

CALIFORNIA LUTHERAN UNIVERSITY
GRADUATE SCHOOL OF EDUCATION

DOCTOR OF EDUCATION
IN
EDUCATIONAL LEADERSHIP



STUDENT HANDBOOK

2023

Thousand Oaks, California

**CALIFORNIA LUTHERAN UNIVERSITY
SCHOOL OF EDUCATION
DOCTOR OF EDUCATION STUDENT HANDBOOK**

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California Lutheran University

Graduate School of Education

Doctor of Education in Educational Leadership

Preparation for Reflective, Principled Leaders in Education

As educators, we shape and better our communities through programs, policies, and highly informed practice. The California Lutheran University Doctor of Education in Educational Leadership provides the conceptual lenses, tools of inquiry, and values to positively influence your educational organization and the people who learn and work in those settings.

You are on a purposeful career path advancing education to meet new challenges and influence the future. I welcome you to California Lutheran University's community of scholars.

Together we can make a difference.

Michael Hillis
Dean, Graduate School of Education

THE PURPOSE OF THE DISSERTATION HANDBOOK

The purpose of the dissertation handbook is to articulate for doctoral students the processes and procedures of writing a dissertation in the field of Education at California Lutheran University. This handbook includes formatting and procedural requirements for completing the dissertation. All university policies apply to this process.

The Dissertation in Perspective

Preparing a dissertation is intended as a learning experience in which all aspects of the doctoral program are brought together. Material from content areas, research strategies and design fundamentals, scholarly writing style, and locating and critically evaluating professional literature are all integrated into one project which is completed under the guidance and supervision of a faculty dissertation committee chair and/or committee members as deemed appropriate.

This handbook is intended to provide direction so that students have positive experiences and success with the dissertation. Completing a dissertation requires a well-organized personal management approach to the project. Good stewardship of time coupled with financial and human resources are required in order to develop a quality dissertation and to lessen the negative impact on one's personal life. A close relationship between students and the committee is fundamental to this process. A student's motivation and commitment to the project provide the impetus to finishing the dissertation on time

SCHOOL OF EDUCATION DOCTORAL PROGRAM OVERVIEW

A. California Lutheran University

Founded in 1959, California Lutheran University (CLU) is an independent, coeducational liberal arts university, which is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC). The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). All credentialing programs are approved by the California Commission on Teacher Credentialing (CCTC). California Lutheran University, affiliated with the Evangelical Lutheran Church of America, is located on 290 acres in Thousand Oaks, California.

B. Mission and Vision

Our mission is to prepare administrators, counselors, and teacher leaders who advocate for educational equity and access, grounded in scholarship that advances innovation and addresses community-based needs in P-20 schools.

Our vision is guided by social justice and advocacy, we will reimagine education to disrupt inequities and meet the future needs of students and communities

1. A Collaborative Environment.

At Cal Lutheran, we recognize our Ed.D. students as professionals who share a commitment to creating programs and policies that strengthen our communities in culturally competent ways.

2. The Doctoral Program Faculty

Courses for the Ed.D. program are taught by full-time professors and practicing professional educators selected based on their academic accomplishments and educational leadership expertise. Dedicated instructors work with students to develop innovative educational research and policies aimed at supporting schools in a diverse and technologically advancing world. The Cal Lutheran faculty is committed to excellence in teaching and innovation in educational development.

C. Doctoral Program Outcomes

By completing the Ed.D., students will have the opportunity to develop competence in each of eight areas of professional practice. These eight areas of personal and professional competence drive the curriculum of the program and the content of each course within the program. By completing the program, graduates should be able to do the following:

1. Compare historical, philosophical, and social contexts of education
2. Facilitate the success of all students
3. Enhance learning-centered practices across an educational organization
4. Implement effective leadership practices
5. Lead with intercultural maturity
6. Use research to inform practice
7. Lead in a moral and ethical way
8. Lead with care and collaboration

D. Doctoral Program Application Process

1. Applicant portfolios containing the required admission documents should be completed by January 15, for priority consideration. The final application deadline is March 31. Required materials include:
 - a. Application Form
 - b. Application Fee – Waived if attending an information session
 - c. Official Transcripts from Baccalaureate, Master's, and credential programs.
 - d. Personal Statement addressing STRIVE
 - e. Two Letters of Recommendation from a supervisor or faculty member
 - f. GRE Scores (Students may be provisionally admitted without GRE scores but they must be received by the end of the summer semester to continue in the program.)
 - g. Scholarly Writing Sample (e.g., a chapter from a thesis, article, paper, or report).
 - h. A Professional Resume
 - i. Evidence of prerequisite Masters level courses in Research Methods

Note: International applicants must submit an International Student Application Form and additional required documents.

The doctoral faculty will review application portfolios and select candidates for interviews. The interviews will be conducted as applicant files are complete.

