact. It also allows the advisers to provide additional guidance as appropriate to the student's development.

## Program Structure

The Ed. D. program consists of three distinct phases: coursework, comprehensive examination, and dissertation.

## Phase I: Coursework

## Learning Models

The goal of our educational models is to create a dynamic learning community allowing students to acquire an education that transcends that which is possible through individual study.

Courses are offered on the Twin Cities campus and in a blended format each semester. Students, in consultation with their coursework adviser, are responsible for pursuing their coursework in a sequence that will lead to completion within the specified time limits.

Students are encouraged to establish an academic community of learners that will allow each student to benefit from the experience and perspective of other students. Collaboration, consultation, and group learning activities are highly desirable. In addition, these models are designed to allow students to form networks of support and friendship that will assist learners who may be apprehensive about the rigors of graduate study after a number of years away from the college classroom.

## Academic Adviser

Each student will be assigned an academic adviser upon completion of EDD 800-(New Student Orientation). The role of the academic adviser is to assist the student in course enrollment planning, explain program policies, and provide other advice to the student, upon request.

**Advanced Research Writing**

Due to the importance of writing and research skills to the coursework in the Ed.D. program, it is required that students take EDD 809 (Advanced Research Writing) as the first course in their program of study.

**Independent Studies**

Students in the Ed.D. program are allowed to take courses as independent studies only in rare circumstances.

Independent study is not allowed to replace existing courses due to Saint Mary's focus on collaborative learning and the educational advantages that are produced by this type of learning. The faculty member and the Director of the Program must approve independent studies prior to registration and beginning the coursework. Requests must include a full syllabus from the supervising faculty member. The work must be the equivalent of 40 hours per credit granted.

For more information, please refer to the [Student Handbook](Student Handbook).

**Program Transfer Policy**

A maximum of 12 graduate level semester credits earned prior to matriculation at Saint Mary's University of Minnesota may be accepted in transfer upon the recommendation of the program director as fulfilling program requirements or as electives. Independent study courses are not eligible for transfer into the doctoral program. No transfer credit will be allowed for dissertation credits.

Students must seek transfer of credit during the first semester of graduate study. To be considered for transfer, credits must meet all of the following criteria in addition to program-specific requirements as listed in program handbooks or documents:

1. Credits must be listed on an official transcript. (An official transcript is one that is sent to the university by the credit-granting institution.)
2. Credits must have been earned at a regionally accredited institution, at CHEA and DOE recognized institutions, or evaluated according to the criteria for students with international transcripts.
3. Credits must be clearly designated as graduate credits.
4. Credits may not have been used as part of a conferred master's or doctoral degree with the exception of credits earned toward a post master's degree licensure or a specialist certificate or degree and must be acceptable to the granting institution for its own program at the specialist or doctoral level.
5. The grade earned must be a B, Pass, or higher.

6. Credits must be applicable in content to the Saint Mary's University of Minnesota program. The recommendation on appropriateness will be made by the program director.
7. Credits must have been earned within ten years preceding matriculation. Consideration may be given by the program director to specific course credits outside this time frame if the material can be shown to demonstrate sufficient relevance and current applicability.
8. Syllabi or detailed course descriptions may be required.

These credits may have been earned at Saint Mary's University of Minnesota or another regionally accredited university. No transfer credit will be allowed for dissertation courses.

For more information, please refer to the Student Handbook.


**Departmental Grading Policy**

The grade in a course in the Doctor of Education in Leadership program represents the degree to which the student learning objectives have been demonstrated by the student. Factors other than those included in the student learning objectives and/or about which instruction has not been provided as part of the course may not be considered in the calculation of the grade, unless these factors have been provided in a prerequisite course or are required for admission to the program. Academic and professional performance issues that are not in the course objectives may be communicated to the students through means other than the course grade. Students should consult the University Graduate Student Catalog and Handbook for details.

For more information, please refer to the Student Handbook.

**Course Credit and Scheduling Policies**
**Time Standards**

> One doctoral credit requires a minimum of 40 hours of student learning activities.
>
> Dissertation courses require a minimum of 120 hours per credit.

**Full-time and Part-time Course Load**

> Full time = 6 credits of coursework or 2 credits of dissertation work
>
> ¾ time = 4-5 credits of coursework
>
> ½ time = 3 credits of coursework or 1 credit of dissertation work

**Course Scheduling Plans**

A draft of future course offerings by semester is available on the EDD Student Page in Blackboard.

Ed.D. students may enroll in courses at all locations subject to availability. Student financial aid may be impacted. Students should check with the financial aid office.

**Third Party Review**

The University uses third party review software to ensure academic integrity and to support student learning regarding the appropriate use of source material. Each program, with approval from the respective Deans and Academic Deans, determines their implementation of anti-plagiarism third party tools. Student papers may also be submitted for review by the University at any time. The university reserves the right to revoke a degree if it discovers academic dishonesty that may have impacted the award of the degree initially.

In the Ed.D. Program, students will receive training on and experience using the software during their coursework. The department will use the software to review all comprehensive exams and dissertations to confirm that all sources have been correctly documented.

For more information, please refer to the [Student Handbook](Student Handbook).

**Assignment Submission Expectations**

All work submitted to the department must follow the APA Publication Manual and the department publication expectations outlined in the student handbook. Work submitted that does not follow APA and the departmental publication expectations may not be accepted.

**Critical Time Deadlines**

All coursework requirements must be completed within five years of beginning the program.

Comprehensive examinations must be taken for the first time within six months of the completion of coursework and must be passed within two years of the first attempt. The comprehensive examination may be taken up to three times. After two failed exams a review takes place with the Program Director and the Committee meet to discuss the student's progress to date and develop recommendations concerning next steps up to and including dismissal.

