

CTX Dissertation Handbook

Doctor of Education (Ed.D.)

2018-2019

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Introduction

To the Candidate

When you read this document, you should be well on your way to completing your doctoral work. This document is designed to help you through the last part of your doctoral journey. Of course, no document can anticipate all possible questions and needs for every dissertation, since each is unique in many ways. The people who are working with you at this point can guide you in areas not specifically addressed in these pages. We have asked faculty to be available for your questions, but we suggest that you be sensitive to their time and work schedules as well.

Perhaps the most useful sections of this handbook will be those that deal with working with your committee and developing a dissertation calendar. Although some flexibility is allowed, the timeline should keep you on track and keep everyone informed about your dissertation and related activities. Be careful and realistic in developing a timeline so that everyone who is involved in your work has plenty of time to do his/her job and so that you are not overly stressed in doing yours. *If in doubt, allow extra time.* Start with your anticipated graduate date, then work backward.

To the Faculty

The most important contribution you can make to doctoral candidates is to be there when they need you. This may not always be at the most convenient time. But it is important that candidates have access to faculty, especially when they cannot move forward without advice. They will be asked not to abuse the privilege and to be considerate of your schedule. As dissertation chair or committee member, your name appears on the signature page of the work. Candidates will always remember their doctoral experiences with you, as most of you remember your experience with your committee members.

Committee members are compensated for their work. Read carefully the section of this handbook detailing your committee responsibilities and review the current Dissertation Training Workshop manual. If you have not received a copy of this and/or training for the dissertation experience, contact deeann.ragaisis@concordia.edu.

The Ed.D. program addresses Concordia's strategic plan in several areas. Our students represent the future of school leadership. They will exhibit moral, ethical, and Christian leadership, which is the primary goal of our program. You are a large part of the reason our doctoral students will be successful: You taught them, advised them, and showed them the path to program completion. For those things, we and they will be in your debt.

Program Overview

By the time a candidate completes the Concordia Ed.D. program, he or she will have taken 24 credit hours of core courses and 37 hours of specialty area courses and survived the rigors of a Qualifying Exam, research projects, class tests, projects, group work, and so forth. The candidate will have made more than 50 trips from home to Austin for weekend class meetings and the Summer Institute for a week of intensive study. The candidate will have logged at least 200 clock hours in the field to polish leadership skills in a chosen area. The candidate will have written many papers and completed many assignments under the tutelage of a dozen or more professors and potential committee members along the way.

Core Courses (all students take these)

EDU 6310 – Christian Ethics & Values
EDU 6311 – Research I – Academic Writing
EDU 6312 – Research II – Quantitative Research
EDU 6342 – Christian Leadership
EDU 6316 – Research III – Qualitative Research
EDU 6313 – Multicultural Experiences
EDU 6314 – Grant Writing
EDU 6341 – Digital Learning (Summer Institute)

Core Courses are taught in a hybrid delivery method. Once a month, students come to the Austin campus for a weekend of instruction. They take three courses each semester in the fall and spring and two in the summer; and come together for a week for a Summer Institute, involving intensive instruction followed by an ending activity.

Qualifying Examination

Every CTX doctoral student must pass the comprehensive examination to demonstrate mastery of the core course material before progressing to one of two specialty areas. The examination is given on the last day of the first Summer Institute as a take-home essay (details of due dates are provided at that time). Students must attain 85% to pass the examination.

Admission to Candidacy

Students are admitted to candidacy only after achieving a passing score on the Qualifying Examination. At that point, they begin to take specialization-specific courses (37 credit hours) in one of two areas: Administration or Curriculum/Instruction. Also, at that point, students begin serious conversations with faculty members about a dissertation topic and ideas for conducting research.

Research IV: Proposal (EDAD or CAI 6323):

Several important things happen during the 16 weeks of the Proposal course (Research IV). Each candidate and his or her instructor, and the Ed.D. director agree on a topic for the dissertation. Potential committees are formed for candidates to have a tentative chairperson and two committee members. During the remainder of Research IV, the candidate develops a “**working draft**” of the first three chapters of the dissertation: Introduction, Review of Literature, and Methodology. In addition, a draft, CTX Institutional Review Board (IRB) application is prepared. (Note): The final “completed” draft of the Proposal and final draft of the CTX IRB application are prepared under chair and committee expectations. Candidates also prepare a “mock” Proposal Defense presentation for peers and potential committee members during Research IV. The NIH (National Institute of Health) certification is required for all dissertation candidates and committee members.