2. The finalist candidates will be asked to interview with one to two EDLD full-time faculty.
3. A final pool of no more than 20 candidates will be accepted to the program. A waiting list may be established for other highly qualified individuals.
4. Applicants will be notified of admission decisions on a rotating basis, typically 2 – 3 weeks after their on-campus interview.
5. The Intent to enroll form and initial deposits should be sent as soon as possible to hold one's spot in the cohort but it is recommended that students submit these within two weeks of being notified of the admissions decision. In all cases, the intent to enroll forms and deposits must be received by May 1.

Interested candidates are encouraged to attend information sessions. Admission counselors are available to answer preliminary questions about the program and application process. For more information or an application packet contact:

Graduate Enrollment Services

Phone: (805) 493-3325

Fax: (805) 493-3542

Email: clugrad@callutheran.edu

Website: <https://www.callutheran.edu/admission/graduate/>

E. Course Requirements of the Doctor of Education in Educational Leadership

The Doctor of Educational Leadership is a 60-unit program. Students are required to take nine Educational Leadership courses (27 credits), three research methods courses (11 credits), two seminar courses (8 credits) and complete the degree with a dissertation (14 credits). The classes are offered in cohort groups in the fall, spring, and summer sessions in a fixed order, allowing students to complete all requirements in three years. GRE Scores may be waived for candidates who present an official transcript from a regionally accredited college or university reflecting a cumulative grade point average of 3.0 in their completed master's degree. Students are expected to enroll continuously. Students who discontinue enrollment in a cohort group may petition to join the next cohort group the following year. This degree requires the completion of a minimum of 60 credits as follows:

1. Educational Leadership Courses: (27 credits)

- EDLD 603 Historical and Philosophical Foundations of Educational Leadership (3)
- EDLD 605 Instructional Leadership in Modern, Complex Organizations in K-12 Strand (3)

EDLD 607 Ethics and Values in Educational Leadership	(3)
EDLD 614 Policy Development and Political Influences in Education	(3)
EDLD 617 Diversity & Social Justice	(3)
EDLD 619 Higher Education and the Law in HIED strand	(3)
EDLD 621 International Comparative	(3)
EDLD 622 Program Evaluation in K-12 strand	(3)
EDLD 623 Student Success in Higher Education in HIED strand	(3)
EDLD 624 Leading Organizational Change and Development	(3)
EDLD 626 Managing Resources in Support of Organizational Vision in K-12 strand	(3)
EDLD 627 Administration in Higher Education in HIED strand	(3)

2. Research Courses: (11 credits)

EDLD 601 Research Tools and Application to Practice	(3)
EDLD 612 Quantitative Research Design and Analysis	(4)
EDLD 613 Qualitative Research Design and Analysis	(4)

3. Seminar Courses: (8 credits)

EDLD 610 Research Seminar: Literature Review	(4)
EDLD 620 Research Seminar: Proposal: Research Analysis and Presentation	(4)

4. Dissertation Courses: (14 credits)

EDLD 630 Research Seminar: Data Analysis	(4)
EDLD 634 Dissertation Seminar I	(3)
EDLD 635 Dissertation Seminar II	(4)
EDLD 636 Dissertation Defense	(3)

F. Doctoral Program Course Descriptions and Sequence

For the convenience of working students, the Ed.D. courses are offered approximately one weekend per month each semester on Cal Lutheran's main campus in Thousand Oaks. Friday evening and Saturday classes are offered face to face, comprising 60% of instruction while online instruction will supplement the remaining 40%. Portions of the online instruction may be synchronous or asynchronous. Doctoral research courses, seminar courses, and dissertation courses must be successfully completed to advance in the sequence

1. Year One

a. Summer Session

EDLD 601 Research Tools and Application to Practice (3)

An introductory course that equips candidates with basic library, writing, technology, and research skills to be used in all courses in the

program. Strategies and ethics of research provide the basis for designing research questions, selecting data collection procedures and conducting basic data analysis. Students begin a comprehensive literature review in this course.

EDLD 603 Historical and Philosophical Foundations of Educational Leadership (3)

A historical survey of the competing philosophical bases for the creation and implementation of educational policy and practice, with particular attention to questions of equity and excellence in a multicultural society.

b. Fall Semester

EDLD 612 Quantitative Research Design and Analysis (3)

The use of data-driven decision-making in modern, diverse organizational settings. The course builds on the prerequisite basic research methods course and includes problem posing and presentation and analysis of data. Students will conduct a small-scale quantitative study.

EDLD 617 Leadership, Diversity, and Inclusivity in American P-20 Education (3)

This course examines the social ecology of American P-20 education through a lens of inclusion, social justice, diversity, and equity. The course will focus on best practices as they inform policy and practice from early childhood education to postsecondary institutions. It will also concentrate on the influence of diversity, culture and society, and politics on P-20 American education.

c. Spring Semester

EDLD 613 Qualitative Research Design and Analysis (3)

An overview of qualitative research assumptions, characteristics, approaches and techniques. Students will conduct a small-scale field study.