For more information, please refer to the [Student Handbook](#).

The total time taken to complete the degree may not exceed eight years.

**Choose a Committee Chairperson**

Toward the end of the student's coursework, the student should identify and approach an Ed.D. faculty member the student desires to serve as the Chairperson of the Doctoral Committee. The student should be prepared to discuss their possible research interests, goals, and objectives for their dissertation. The faculty member must agree to accept the role of the Chair.

**Role of the Doctoral Committee**
The committee is responsible for evaluating the written and oral comprehensive examinations, the dissertation proposal, and the dissertation document and oral defense.

The ultimate responsibility of the committee is to determine whether the student has demonstrated the Doctor of Education in Leadership program outcomes and leadership competencies.

**Structure of the Doctoral Committee**

The Doctoral Committee will consist of three members at Phase II and at Phase III of the defense.  Two members of the committee must be from the Ed.D. Program Faculty and one committee member may be external to the Ed.D. Program Faculty.  If certain expertise is needed that is not represented on the committee, the Committee Chairperson may recommend appointment of an additional member to the committee.

If the fourth or additional members are not members of the Saint Mary's faculty, they must go through the Faculty Qualifications vetting process and be approved before they may serve on a doctoral committee. Committee members for whom it may appear there is a conflict of interest shall not serve.  Failure to disclose that a committee member may have a conflict of interest is a serious ethical violation.

Committee Members evaluate the comprehensive examination.  The Chairperson, two Committee Members of the Ed.D. Program Faculty, and the Reader will evaluate the dissertation.

**Selection of the Doctoral Committee**

The Director of the Doctor of Education in Leadership Program must approve all committee appointments, including the Chairperson.

The Committee Chairperson will determine the formation of the remainder of the Doctoral Committee. To select the remainder of the committee, the Committee Chairperson will:

1) Approach at least two eligible faculty members who they would like to serve on the committee;

2) Provide the names of those persons who have consented to serve to the Director of the Program using the form Request for Appointment of Doctoral Committee;

3) The Director of the Program will make the final decision on the appointment. Acceptance of the invitation to serve on the committee is at the discretion of the faculty member;

4) The Committee Chairperson should select the committee members at least 30 days prior to the date on which the student will start the comprehensive examination.

**Procedures for Changing Committee Members**

Students have the option of requesting a change of committee members. If the student wishes to initiate a change in the membership of the committee, the student:

1. Must consult with the Committee Chairperson;

2. As a professional courtesy, should inform the Committee Member that a change is considered necessary;

3. With approval of the Committee Chairperson, must submit a Committee Change Request form to the Program Director.

The Program Director will determine if the requested change is approved.

If a committee member wishes to withdraw from a committee, the committee member should:

1. Consult with the Committee Chairperson;

2. Discuss the matter with the student involved;

3. Submit a written request for removal from the committee to the Program Director;

After the change of committee membership, the reconstituted committee must consult to review the progress of the student.

**Procedures for Changing the Committee Chairperson**

If the student wishes to initiate a change in the Committee Chairperson, the student must follow the first three steps:

1. As a professional courtesy, inform the Committee Chairperson that a change is considered necessary;

2. Meet with the Director of the Program to discuss changing the Committee Chairperson;

3. Submit a written request for appointment of a new Committee Chairperson to the Director of the Program;

After the change of Committee Chairperson, the Chairperson has the authority to determine whether additional changes to the committee membership should be requested. The new Committee Chairperson is not obligated to uphold the prior Chairperson's decisions.

The new committee will review the progress of the student at this point.  The new committee is not obligated to uphold the prior committee's decisions.

The Director of the Program will determine if the requested change is approved.

If a Committee Chairperson wishes to be replaced:

1. The Committee Chairperson must inform the student that a change is considered necessary;

2. The Committee Chairperson must submit written notification of the change to the Director of the Program;

3. The student must meet with the Director of the Program to discuss identifying a new Committee Chairperson;

After the change of Committee Chairperson, the new Chairperson has the authority to determine whether additional changes to the committee membership should be requested. The new Committee Chairperson is not obligated to uphold the prior Chairperson's decisions.

After the change of Committee Chairperson, the new committee will review the progress of the student.  The new committee is not obligated to uphold the prior committee's decisions.

The Director of the Program will determine if the requested change is approved.

**Working with the Doctoral Committee**

It is expected that the student will maintain a positive, respectful, and professional relationship with committee members at all times. Student expectations of the committee must take into consideration committee members' other responsibilities. Additionally, it is expected that the student will initiate regular interactive communication with the Committee Chairperson via telephone, video conference, email, or other interactive forms of communication. The recommendations of the committee members shall be delivered to the student through the Committee Chairperson and the Chairperson will negotiate with committee members when there is a difference of opinion among the committee members.

While the committee provides advice, it is the student's responsibility to make sure all work submitted for Committee Chairperson and committee review is complete and fulfills the program outcomes.