Research V

During Research V, the candidate works directly with the chairperson and committee to complete the proposal (Chapters 1-3), arrange and conduct the Proposal Defense, receive CTX IRB approval, collect and analyze data, complete the full dissertation, including Chapters 4 and 5, and participate in the Dissertation Defense meeting. Research V consists of three courses: Dissertation I, II, and III. Each of these is an online course which students must take as requirements of the Ed.D. program. These are overseen by the Dissertation Coordinator in Bb Learn, as instructor.

Dissertation Defense

Once the Chair has determined that the candidate’s dissertation is ready for final review, the culminating activity of the doctoral program is the dissertation defense. The defense is generally considered a professional presentation of the candidate’s work, punctuated by a scholarly exchange with committee members. Candidates are informed of specific dates by which all dissertation materials must be submitted to the Chair and committee, steps to use in setting a defense date, and so forth. The dissertation defense is a public meeting; other students may attend, and the candidate may invite guests. Candidates should be aware that the dissertation could be criticized during the defense. The date, time, and place of the defense is published by the College of Education, which secures the appropriate site and arranges for standard video equipment (the candidate is advised to have a backup plan for technology). The dissertation defense is scheduled to last 60 to 90 minutes. Once committee questioning has concluded, the audience will be asked to clear the room while the committee deliberates. Like the *CTX Proposal Defense presentation*, the *CTX Dissertation Defense presentation* is scored as “passing, or passing with stipulations, or not passing.” CTX Dissertation courses (6361,6362,6363) of the CTX Dissertation Experience are graded according to course rubrics, and the presentation is only one part of fulfilling course expectations.

Candidates who do not pass the dissertation defense presentation may petition the dean of the College of Education, and later, the provost as necessary, where the decision is final.

Archiving the Dissertation (more TBD...)

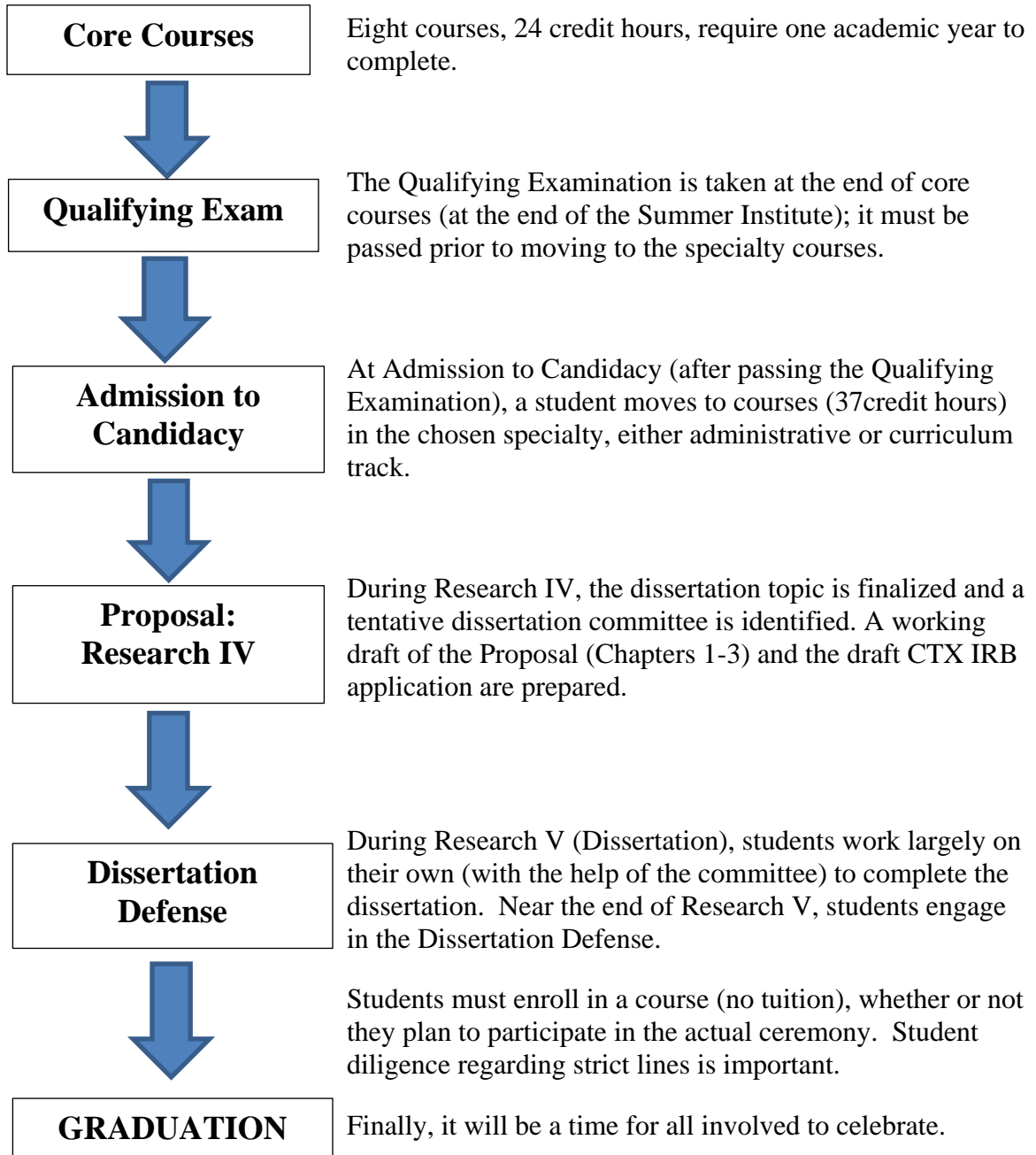
Students are assessed a fee that covers the costs of archiving the dissertation, but all forms and properly formatted copies of dissertation must be submitted first. Students are not cleared for graduation until archival responsibilities are completed. CTX requires that *electronic* copies of the dissertation be kept by the Library and College of Education. In addition, students must provide one *bound* copy of the dissertation to the Chair and one *bound* copy to the library. The student may order up to two additional bound copies for personal use. For graduation clearance purposes, the student must provide evidence that the electronic copy has been submitted to the Chair (signatures required) and that the bound copies have been ordered.