EDLD 626 Managing Resources in Support of Organizational Vision (3)

In the K-12 cohort, this course focuses on human and material resources and the organizational patterns of education at the federal, state, county and local levels. Emphasis is on the interrelationship in the educational bureaucracy as they relate to the framework of decision making and functions at the local level in meeting individual student/client needs. The course includes techniques and strategies for grant writing and managing grant funds.

EDLD 627 Administration in Higher Education (3 units)

In the Higher Education cohort, this course will focus on leadership and the best practices in college and university management and administration with an emphasis on planning, resource acquisition, resource allocation, human resource development, and organizational communication. Distinctions will be made among public, private, and church-related institutions of higher education.

2. Year Two

a. Summer Session

EDLD 605 Instructional Leadership in Modern, Complex Organizations (3)

In the K-12 cohort, this course explores leadership, learning, group processes, and organizational development, and the implications of those theories for diagnosis and action to influence learner outcomes. It includes emphasis on the problems, dilemmas and opportunities for leaders in public and private educational and human service organizations.

EDLD 610 Research Seminar: Literature Review (4)

A comprehensive review of the research literature related to designated themes and a general topic research interest, with a focus on literature review in preparation for the anticipated dissertation topic. Students will complete the integrative literature review and begin framing research questions for further pursuit.

EDLD 623 Student Success and Retention (3 units)

In the Higher Education cohort, this course will examine the current research and best practices relative to college student success and retention. Particular attention will be given to the demographic trends, co-curricular institutional practices, public policies, campus environments, and educational practices that contribute to student success and persistence.

b. Fall Semester

EDLD 614 Policy Development and Political Influences in Education (3)

This course may be taught in separate K-12 and Higher Education cohorts, this course provides an introduction to the various phases of policy making in education, including problem identification, policy development, policy analysis, political decision making, policy

implementation and policy evaluation. The course includes the study of organizational structures for educational decision-making at the federal, state, country and local levels, with emphasis on how and where influence can be exerted.

EDLD 620 Research Seminar: Dissertation Proposal (4)

In this course, candidates receive the direction and guidance needed to develop their dissertation research proposals. At the end of the course, candidates will have a draft of their proposal, which must be presented to their dissertation committee.

c. Spring Semester

EDLD 621 International Comparative Educational Practices (3 units)

This course will provide candidates with the opportunity to examine educational policy and practice in an international setting. It focuses on comparative educational policies and practices and their relationship with economic development, and educational quality, standards, accountability, and reform. The course will involve the critical examination of relevant literature and international travel to visit educational institutions and agencies of a selected country or countries.

EDLD 622 Program Evaluation (3)

In the K-12 cohort, this course addresses the application of quantitative and qualitative skills to guide the improvement of policy making and practice in organizations. Students will conduct an evaluation study as part of this course.

EDLD 619 Higher Education and the Law (3 units)

In the Higher Education cohort, this course examines legal problems and issues as they affect students, faculty members, and administrators in American colleges and universities. Distinctions in the legal environment of public, private, and church-related institutions will be made. Emphasis will be placed on constitutional issues, contract law, federal and state regulation, liability, faculty and staff employment, and community relationships.

3. Year Three

a. Summer Session

EDLD 607 Ethics and Values in Educational Leadership (3)

This course guides students to understand and articulate individual and organizational values that shape the dynamic learning organization. Students make the connection between articulated values and ethical practices in our diverse communities.

EDLD 624 Leading Organizational Change and Development (3)

Students examine approaches to studying and influencing

organizational effectiveness. The course includes a study of leadership styles, conflict management, group dynamics and the change process.

b. Fall Semester

EDLD 630 Research Seminar: Data Analysis (4)

This course guides students through the organization and analysis of their dissertation data. Advanced topics in data analysis will be introduced including multivariate statistics; factor analysis; multilevel modeling. Advanced qualitative topics including the use of computer programs for qualitative data analysis will be presented. Students will also hear presentations on dissertation formatting. Students will be expected to present a draft of the problem statement, literature review, and methods sections of their dissertations by the end of the fall semester.

EDLD 634 Dissertation Research (3)

Students work individually with their dissertation chair in this course to complete dissertation chapters 1 – 4.

c. Spring Semester

EDLD 635 Dissertation Seminar II (4)

This course guides students through the analysis and discussion of their dissertation and the preparation of chapter 5. Students will hear sample dissertation defenses and prepare their defense materials.

EDLD 636 Dissertation Defense (3)

Students work individually with their dissertation chair in this course to finalize all five dissertation chapters.