Please review the following checklist:

Link to Proposal/Dissertation Draft Checklist in the appendix

**Phase II: Comprehensive Examination**

To be eligible to sit for the examination, a student must:
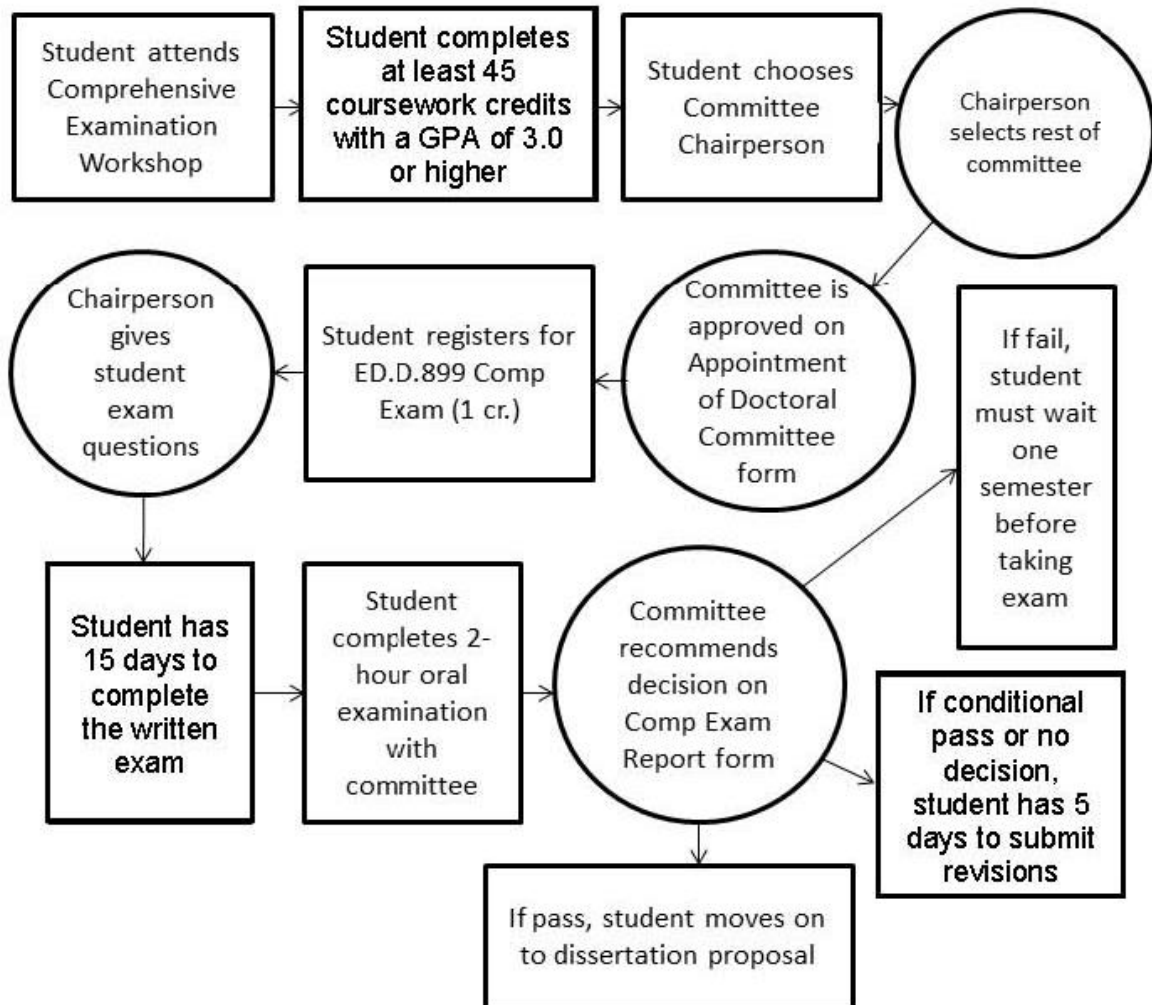
1. Have a minimum grade point average of 3.0 with a minimum of 45 credits completed (excluding the dissertation courses);

2. Have completed the 360 Leadership Competence assessment (for students who entered the program after January, 2010).  Be recommended by the Committee Chairperson to take the examination.

3. Enroll in EDD 899 Comprehensive Examination (1 credit).

**Student Responsibilities for the Comprehensive Exam**

1. Attending a Comprehensive Examination Workshop is highly recommended.

2. Enroll in EDD 899 Comprehensive Examination (1 credit).

3. Meet with Committee Chairperson a minimum of 30 days in advance of the date the examination begins and submit completed degree audit form found at the following link: Degree Audit Form in Appendix

4. Begin written examination on date agreed upon with Committee Chairperson.

5. Written examination is due in 15 days of receipt of the examination.

6. Ask committee members in what form they would like to receive the exam.

7. Deliver copies of completed examination to committee members and send an electronic copy to the Program Director.

8. The Committee Chairperson will contact committee members and the student to arrange an oral exam.

9. Complete oral exam.

10. Complete any additional steps required by the committee after completion of oral exam.

Figure 1.



Student attends Comprehensive Examination Workshop → Student completes at least 45 coursework credits with a GPA of 3.0 or higher → Student chooses Committee Chairperson → Chairperson selects rest of committee → Committee is approved on Appointment of Doctoral Committee form → Student registers for ED.D.899 Comp Exam (1 cr.) → Chairperson gives student exam questions → Student has 15 days to complete the written exam → Student completes 2-hour oral examination with committee → Committee recommends decision on Comp Exam Report form → If fail, student must wait one semester before taking exam / If conditional pass or no decision, student has 5 days to submit revisions / If pass, student moves on to dissertation proposal

**Comprehensive Examination Security**

The comprehensive examination is a secure examination. Students are not to solicit, provide, nor receive any assistance other than library search and acquisition assistance with the comprehensive examination. All other assistance in any form is prohibited. Prohibited assistance includes, but is not limited to: editorial assistance, proofreading, use of the Writing Center, insertion of identical materials created by the student in coursework, consultation with anyone other than their chairperson, etc. Examinations are expected to remain confidential. Completed examinations are not to be shared or discussed with anyone other than the student's committee. Students who are suspected of participating in prohibited activities may be investigated and sanctioned in accordance with the Academic Dishonesty Policy. Student work will be submitted to Iauthenticate by the chair.