Graduation

Graduation at CTX is considered a class for which students must register (no tuition) in order to graduate. Registering for graduation is required whether or not a student intends to attend the ceremony. The tradition of being “hooded” and the pomp and color that surrounds a doctoral graduation ceremony goes back to the Middle Ages. We highly recommend that, after having invested so much time and money in coursework and dissertation, all students take part in this once-in-a-lifetime event.

General Timeline

Given the complexity of the doctoral program, it is important that students and faculty members review the General Timeline of important events of the program.



Timeline Details

The Dissertation Experience: From Proposal Course to Graduation

Candidate takes the Proposal Course (Research IV)

Candidate prepares the “Working Draft” of the Proposal (Chapters 1–3) Rubric Expectations and completes a “Working Draft” of the CTX IRB application

Candidate and all tentative committee members attain NIH certification

Candidate is matched to potential chairpersons/committee members during Research IV

Candidate prepares a mock Proposal Defense for last class session of Research IV

Candidate completes the Proposal Course (Research IV)

Candidate works directly with the Chairperson and Committee members when deemed by the Proposal instructors as ready to do so

Candidate takes Research V, Dissertation I and works directly with his or her Chair and Committee after obtaining all required signatures

Candidate prepares headings and subheadings of text of the ‘Completed Draft’ of the Proposal according to Proposal Rubric Expectations, with revisions, additions, and changes as necessary for Committee approval

Candidate and Committee arrange the Proposal Defense meeting

Committee decides to pass, pass with stipulations, or not pass the Proposal Defense

Committee reviews the candidate’s IRB application for revisions, additions, and changes

Candidate completes and submits the IRB application, makes required revisions

Candidate obtains approval from CTX IRB and specific research sites

Candidate implements data collection and data analysis

Candidate writes Chapters 4 and 5 according to CTX Template and Rubric expectations

Candidate takes Research V (2) and (3) as needed until Committee approves the dissertation or candidate’s timeline expires

Candidate completes Dissertation Defense when deemed ready by Chairperson

Committee decides to pass, pass with stipulations, or not pass the dissertation

Candidate completes the final draft of the dissertation with close chair oversight, obtains signatures by Committee members COE Dean

Candidate sends final draft to the Dean of the College of Education, Director of the Ed.D. Program, and Dissertation Coordinator for final editing approval review

Committee Chairperson prepares candidate for graduation and two bound copies (one for the library and one for the Chairperson) in addition to the electronic copy for the CTX Librarian and Dissertation Coordinator

Candidate graduates from CTX with the final draft of the dissertation electronically submitted and accepted and hard copies ordered for delivery

The Dissertation Committee

The members of the dissertation committee follow these guidelines and responsibilities.