Students may continue to work on edits the summer after the third year. If more dissertation work is needed, students must remain continuously enrolled until the dissertation is completed. If additional time is required, students must register for at least one dissertation credit per semester until the dissertation is successfully defended.

G. Attendance Policy

1. Orientation

Orientation is an important experience that will begin your doctoral exploration of bringing theory to practice, building the relationships with faculty and cohort colleagues that will support you through this process, and examining your leadership potential. Students are expected to attend all Orientation activities, which could include evening sessions.

2. Class attendance

In the Cal Lutheran doctoral program, student attendance at all class sessions is expected and is critical for student success as well as for the benefit of the entire cohort.

This is particularly important since 60% of the instructional time is offered in a face-to-face setting with only four class meetings per term.

Should a significant life event occur that prevents classroom attendance, e.g. wedding, funeral, or illness, the faculty member will assign work that ensures the missed student learning outcomes are met. The faculty member makes a judgment about the assignment by considering the content that was missed in class and the amount of time that was missed. The assignments will relate to the learning outcomes, readings, and discussions covered in the portion of the class that the student was absent, and will be comparable in effort to the time missed. For example, the faculty member may decide to use any combination of approaches to enable the student to acquire the material: getting notes from peers; submitting a reflection in lieu of participating in a class discussion; doing a case study as homework; meeting with the faculty member outside of class, etc.

This policy is intended to support professionalism by providing alternative opportunities for student learning and success when situations arise that prevent a student from attending all class sessions.

H. Grading Scale

All Educational Leadership and Research courses in the Ed.D program are courses taken for a grade and will be graded on the following scale:

GRADE			
A	93-100	C	73-77
A-	90-92	C-	70-72
B+	88-89	D+	60-69
B	83-87	D	60-69
B-	80-82	D-	60-69
C+	78-79	F	Less than 60

Seminar and Dissertation courses are taken Pass/Not Pass. Students who have not completed the dissertation work required for the class are given a grade of In Progress or IP. This grade is changed to P or NP when the instructor determines sufficient work has been done to determine the grade.

I. Academic Probation

Students in the Ed.D. program must maintain a B or 3.0 average. Students who do not maintain a 3.0 GPA will be placed on academic probation. Students have one semester following to bring their semester and cumulative GPA to a 3.0 or face possible removal from the program. Students who receive a B- or less in any single course are required to re-take that course with a grade of B or better. An independent study may not be used to make up for this deficiency. Students who fail to maintain a cumulative 3.0 GPA are subject to academic disqualification from the University.

J. Academic Integrity

The educational programs of California Lutheran University are designed and dedicated to achieving academic excellence, honesty, and integrity at every level of student life. Part of the University's dedication to academic excellence is its commitment to academic honesty. Students, faculty, staff, and administration share the responsibility for maintaining high levels of scholarship. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions. Due to the serious nature of such an offense and the resulting questions regarding student ethics, graduate programs may assign sanctions including academic probation, suspension from the university, or dismissal from the university after a first offense with the approval of the department chair, the Dean and the Provost. Sanctions will be determined by reviewing each specific breach of academic honesty, the context of the breach, and the nature of the breach. Any form of academic dishonesty may result in dismissal from the program.

Plagiarism, cheating, unethical computer use, and facilitation of academic dishonesty are examples of behavior, which will result in disciplinary sanctions as determined appropriate by the Provost.

Students are expected to know and correctly use APA citation and formatting in all of their work (APA, 2009). Whether accidental or intentional, failure to attribute another's work correctly is by definition, plagiarism. However, the Educational Leadership program's approach supports learning these important skills. The curriculum is designed to help students learn appropriate citation and attribution. This is done by including the APA Publication Manual¹ as a required reference for each class.

Within Blackboard, faculty will use either SafeAssign or TurnIt In, for the final assignment for all classes, permitting students to see the Originality Report. This allows students to use this software to identify areas of potential incorrect attribution and remedy those errors for the final submission. Faculty will load final papers for content courses into the International database, but not those from the Seminar and Dissertation courses as this may erroneously over-estimate Originality Report matches in the case of self-attribution. However, the final dissertation will be uploaded to the International database as a condition of graduation.

Self-Attribution. The advantage of the embedded dissertation is that students build on work completed in their classes to develop the final dissertation. As students develop their literature review, proposal, and dissertation chapters the work assignments in these classes extend their thinking, and writing and of necessity build on one another. Thus it is not expected that a student would cite one's own

¹ American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.

work in this circumstance. In contrast, the Educational Leadership Content courses provide students with breadth and depth of learning, and each requires substantial original material and thinking. Therefore, if students use material they have written from an Educational Leadership Content course or Methods course, in any other Content or Methods course, they must identify their work by citation.