Library Support During the Comprehensive Exam
Ed.D. students are expected to research independently during the comprehensive exams. For that reason, the only service Twin Cities Library provides during comprehensive exams is expedited interlibrary loan. Ed.D. students must use Twin Cities Library's online interlibrary loan request form (http://bit.ly/get-article) to request specific items. To expedite requests, include the text, "Rush request (comps)," in the "Notes" field of Twin Cities Library's interlibrary loan during the comprehensive exam period. Regular library services resume after 15 comprehensive exam days have passed.

**Comprehensive Examination Process**

Doctor of Education students are required to take comprehensive examinations upon completion of coursework. The comprehensive examination is an integrative experience requiring students to demonstrate personal mastery of concepts studied during the core sequence as well as the ability to apply those concepts to challenges in their areas of specialization or in an organizational setting.

In order to support students' success on the comprehensive exam, the department offers a comprehensive examination workshop at least once per semester and during the Blended residency. Scheduled workshops will be listed on the Ed.D. Student Page in Blackboard.

The comprehensive examination will be scheduled collaboratively between the student and the members of the committee.

The comprehensive examination entails two components: 1) Written examination, and; 2) Oral examination. The process is designed to determine if students can demonstrate student learning outcomes and leadership competencies that are essential to attainment of the doctoral degree. In particular, the examination allows students to demonstrate he/she can:

**Communicate Effectively**

1. Creates effective written communications.
2. Creates effective oral presentations.

3. Creates effective visual communications.
4. Creates communications that reflect appropriate use of APA conventions.
5. Creates communications that reflect justice, compassion, and cultural competence.

**Engage in Complex Critical Thinking**
6. Analyzes multiple points of view.
7. Evaluates points of view.
8. Evaluates theories.
9. Utilizes information from a variety of academic sources.
10. Utilizes information from a variety of academic disciplines.
11. Evaluates the quality of academic sources.
12. Identifies assumptions.
13. Assesses implications of theories.
14. Recognizes the limits of own knowledge.
15. Investigates multiple points of view.
16. Uses appropriate methods to interpret information.
17. Derives conclusions from evidence.

**Engage Others with Justice, Empathy, Compassion, and Cultural Competence**
18. Displays attentive concern for all those less advantaged.
19. Respects all persons.
20. Values others.
21. Values diverse frames of reference.
22. Analyzes the status of one's own biases.
23. Takes responsibility for one's own cognitional processes, behaviors, and beliefs.
24. Demonstrates a willingness to expand one's knowledge of diverse perspectives and beliefs.

**Become Capable Contributors to Our Knowledge**
25. Evaluates existing knowledge.
26. Creates knowledge that has scholarly value.
27. Creates knowledge via credible research designs.
28. Creates knowledge via appropriate data collection techniques.
29. Creates knowledge via appropriate data analysis.
30. Creates knowledge that is effectively communicated in writing.
31. Creates knowledge that is effectively communicated orally.
32. Creates knowledge that is effectively communicated via visual media.

**Create and Nurture Learning Organizations**
33. Applies concepts of learning to methods and techniques through which organizations communicate information and learn.
34. Understands how individual, group, organizational and societal interests support or discourage the development of learning.

35. Understands how individual, group, organizational and societal interests support or discourage the management of knowledge.
36. Explores how value systems impact the development of organizational meaning.
37. Evaluates organizational performance via the use organizational learning models.
38. Understands the development of knowledge.
39. Understands how knowledge can be used to create effective learning systems.
40. Knows how to examine and change the structures and systems that allow organizations to learn.

**Lead Appropriate Organizational Change**
41. Assesses organizational need for change.
42. Designs inclusive systems to facilitate change.
43. Evaluates resistance to change.
44. Creates systems to monitor change.
45. Creates systems to evaluate change.
46. Creates systems to sustain change.

**Operate in a Complex, Global Environment**
47. Evaluates situations requiring leadership actions in the workplace.
48. Leads strategic planning.
49. Creates inclusive systems for decision-making.
50. Creates processes of effective internal communication.
51. Creates processes of effective external organizational communication.
52. Evaluates the effects of globalization on organizations.
53. Leads the organizational process for due diligence.

**Demonstrate Leadership Competencies**
54. Knows one's internal states, preferences, resources, and intuitions.
55. Manages one's internal states, impulses, and resources.
56. Demonstrates emotional tendencies that guide or facilitate reaching goals.
57. Demonstrates awareness of others' feelings, needs, and concerns.
58. Demonstrates adeptness to induce desirable responses in others.

**Written Examination Process**
The Committee Chairperson will develop three questions to be presented to the student for written responses. Questions may be distributed at any time mutually agreed upon by the Committee Chairperson in consultation with the student and the members of the committee.  The responses are due 15 days later. The responses must be detailed, supported with salient research, and must comprehensively address the questions posed.  The student is expected to use relevant primary and scholarly resources to complete the examination including course material, research articles, and other relevant materials.  All resources used must be identified in the reference list. The responses must follow the current Publication Manual of the American Psychological Association (APA), including a title page and a table of contents.

All members of the committee will review the written responses to the three questions. The Committee Chairperson will contact all committee members to determine the adequacy of completion of the examination. The Committee Chairperson, in consultation with the student and the committee members will schedule an oral examination of the responses.

**Oral Examination Process**

The oral examination will consist of a meeting of the committee and the student for approximately two hours. This meeting will be scheduled collaboratively with the student and the members of the committee and must be conducted on the Twin Cities campus of Saint Mary's University of Minnesota. During the oral examination, the committee will question the student on the written responses submitted as well as other areas the committee deems appropriate to ascertain if the student has met the goals of the comprehensive examination.