Guidelines for Dissertation Committee Service

All dissertation committees will be composed of three members (a chair and two others).

At least one committee member must be a full-time, CTX College of Education faculty member with a terminal degree.

In a special circumstance, one committee member may be non-CTX faculty with a terminal degree. The student will be required to explain in writing the reason for such a request, as well as the qualifications of the person being requested.

Full-time CTX faculty members with terminal degrees will be generally limited to chairing no more than six dissertations simultaneously. Exceptions may be approved by the Program Director.

Responsibilities of the Chair

Be a coach and part of a general support system for the student, especially if technical or personal problems arise

Be familiar with policies and procedures related to dissertations

Reach agreement with the student regarding mutual communication

Work with the student to establish a realistic timeline to graduation

Serve as Teacher of Record and provide a grade for each semester of Research V

Guide the student toward a product of which all parties can be proud from technical and ethical viewpoints

Assist the student with IRB issues

Advise the student regarding methodology, data collection, and data analysis

Prepare the student for the defense process, up to and including delaying the defense if significant problems are apparent

Mediate misunderstandings among committee members or between the student and a committee member

Responsibilities of Committee Members

Have a copy of the student's timeline to graduation as negotiated with the Chair

Be available in a timely manner when the student has a problem or question

Provide subject matter or technical expertise as needed by the student or requested by the Chair

Contact the Chair at the first sign of difficulty

Be knowledgeable about the doctoral program and the dissertation handbook

Read dissertation drafts and return comments to the student in a timely manner

Advise the student regarding methodology, data collection, and data analysis

Work with the Chair to make the dissertation experience as seamless as possible

Student Responsibilities to the Committee

Be present and on time for all meetings with the Committee or individual members

Present drafts that are as error free as possible (considerable editing should have taken place before Committee members see the drafts)

Meet the established timeline to graduation if at all possible

Be clear about communication expectations of all Committee members

Maintain a respectful and professional attitude at all times

Hire an independent editor/proofreader if those skills are lacking. It is permissible to hire someone for *editing* or *proofreading* purposes. It is NOT permissible to hire someone to *conduct research* or *perform any writing activities* that would call into question the originality of the dissertation. Keep the Chair informed about outside help.

Copy the Chair on all communication with other Committee members

Institutional Review Board Approval (IRB) Process

The Institutional Review Board (IRB) is a committee established to scrutinize research projects that involve human subjects in an effort to ensure the rights and welfare of study participants. It can also be viewed as an arbiter of ethics in conducting research studies of this type.

Background

The story of the modern-day IRB has its roots in a much darker time. The so-called Nuremberg Code of 1948 was written as a result of the post-World War II Nuremberg Trials, which exposed mistreatment of research subjects by Nazi physicians in prison camps. The Code established the first protocols for conducting research involving human subjects. Those protocols involved (a) voluntary participation and informed consent, (b) a favorable risk/benefit analysis, and (c) the right to withdraw without penalty.

Unfortunately, the passage of time resulted in incidents that compromised the well-being of study participants, perhaps most notably the Tuskegee Study, which took place from 1932 to 1972. Congressional hearings held in 1974 resulted in establishment of the modern IRB system through the National Research Act of 1974 and the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. The document codifying the main principles of the modern IRB is known as the Belmont Report, an eight-page document that serves as the mainstay of work conducted by local IRBs. The Belmont Report focuses on three principles: (a) respect for persons, (b) beneficence, and (c) justice. The Belmont Report is on the OHRP website, <http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.htm>.

All dissertation projects undertaken at CTX must be approved by the CTX IRB before a study may be conducted. After reviewing the CTX policy (available on the CTX website), **students should factor the work of the IRB Committee into their timeline.** Failure to take this work into consideration could lead to serious delays in completion and graduation. (See the CTX IRB Manual for application requirements of the present school year.)

Working with Third-Party Agencies

In planning a Timeline to Graduation, students should factor in working with any third party that will be asked to grant permission to the student to enter a facility to conduct research or to gain access to copyrighted information. Unfortunately, all past researchers may not have been as ethical in their dealings with third parties; therefore, agencies that have had negative experiences in working with researchers may resist agreement. It is highly recommended to treat all parties with the utmost respect and courtesy. Such treatment will not only prove valuable in completing research; it could well affect future researchers who need access to the same agency.