K. The First Year Review

The Ed.D. in Education Leadership First Year Review process is a *supportive* one. The goal of the First Year Review is to provide students with a constructive critique on their efforts and progress in the program in relationship to clearly articulated expectations and milestones. It is also the mechanism by which the faculty communicate to the students whether or not they are in good standing/ making satisfactory progress and what support mechanisms and behaviors the student will need to undertake to get back in good standing.

Students will be notified of the process during Orientation and reminded at the end of the Fall semester.

Faculty meet as a whole to determine if each student is making Satisfactory Progress or if improvement is needed. Students who are not making Satisfactory Progress will be sent a confirming letter by June identifying steps required for improvement and the timeline for improvement.

Students have 10 days to acknowledge receipt of their letter and may submit a rebuttal to be reviewed by the faculty. A student rebuttal offers an opportunity to correct factual errors, provide relevant context, and express disagreement with the faculty-produced assessment. The student's status is not normally changed in response to the rebuttal, except in cases of substantial factual error. However, the rebuttal is filed with the student's permanent record and will be included in the discussion the next time the student is reviewed.

At the end of each semester, the Chair will review students needing improvement to ensure Satisfactory Progress is maintained. The discussion points raised in the First Year Review will be re-addressed by the chair at the Proposal stage.

L. International Thread

1. Curricular Components. The international strand of the doctoral program in Educational Leadership is reflective of the broader mission of California Lutheran University “to educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice.” The advantages of comparative education are many and include assisting in educational reform by learning about a variety of practices, which can both identify opportunities for excellence and provide cautionary tales for experimental policies that were not successful. Additionally, it provides a prism through which one’s own educational system can be seen more clearly and genuinely.

Additionally, a broad curriculum that includes the study of research and practice from an international comparative outlook allows educational leaders to view educational systems in an interconnected and ecological manner, fostering a largersocial justice perspective.

To provide EDLD Ed.D. students with this perspective the doctoral program infuses themes related to comparative educational philosophy and practice into four core courses that include:

- EDLD 603 Historical and Philosophical Foundations of Education;
- EDLD 614: Policy Development and Political Influences in Education;
- EDLD 617: Leadership, Diversity and Inclusivity in American P-20; and
- EDLD 621: International Comparative Education Practices.

While other courses in the program could integrate international themes, these four share a common link in that they expose students to pressing educational matters across global societies. The strand includes an optional one-week international study seminar led by faculty experts in international education. The thematic experience culminates in a signature assignment where all international comparative components of the thematic focus are brought together. Students reflect on these components and relate them to a current issue in their own institution.

2. International Study Seminar. In the spring of every other year, the Ed.D. program offers a companion international study seminar for EDLD 621. This seminar may be offered yearly depending upon student interest.

The purpose of the international seminar trip is to provide EDLD Ed.D. students with an opportunity to experience firsthand the educational systems of another country. Students can expect to learn about: key educational indicators of the country; reforms as they relate to education; poverty, equity, and access to educational systems; alternative management, funding, and financing schemes; and the relationship between workforce development and curriculum. The seminar will include visits to primary, secondary, and tertiary education entities, and may include visits to governmental educational agencies as well.

The first priority for student attendance is for students in the second and third years of the program. Students who are in the first year of the program may attend on a space-available basis. Last, if the leading faculty member and the department chair

determine that the quality of the academic seminar, will not be negatively impacted alumni may attend and students may include one adult partner/friend/spouse. It is the determination of the leading faculty member if it will be appropriate for the partner/friend/spouse to join the seminar in its visits to educational entities or participate in seminar discussions.

Covered trip costs typically include lodging during the seminar, some in-country transportation, identified cultural events, and several identified group meals. Students are responsible for all other costs. Students are responsible for making their own arrangements for flights and paying for their own airfare.

The details of the payments for the travel seminar will be determined in conjunction with the Study Abroad Office, however, students can expect to make three payments beginning in December before the spring travel.

M. Graduate Assistantships

Graduate Assistantships (GA) offer students the opportunity to work directly with a faculty member on the faculty's research. This provides hands-on experience in the research process, methodological analysis, and academic writing. GAs are offered in a set configuration where students typically work 10 hours per week during an academic semester and in return are not required to pay for one 3-unit class. GAs may be offered for one or two semesters, but are not offered in workload formats of more than 3-units per semester. There are a limited number of Graduate Assistantships in the Graduate School of Education. Students interested in applying for an assistantship should first contact the faculty member with which s/he would like to work to discuss if any opportunities are available. Students should then prepare a formal letter of interest to the faculty member and the chair of the department, outlining the student's research interests and the knowledge and skills s/he would bring to the position. Students must also complete a Graduate Assistantship application form by visiting the [Cal Lutheran Financial Aid](#) site and utilizing the Forms & Documents tab to complete an application form.

N. Scholarships

Several scholarships are offered to students in the Ed.D. program ranging from \$1,900 to \$5,000. While not all scholarships are financially need-based, students interested in applying for scholarships should complete the FAFSA. The link is available from the Financial Aid page. Scholarship awards are chosen by the Ed.D. department faculty in conjunction with the financial aid office.