In order to pass the comprehensive examination, the student must receive a 2/3 pass vote from the members of the committee.

The committee may recommend:
1. Pass;
2. Conditional pass, subject to minor revision and resubmission;
3. No decision, revision and resubmission required;
4. Fail, retake specified parts of the examination;
5. Fail, retake the examination.

If the committee recommends a conditional pass, or no decision, subject to revisions and resubmission of the written document, the student will have 5 days from the day of the oral examination to submit the responses. If a student fails to pass the comprehensive exam, the student will be required to wait a minimum of 12 weeks from the final decision before retaking the examination. The committee may recommend or require that the student participate in classes or other activities to prepare to retake the examination. The student will be required to register for EDD 899 Comprehensive Examination each time the examination is attempted and must be passed within two years of the first attempt. After the second failure the committee and the program director will meet to discuss student issues and recommendations. The examination may be taken a maximum of three times. A third failure of part or all of the comprehensive examination will result in dismissal from the program.

**Phase III: Dissertation**

**Student Responsibilities for the Doctoral Dissertation Proposal**
1. Meet with Committee Chairperson to establish their expectations.
2. Upon receipt of a passing grade in EDD 899, each EDD student will automatically be enrolled in one credit of EDD 830 (Dissertation) for each semester until the student leaves the program. If a student wishes to enroll in additional credits of EDD 830 during any semester, that student must enroll in an additional section of EDD 830.
3. Send Committee Chairperson dissertation progress report (link to Progress Report Form in Appendix) at the end of each semester. Failure to demonstrate sufficient progress will result in an NC.
4. Submit completed proposal draft to your Committee Chairperson.
5. Upon approval of your Committee Chairperson, send the draft to your committee.
6. Your Committee Chairperson will contact committee members to arrange a proposal defense.
7. Dissertation proposal defense
8. Submit approved proposal to the Saint Mary's University Research Review Board. The Research Review Board must approve or exempt the proposal before data may be collected.

**Writing the Doctoral Dissertation Proposal**

The dissertation proposal is comprised of Chapters 1, 2, and 3 of the dissertation, i.e. the proposal must be prepared in the same format as that required for the completed dissertation.

Link to Dissertation Outlines in Appendix

**Process for Approval of the Dissertation Proposal**

Once completed and approved by the Committee Chairperson, the student is to submit the dissertation proposal to the members of the committee. The student will orally defend the written dissertation proposal before the members of the committee.

The dissertation proposal is expected to:

1. Make a significant contribution to the knowledge of the discipline as demonstrated by:

   A. Identifying a gap or problem supported by the literature;
   B. Addressing an identified problem.

2. Make a significant contribution to the understanding of the problem that it examines by providing a reliable and valid study of the problem.

3. Demonstrate the candidate's ability and willingness to carry out independent research by:

   A. Demonstrating design validity;

   B. Demonstrating appropriate data collection methods;

   C. Demonstrating appropriate sampling/participant selection;

   D. Demonstrating external validity;

   E. Addressing critical concerns;

   F. Addressing ethical concerns;

4. Present material in a form appropriate to the discipline and the department by:

   A. Demonstrating appropriate APA editorial style;

   B. Following departmental publication format;

**Human Subjects and Data Collection**

The candidate may not begin any type of data collection from human subjects until the committee and the Institutional Review Board have issued the Research Methods approval or exemption to the candidate.

Candidates who collect data before receiving approval from the Institutional Review Board may be subject to one or more of the following actions:
1. The data collected may not be used in any research submitted to Saint Mary's University of Minnesota.

2. The Doctoral Committee may decide that the candidate must restart the data collection using the same instrument.

3. The Doctoral Committee may decide that the candidate may not use the same instrument in future research.

4. The candidate may be asked to restart the dissertation process with a new proposal, research topic, methodology, and instrumentation.

5.  The Doctoral Committee may recommend that the student be withdrawn from the program.

**Candidacy**

A student becomes a doctoral candidate upon successful acceptance of a dissertation proposal by the Committee and the Institutional Review Board. After admission to candidacy, the candidate is expected to maintain continuous enrollment until the degree is conferred. The department monitors this enrollment. Students must register for a minimum of one semester credit of dissertation research each semester. Failure to **register may result in withdrawal from the program. If withdrawn, a student may** reapply and may be required to take courses, take an additional comprehensive examination, or engage in any other activities required by the Program Director. If the term of candidacy is extended beyond five years, the candidate may be asked to retake coursework and/or pass another comprehensive examination.

**Student responsibilities for Dissertation**

Upon approval of the proposal by the committee and any required review by the Institutional Review Board, the student then:
1.  Sends Committee Chairperson dissertation progress report (link to Progress Report Form in Appendix) at the end of each semester. Failure to demonstrate sufficient progress will result in an NC;
2.  Collects data;
3.  Analyzes data;
4.  Writes preliminary drafts of the complete dissertation;
5.  Meets with the Committee Chairperson to prepare a defense revision to prepare a defense revision;
6.  Upon Committee Chairperson's approval, sends the defense revision to the rest of the committee;
7.  Waits for the Committee Chairperson to contact committee members and the student to arrange a dissertation defense;
8.  Completes the Application for Graduation;
9.  Registers for EDD 900 Dissertation Defense;
10. Defends the dissertation successfully in a public forum; and, Completes all remaining academic and administrative requirements.
11. Document Submitted to Iauthenticate with satisfactory results.