Technical Specifications

The Publication Manual of the American Psychological Association (6th edition, 2010), informally referred to as the *APA Manual*, is the official source of writing and formatting guidelines for the CTX dissertation. However, since the APA manual is designed primarily for instructions related to publication of scientific papers in peer-reviewed journals, it does not contain everything one needs to know to write a dissertation. The following guidelines supplement and supersede the Manual. If these two sources do not provide specific information, the candidate should consult with dissertation Chair.

General

It is strongly recommended to use latest version of Microsoft Word for the dissertation. The use of professional editors during the Proposal Course and for completion of the dissertation is recommended. A list of experienced professional editors is available from the Dissertation Coordinator.

Fonts, Size, Spacing, and Margins

Candidates are urged to use the Times New Roman, 12-point font, double spacing throughout the text of the dissertation, as well as for the cover pages, signatures page, copyright page, Abstract, Acknowledgements, Dedication, Table of Contents, Lists of Figures and Tables, End Pages, Appendices, and References pages. Other pages may have different spacing instructions for top margins (see CTX Dissertation Template). There may be one or two spaces following each period. Indent the first line of each paragraph, except for Reference page material, in which case the first line of each citation is not indented (flush left) but each subsequent line of the citation is indented the same as indentation for a new paragraph (Word provides a Paragraph Format feature of “hanging” paragraphs). Margins should be 1” at the top, on the right, and at the bottom of each page and 1.5” at the left margin (for purposes of binding the paper copy of the dissertation).

Pagination

Pages should be numbered in the bottom right corner, using the Word function. Cover pages are paginated with lower case Roman numerals. The title page is not numbered but it is counted as i; the next page is ii. Arabic numerals begin with the first page of text in Chapter 1 and continued consecutively through the last page of the Appendices.

Headings, Tables, References

Begin by using the CTX Dissertation Template. Also, the *APA Manual* has guidelines for headings, subheadings, table and figure design, in-text citations, and references. Most CTX main headings are in boldface and centered; subheadings are in boldface at the left margin. Other headings would follow these guidelines.

Ordering of Materials

Use the CTX Proposal Rubric for the Proposal and the CTX Dissertation Template on the following pages for the complete dissertation.

[center vertically]

TITLE

TITLE

in

Partial Fulfillment of the Requirements

for the degree of

Doctor of Education

by

Student

Concordia University Texas

Submission date

[center vertically]

TITLE

TITLE

by

Student

This dissertation was prepared under the direction of the candidate's Dissertation Committee. It is accepted by the undersigned faculty members in partial fulfillment of the requirements for the degree of Doctor of Education in the School of Education, Concordia University Texas.

Approved by

##, Committee Chair

##, Committee Member

##, Committee Member

##, Dean of the School of Education

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Student

2019

All rights reserved

TITLE

TITLE

Student

Abstract

(max 350 words, no citations, 2 spaces after period)

DEDICATION (OPTIONAL)

ACKNOWLEDGEMENTS (REQUIRED)

[write ABOUT people, not TO them; limit 1 page]

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 Introduction.....

 Theoretical Framework.....

 Other Main Headings and Subheadings here.....

 Summary of Chapter 2.....

CHAPTER 3: METHODOLOGY
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 Setting and Participants.....
 Sampling Procedures.....
 Reliability.....
 Validity
 Plans for Data Collection
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CHAPTER 1: INTRODUCTION

Text. Text. *[Normal paragraph style: 1 or 2 spaces after period, 1 space after colon]*

Statement of the Problem

Text. Text. Text.

Purpose of the Study

Significance of the Study

Definition of Terms

Term: definition (with citations)

Research Questions

Limitations

Delimitations

Organization of the Dissertation

Level 2 Heading

Text.

Level 3 heading. Text follows . . .

CHAPTER 2: REVIEW OF LITERATURE

Introduction

Theoretical Framework

Further Headings and Subheadings (as determined by researcher)

Summary of Chapter 2

CHAPTER 3: METHODOLOGY

Introduction and Research Design

Setting and Participants

Sampling Procedures

Reliability

Validity

Plan for Data Collection

Plan for Data Analysis

Plan to Address Ethical Issues

Chapter Summary

CHAPTER 4: FINDINGS AND DISCUSSION

Findings (with Sub-headings by the Researcher)

Discussion (with Sub-headings by the Researcher)

Summary of the Findings

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS
FOR FURTHER RESEARCH

Conclusions

Recommendations for Further Research

REFERENCES

[Double space, hanging indent (no tabs or hard returns in an entry); 1 space; alpha order]

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APPENDIX A

Title