O. Tuition Discount

Full-time employees of California Lutheran University may apply for a tuition discount through the Human Resources Office.

1. Minimum Eligibility The following criteria are the minimum eligibility requirements for education benefits. The remainder of this policy applies to employees who meet all of the minimum eligibility requirements in this section.

- A regular full-time staff member scheduled to work 2,080 hours per year (i.e., a full-time appointment) or regular part-time staff scheduled to work 1,560 hours per year (i.e. three-quarter time appointment) or more. (The amount of benefit will be pro-rated proportionately to the paid hours of employment for eligible employees.)
- A ranked faculty member contracted to teach 24 semester credit hours or the equivalent during an academic year. (Faculty on Sabbatical Leave shall be eligible on the same terms as if the faculty were still teaching during the term of the Sabbatical.)
- Staff or faculty must complete at least one year of continuous employment prior to eligibility and must maintain continuous active employment with the university at the qualifying level during the full term of the benefit utilization.

2. Tuition Remission for the Ed.D. Program. This program is available to full-time employees on a limited basis. Employees must meet the enrollment criteria for admission to the program and be recommended by their respective dean or vice president. Tuition Remission Scholarship for this program will be awarded at 50% of the tuition to no more than 20% of an entering doctoral cohort. (Example: Four Cal Lutheran employees would be eligible to receive Tuition Remission Scholarship in a cohort of 20 students; three employees would be eligible for this benefit in a cohort of 15). The Provost and Vice President for Academic Affairs must approve all of the Tuition Remission Scholarship awards for this program. Those individuals selected to receive this benefit are expected to remain employed at Cal Lutheran for at least three years after completion of the Ed.D. Program. If an employee does not remain at Cal Lutheran for a full three years, he/she will be expected to repay the value of the Tuition Remission Scholarship given on a prorated basis depending upon the actual years of service completed after earning an Ed.D. If the institution elects not to continue employment and initiates a separation, the recipient will not be expected to repay the value of the Tuition Remission Scholarship.

<http://www.callutheran.edu/offices/human-resources/benefits/education-benefit.html>

<http://www.callutheran.edu/offices/human-resources/benefits/EducationBenefitsPolicyCLUMay2016.pdf>

II. SCHOOL OF EDUCATION DOCTORAL STUDENT DISSERTATION GUIDELINES

The Purpose of the Dissertation [Ed.D.]

The Ed.D. dissertation is a culminating experience that provides doctoral students with opportunities to apply their critical thinking and research skills as educational leaders to some of the complex problems and issues facing contemporary educational organizations. The work of the dissertation should lie at the nexus of emerging paradigms of effective educational leadership and the needs and problems of schools, school systems, colleges and universities, and other types of educational organizations. The high-quality Ed.D. dissertation should have a leadership focus and make a compelling case for changes in policy or practice that will enable educational leaders and organizations to more effectively accomplish their mission.

An Overview of the Dissertation Process at California Lutheran University

The dissertation involves a three-year process that begins in the first year of the program as students begin to anticipate the problem area they would like to pursue in their research. The first summer session is devoted to learning basic research methods with an opportunity to explore quantitative and qualitative analyses in the fall and spring. The exploration continues into the second year as students begin their literature review in the summer and develop their first three chapters in the fall. The proposal should be successfully defended by no later than the end of the spring term of year two. Once the proposal has been approved by the committee and the Cal Lutheran Institutional Review Board, students begin conducting their research by collecting, analyzing, and writing up their research. The third year is devoted to completing the writing process, successfully defending the dissertation, and producing the final copy of the manuscript at the end of spring in the third year.

A. Characteristics of the Dissertation

Successful completion of a dissertation is the culmination of doctoral study. The dissertation provides students with the opportunity to display their knowledge in a specialized area of study and to demonstrate creative skills in defining a problem and conducting original research to shed light on that problem. The doctorate is not granted to those who simply accumulate the proper number of credits; rather, it is awarded to those who have demonstrated significant skills in conceptualizing, conducting, and defending original research. It is possible therefore that a student succeeds in completing course work, but has difficulty or does not complete the dissertation. In general, the doctoral dissertation in Education must meet all of the following criteria:

1. The Dissertation Deals with a Significant Issue or Problem

Education is a professional field. As such, its practitioners must confront and solve practical problems in curriculum and instruction, administration, or in the provision of human services. Education is also a controversial field, one in which there is often sharp disagreement about educational philosophy, theory, and practice. A doctoral dissertation in Education must deal with a relevant issue – a proposition or set of propositions about which there may be honest disagreement – and must be a matter of professional concern or activity where, within a leadership perspective, some significant improvement in practice could be brought about through the improved understanding of the phenomena involved. Educational research is directed toward some immediate or long-range solution to an actual problem confronted by people in the field of education. The contribution of the research may be a clearer understanding of a philosophical issue, testing or development of a theory, or the development and evaluation of a new practice, but all within a leadership approach. The research, therefore, can be either *basic* or *applied*, but it must be relevant to some problem faced by educators.