**Preparation of the Doctoral Dissertation**

The Ed.D. program is a practitioner degree oriented to the improvement of professional practice by extending the knowledge, expertise, and skill of students through the application of research to leadership issues. The assessment for the award of the Ed.D. degree is based on success at each of the three phases, one of which is the dissertation. The criteria for the dissertation examination are that the dissertation should display mastery of, and the ability to apply research findings, new analyses, syntheses, interpretations, and other research methods and procedures in order to contribute to the improvement of practice.

The purpose of the dissertation is to produce knowledge, insight, materials, and/or methods in the candidate's field of specialization. It may replicate and extend an earlier study for the purpose of correcting errors, eliminating shortcomings, enhancing, or clarifying it. The dissertation must be meaningful and provide evidence of familiarity with existing research in the field.

The responsibility for the layout of the dissertation and selection of the title rests with the candidate after discussion with the Committee Chairperson. Full and appropriate attribution is essential. The dissertation is not to contain any of the candidate's work that has been presented for any degree at Saint Mary's University of Minnesota or another university or institution except with the committee's prior written approval. Any parts of the dissertation that have been previously published should be clearly indicated in a chapter footnote.

Throughout the conduct of the study, the candidate should be in close contact with the Committee Chairperson to receive guidance and feedback.  The candidate must send the Committee Chairperson a dissertation progress report (link to Progress Report Form) prior to the end of each semester. Failure to demonstrate sufficient progress will result in an NC. The candidate should always make and keep a copy of all portions of the dissertation draft while proceeding with the writing and submission of materials to the committee. When the Chairperson approves a final draft, the candidate forwards that draft to the Dissertation Committee Members. The committee members must read the dissertation and indicate that it is defensible before approving the scheduling of a defense. Once the committee decides that the dissertation is ready for defense, the Committee Chairperson will schedule an oral dissertation defense. The announcement of the dissertation defense date must reach the Program Coordinator at least two weeks prior to the dissertation defense, which will be advertised and open to the public.  The announcement, which will be published in the EDD Blackboard page and emailed to the University Community.

If committee members ask for conflicting changes to a student's dissertation, the Committee Chairperson will resolve the issue with the committee members. The

candidate will be expected to incorporate these changes into the final manuscript that will be presented to the committee for the Dissertation Defense.

**Timelines**

Students are encouraged to create timelines for their own work on the dissertation. These timelines are to reflect their own responsibilities toward the completion of the dissertation. Considering that faculty work with multiple students and have multiple responsibilities, students are expected to be respectful of the time of their Committee Chairperson and Committee Members.

**Continuous Enrollment**

All candidates are required to maintain enrollment throughout the dissertation process by registering for at least one dissertation credit per semester. This requirement begins with the first semester after the one in which the comprehensive examination has been passed. This requirement remains in effect until the dissertation has been defended and accepted by the University.

**Progress During Phase III.**

The doctoral committee chair will set standards for expected progress. Failure to meet those expectations will result in an NC grade for the semester. Students who receive three sequential NC grades, or a total of four NC grades over the duration of Phase III, will be withdrawn from the program.

**Technical and Research Design Assistance**

The faculty recognizes the practice of using literature search services, statistical consultants, or other third-party assistance in the completion of dissertation work. In general, the candidate should perform all research work independently. If outside assistance is used, the candidate has an obligation to limit such aid to clerical assistance and operational advice and not to depend upon such assistance as a substitute for personal effort or understanding.

The committee, in such cases, has a specific obligation to examine the candidate's understanding and accomplishments in the Dissertation Defense. In all cases, the candidate is expected to demonstrate personal professional mastery of the literature, problem, research techniques, design, analysis, results, and implications through the oral examination process. Any and all assistance provided to the candidate must be clearly identified in the methodology section of the dissertation.

**Conducting the Dissertation Defense**

A dissertation defense is a mandatory component of the Ed.D. program. The purpose of the dissertation defense is to examine the candidate's abilities to create or apply knowledge of research in their area of specialty and mastery of research methods or procedures in solving practical problems related to professional practice as well as program outcomes.

The dissertation defense is scheduled after the committee has indicated that the draft of the dissertation is defensible. The committee and candidate will agree on a convenient date. The dissertation defense is open to the public and the committee is moderated by the Chairperson. The defense must be conducted in person on the Twin Cities campus of Saint Mary's University of Minnesota.

The dissertation defense is usually a two-hour meeting in which the candidate formally presents their research and answers challenging questions from the committee. The candidate will defend the relevance of the topic as a contribution to the field of research. Any aspect related to the study may be questioned.

The committee meets in executive session prior to and after the presentation and question periods to deliberate on the dissertation and to make any recommendations for final revisions. If revisions are needed on the final dissertation, a committee member may reserve the right to withhold a signature until certain changes have been made. If only minor changes are needed, the Committee Chairperson must assure that the changes have been made.

The committee indicates its acceptance of the dissertation at the time of the dissertation defense. The committee members must unanimously agree that the dissertation defense is successful.

At the close of the dissertation defense, the committee will make one of the following five recommendations for both the written dissertation and oral defense:

1. Award the degree without further examination;

2. Award the degree without further examination, subject to insertion of the amendments noted in the enclosed list;

3. Award the degree subject to satisfying the committee regarding the questions noted in the enclosed list;

4. Do not award the degree but permit the student to resubmit the dissertation in a revised form or provide another oral defense;

5. Recommend dismissal of the student from the program by the Program Director without awarding the degree.

Whether the report is favorable or unfavorable, the committee is expected to provide feedback on the strengths and/or weaknesses of the dissertation.

Verbal notice shall be given to the candidate by the Committee Chairperson and committee on completion of the candidate's oral defense. The committee may require the candidate to complete a second oral defense on general or specific topics relating to the project. These topics will be communicated to the candidate in both oral and written formats.

Prior to graduation, Saint Mary's doctoral students must submit a Microsoft Word copy of their dissertation to their academic program. The electronic dissertation will be forwarded to Twin Cities Campus Library staff, who will store it in a password protected folder, accessible only to current Saint Mary's students, faculty, and staff. A librarian will catalog the dissertation in SuperSearch and in WorldCat, a national library catalog. All submitted dissertations must be reviewed and approved by a librarian before being added to SuperSearch and WorldCat. Twin Cities Campus Library may lend electronic copies to alumni upon request and to members of the public through interlibrary loan.

**Ownership/Copyright**

The ownership of the completed dissertation will rest solely with the student.

**Directions for Writing the Dissertation**

The latest edition of the Publication Manual of the American Psychological Association (APA) as modified and adapted by these directions and rules for the School of Graduate Studies is the standard guide for the preparation and printing of dissertations.

Because the Publication Manual of the American Psychological Association (APA) is prepared for use in many different contexts, it contains several alternative procedures at various places in the manual. The directions in this section of the handbook are intended as a clarification of the procedures to be followed in preparation of doctoral dissertations at Saint Mary's University of Minnesota. Comments will be made herein only to clarify procedures specific to Saint Mary's University. Directions as to matters of style as indicated in the Publication Manual of the American Psychological Association (APA) should be followed, except where specific direction is made herein. **It is mandatory that manuscripts submitted to the department follow the Publication Manual of the American Psychological Association (APA) with the following approved exceptions:**
1. No page headers.
2. No running heads.

3. Preliminary pages, from Signature page through the Abstract, are numbered with lowercase Roman numerals at the bottom center, starting with numeral ii. (bottom center).
4. Beginning with Chapter One, pages are numbered using Arabic numerals at the top right, starting with the numeral 1.
5. Left margins are 1 inch on all pages.
6. Abstracts are not to exceed 250 words.
7. "Chapter #'s" on the first page of each chapter are not included in the Levels of Heading.

**Graduation Policy**

Upon completion of all academic requirements, candidates for the degree Doctor of Education in Leadership have a choice of attending commencement or receiving their degrees *in absentia.* Students who are planning to graduate must have successfully defended their dissertations by the date specified on the Ed. D. Student Page in Blackboard. All final materials, including the bound dissertation, must be submitted and accepted by the due date for all academic degree requirements. Students should allow time for the Program Director to review and accept materials before the final date for completion of academic requirements. These dates are published for each semester in the University's academic calendar and posted on the University's website. The official date of completion of the Ed.D. program shall be recorded as the exact date on which all academic requirements have been met by the student. Use of the title Doctor is inappropriate prior to the completion of these tasks. Students who plan to commence must make arrangements for academic robes via the Graduation Office.

**Web Site**

The Ed.D. Student Handbook and forms needed to complete the program are found on the Ed.D. Student Page on Blackboard page at: http://courses.smumn.edu. The forms may be downloaded or printed from this site.

For more information, please refer to the [Student Handbook](Student Handbook).

# Appendix

## Proposal/Dissertation Draft Checklist

Before you submit your proposal or dissertation raft to your Committee Chairperson, make sure that you have reviewed the following to make sure they are correctly done in your paper.

APA Format

- ☐ In text citations appropriately cited
- ☐ All statements of fact have citations
- ☐ Direct quotes correctly cited
- ☐ Use primarily primary sources
- ☐ Appendices are appropriately labeled
- ☐ Appendices are complete
- ☐ Reference list
    - ☐ Citations in correct APA style
    - ☐ All citations in the text of the paper are listed on the reference list
- ☐ Headings
    - ☐ Required headings are included
    - ☐ At appropriate APA level
    - ☐ Figures correctly labeled
    - ☐ Tables correctly labeled
- ☐ Academic writing
    - ☐ Department Title Page
    - ☐ Table of Contents
    - ☐ Introductions provided for chapters
    - ☐ Smooth transitions between ideas
    - ☐ Summaries provided for chapters
    - ☐ Literature review is exhaustive
    - ☐ Headings mark transitions
    - ☐ Tables and figures are explained
    - ☐ Grammar checked
    - ☐ Spelling checked

Format
- ☐ Margins correct for publication
- ☐ Numbering correctly done on introductory pages
- ☐ Number correctly done on content pages
- ☐ All the required sections are included (see dissertation proposal outlines).

Final Dissertation Document only
- ☐ Include abstract
- ☐ Include signature page
- ☐ Include Acknowledgements

**EDD Degree Audit**

Name_____     Date_____

| Required Leadership Courses (12 credits required) | Credits | Term Completed |
|---|---|---|
| EDD 802 Leadership Theory | 3 Cr. | |
| EDD 805 Ethical Dimensions in Organizational Leadership | 3 Cr. | |
| EDD 855 Organizational Development | 3 Cr. | |
| EDD 856 Organizational Effectiveness | 3 Cr. | |

| Required Education Courses (15 credits required) | | |
|---|---|---|
| EDD 810 Communication and Power in Learning Settings | 3 Cr. | |
| EDD 811 Theories of Adult Learning | 3 Cr. | |
| EDD 812 Instructional Strategies for Adult Learners | 3 Cr. | |
| EDD 813 Systematic Instructional Design | 3 Cr. | |
| EDD 814 Assessment: Theory and Practice | 3 Cr. | |