2. The Dissertation Employs a Theoretical Awareness and a Discernable Methodology.

A dissertation must be located within some broad range of theory and must employ an explicit and discernible methodology. Theory provides the setting; methodology is the road that is traveled in solving the problem. The research must utilize the theories and methodologies generally associated with one or more of the academic disciplines. It must employ a recognized and accepted set of methods and techniques or create and test new methods and techniques. Efforts by university faculties to come to an agreement about which methods are acceptable and which techniques are to be excluded generally result in a stalemate. It is our policy not to exclude *a priori* any particular methodology and not to give greater prestige or preference to a particular methodology. Thus students are free to employ, for example, experimental design, ethnography, case studies, correlational studies, historical studies, and grounded theory depending on the appropriateness of the methodology to the problem under investigation.

It is recognized that the level of information available varies with the type of problem; therefore, the methodology will vary with the nature of the problem and the extent to which it has been investigated. Methodology *per se* is not the issue; but the appropriateness of the methodology and the manner of its employment within a theoretical framework are extremely important.

Within this framework, allowable types of research in the School of Education include, but are not limited to:

- traditional modes of qualitative and quantitative research;
- historical or policy research;
- evaluation research with multiple measures;
- a comprehensive meta-evaluation or meta-analysis.

3. The Dissertation Explains the Phenomena Under Study.

A good term paper usually reports and describes a state of affairs; a dissertation goes beyond description to analysis, understanding, and explanation. Research that must ultimately shed light on a problem is designed in such a way as to analyze and *explain* the phenomena under investigation, i.e. to demonstrate how something functions, why it functions the way it does, how it came to be, and/or how it is likely to function in the future. Explanations, of course, must be based on evidence. Depending on the methodology employed, the phenomena under investigation may or may not be conceptualized as variables, and the statements describing the phenomena may or may not be tested in the form of hypotheses, but all research at the doctoral level will have as its underlying goal the analysis and explanation of the phenomena under investigation as a significant ingredient in the solution of a problem.

4. The Dissertation Has Thematic or Generalizable Results.

The results of research should be of interest and value to more than one individual or set of individuals in a localized setting. A dissertation should deal with a significant issue or problem about which there is a *general* interest or concern. The research should be designed, therefore, in such a way that the results will have implications for or apply to other settings. Results may be thematic or generalizable. The degree to which one can generalize depends on the nature of the problem, the theory employed, and the methodology. Some phenomena are “historically unique,” and the degree of generalization may be limited. When proper caution has been taken against overgeneralization, the student is encouraged to draw inferences from the specific to the general to validate these inferences, and, within an educational leadership context, to make recommendations to educators and others who face common problems in similar professional settings.

5. The Dissertation Is Original and Creative.

The dissertation should demonstrate the student’s ability to conduct *original* research. This does not mean that every student must embark upon something totally new and untested. The *newness* and originality must come in the way the student has conceptualized the problem and undertaken the research. Two or more researchers, sometimes far removed geographically, may knowingly be studying the same phenomena at the same time, but it is still possible for all parties to be conducting “original” research, assuming that they are using different theories, methodologies, and techniques. Originality is not a function of methodology. It is important, however, for each doctoral student to know exactly what other researchers in the field are investigating; it is not necessary to be the only person conducting investigations of the phenomena.

Developing a product or process alone is not sufficient. A dissertation should not only be *creative*; it must meet the other criteria outlined above. A student, for example, who wishes to write a fourth-grade reader or design a better

scheduling system for a high school may do so, but only if the *creative work* falls within some larger context, wherein the effectiveness of the project is tested in such a way as to meet other criteria for a dissertation.

6. The Dissertation Is of Significant Scope.

The scope of the dissertation is not based on the number of pages written, but on the quality and completeness of the work. Students are cautioned against undertaking a study that goes beyond the limits of their financial resources and a reasonable expenditure of time. A dissertation usually is not as extended in scope as a national study or research supported by a sponsoring foundation or agency.

To decide whether a proposed dissertation is of significant scope, students may wish to consider some of the following criteria:

- The research should involve a number of variables.
- The design of the study should incorporate *sufficient intellectual interest*, i.e., an intelligent selection of variables and a unique combination of the variables or investigation of possible causal factors.
- The sample should include a significant number of participants, or, as in the case of historical research, an adequate investigation of sources.
- The selection of subjects or material should not be unduly localized, i.e., the study should be broadly applicable.
- The nature and extent of the treatment, where experimental design is involved, should be of sufficient intensity and duration to produce the anticipated effects.
- The analysis of the data or source documents should be sufficiently complex.
- The study should be of publishable quality or of quality to present at a professional meeting or conference.