| Required Inquiry Courses (12 credits required) | | |
|---|---|---|
| EDD 809 Advanced Research Writing | 3 Cr. | |
| EDD 821 Techniques for Research | 3 Cr. | |
| EDD 822 Qualitative Research Design and Methods | 3 Cr. | |
| EDD 823 Quantitative Research Design and Methods | 3 Cr. | |
| Prereq GM630, PY620, MBA618 (previously MBA 501) or other master's statistics class | 0 Cr. | |

| Contextual Electives (9 credits required) | | |
|---|---|---|
| EDS 741 Financial Management (EDD 841/EDUL 611) | 3 Cr. | |
| EDS 742 Legal Issues (EDD 842/EDUL 615) | 3 Cr. | |
| EDS 715 Curric., Assess., and Instructional Leadership (EDD 844/CAI715) | 3 Cr. | |
| EDD 801 Organizational Theory                *no longer offered* | 3 Cr. | |
| EDD 815 Ethical Dimensions in Education        *no longer offered* | 3 Cr. | |
| EDD 816 Seminar: Topics in Education | 3 Cr. | |
| EDD 818 Knowledge Development: Theory, Formats, and Application | 3 Cr. | |
| EDD 820 Introduction to Research *no longer offered* | 3 Cr. | |
| EDD 824 Leadership in Literature | 3 Cr. | |
| EDD 826 Non-Western Cultural Thought: An Ethnographic Approach to Research and Leadership | 3 Cr. | |
| EDD 840 Creativity and Innovation | 3 Cr. | |
| EDD 843 Supervisory Principles (EDUL 606)        *no longer offered* | 3 Cr. | |
| EDD 850 Social Justice in a Global World | 3 Cr. | |
| EDD 851 Historical and Contemporary Perspectives on Higher Education | 3 Cr. | |
| EDD 852 Policy and Politics in Higher Education | 3 Cr. | |
| EDD 853 Development and Evaluation of Postsecondary Education | 3 Cr. | |
| EDD 854 Organizational Learning | 3 Cr. | |
| EDD 871, 872, 873, 874 Lasallian Electives @ 3 Cr. each | Cr. | |

| Phase II and III (13 Credits) | | |
|---|---|---|
| EDD 899 Comprehensive Examination | 1 Cr. | |
| EDD 834 Proposal Development | 1 Cr. | |
| EDD 830 Dissertation Credit | 11 Cr. | |
| EDD 900 Dissertation Defense | 0 Cr. | |

For more information, please refer to the [Student Handbook](#).

**Saint Mary's University**
OF MINNESOTA

**Student ID Number** _____

**ED. D. 830 PROGRESS REPORT**

**Student's Name** _____

In the space below describe (a) what you have accomplished toward the completion of your dissertation during the current term, and (b) the additional requirements you must meet to complete the dissertation. Include a proposed timetable for completion.

**Student Signature** _____ **Date** _____

**Recommended Dissertation Outline**

I.  Preliminary Pages
    A. Title Page
    B. Committee Approval and Recommendation Page
    C. Dedication
    D. Acknowledgements
    E. Abstract
    F. Detailed Table of Contents
    G. List of Tables
    H. List of Figures
II.  Chapter 1: Introduction
    A. Problem to be investigated
        1. Research Problem Description
    B. Research Question(s)
        1. Hypothesis(es) (if appropriate)
        2. Variables
        3. Measures of variables
    C. Delimitation of the problem
        1. Limitations of the problem
        2. Research assumptions
    D. Justification/ Need for the Research
        1. Why it is important to address the problem
        2. Contributions to knowledge and practice
    E. Definition of Terms
III.  Chapter 2:  Review of the Literature
    A. Analysis, Synthesis and Evaluation of Literature Related to the Topic
    B. Analysis, Synthesis and Evaluation of Literature Related to the Method
IV.  Chapter 3: Methodology
    A. Description of the Research Design
    B. Population and Sample
        1. Population
        2. Sample
            a. Sampling method
            b. Sample size
            c. Power
    C. Procedures
        1. What
        2. Where
        3. When
        4. How

D. Instrument(s)
    1. Description
    2. Justification
    3. Reliability
    4. Validity
E. Coding and Analysis
    1. Description
    2. Justification
F. Design Validity
G. Ethical Issues (for example)
    1. Planning: What safeguards are incorporated into the design of the study to protect the rights of human subjects/organization?
    2. Subject Risk: What steps are taken to minimize or eliminate risk to the subjects/organization?
    3. Researcher Responsibility: How will the subjects/organization be notified that the study is for research purposes and that they have the choice of not participating?
    4. Notification: How will the subject/organization consent form be thoroughly reviewed?
    5. Deception: If deception or concealment is necessary to the methods of this study, how has the researcher determined that such methods are necessary, that alternate methods are not available that do not use concealment or deception, or insure

V. *Chapter 4: Results
    A. Results Presented
    B. Discussion in the Context of the Research Question(s)

VI. *Chapter 5: Discussion
    A. Discussion of the implications of the findings—their meaning and significance
    B. Recommendations for Practice
    C. Limitations of the Study—unresolved problems and weaknesses
    D. Recommendations for Future Research

VII. References

VIII. Appendices
- Saint Mary's University's Research Methods Approval Form
- Approved External Institutional Review Board Letters'
- Consent Forms, (if appropriate)
- Timetable for the project completion
- Data collection instruments
- Data analysis tools
- A matrix of relationships between questions and hypotheses
- Examples of observation notes or interview transcripts from pilot studies or completed parts of the study

As with all academic work, the following critical concerns are expected to be addressed within the body of the document:

- Reality vs. Perception
- Communication
- Values
- Assumptions
- Societal Consequences
- Role of the Researcher

\* = For a proposal, leave out chapters 4 and 5.

For more information, please refer to the [Student Handbook](#).