7. The Dissertation Is of High Quality.

Whatever the form of inquiry, the dissertation should be of high quality, demonstrated by the following:

- A clear intention to answer a question or solve a problem so as to make a significant contribution to the field of knowledge;
- A clear relationship to or generation of a theory or model;
- A clear research question or questions reflecting sound conceptualization;
- A well-organized, thoughtful review of the relevant theoretical and research literature;
- An appropriate, rigorous, and internally consistent research design and methodology flowing logically from the purpose statement or hypotheses;
- Clarity in reporting findings and results;
- Cogent interpretation for theory, policy, practice, and further research;
- Evidence of critical thinking at every step in the process.

B. Completing a Dissertation

1. Working with Your Dissertation Chairperson as Your Mentor

Students and graduates describe a *collegial relationship* with their mentor. Faculty have different research interests and the chair works to identify a good match between faculty interests, methodology, background, and the topic of the dissertation. Concerning the other members of the committee, students come in contact with a number of faculty throughout their studies and have an opportunity to learn about their individual backgrounds and research interests. They also become familiar with the style that different faculty members use in working with students and their expectations of the student.

It is important to understand that faculty and students both have their own personal characteristics and life patterns that require mutual respect. Schedules need to be maintained and reasonable time is required to accomplish certain tasks. Each person, student, and the chair mentor, have certain assumed responsibilities that need to be understood. Clear concise communication is important. Phone messages, email, faxes, U.S. mail, personal contact, etc. provide a means for clarifying expectations in a manuscript or in research procedures.

2. Time Management, Establishing a Time Line to Maintain Momentum

While the embedded dissertation in courses is a valuable aid, students need to be intrinsically motivated to maintain momentum. A graduate's recommendation was, "Probably the major recommendation is to anticipate more time than you planned and that it will probably take twice as long as you think it will...so you just need to plan for that."

Thus establishing and maintaining a workable schedule is critically important for the student. The dissertation must be scheduled into an otherwise busy pace of life. Procrastination and distraction can be serious impediments to dissertation completion and must be managed carefully.

3. Adaptations within One's Family and Social Life

Life during your coursework and the dissertation changes in other ways. Patterns of family life may be altered. The major change involves working the dissertation into an already established pattern of living. The frequency with which typical family events may be less than previously. It will be important to ensure you can attend the monthly weekend classes to help keep you on track. Adaptations need to be made.

Some students and graduates reported that their social life was altered during the time they were working on their dissertation but others said that they experienced little change during this time. For some, the change involved slowing their pace of activity with others and structuring the time they allot to this part of their life. The degree of change is person dependent and each must adapt to it as they see fit.

4. One's Support System and Personal Management Strategies

Personal characteristics and motivation are important ingredients for dissertation completion. Students working on their dissertations may have different approaches to the dissertation. For some, the curiosity, and interest in the research topic propels them forward, while others feel that the work is of value to them and others. Students also find benefit in personal characteristics of being organized, task-oriented, and keeping the promise made to themselves and others that they would finish. That is, it became a priority in their lives.

III. DISSERTATION COMMITTEE

The overarching focus of the Ed.D. in Educational Leadership dissertation should mirror Cal Lutheran's goal is to improve educational practice in the region and should include an educational leadership perspective. Students are encouraged to follow the typical pattern of an individually created, empirically based quantitative or qualitative design in completing their dissertations. These are the primary approaches that are taught in the program's research methods courses. However, depending on faculty support and expertise, other forms of dissertations may be considered. Students interested in alternative dissertation models should discuss these options with the department chair. Alternative models are subject to approval by the doctoral program faculty

In the dissertation, the student works individually with a three-member committee in completing the dissertation. The chair and the student work informally during the student's second year in refining the research question. From the beginning of the third year, the student, the chair, and (to a lesser degree) the other committee members work very closely together as the student refines and defends the dissertation proposal. When the dissertation is completed, the student defends the completed dissertation to the three-member committee.

The individual dissertation can be either theoretically based or project-based. Traditional dissertations focus primarily on theoretical research, while the Ed.D. project applies theoretical ideas to tangible, real-world problems, based on the concept of action research. A culminating project is written to improve practice and policy in an educational leader's setting. Generally speaking, the project is characterized by rigorous study of educational problems such as curriculum evaluation, development, and evaluation of administrative models, or program assessment and evaluation.

A. The Dissertation Process: Working with a Chair

During course work, students begin thinking about their dissertation topic. The initial step in the identification of a problem begins in the first year but becomes more solidified during the Literature Review class in the summer of the second year.

Having identified a potential problem for study, a student and the chair discuss the nature of this topic as a possible problem area for study. They also discuss the chair's style of management of the dissertation process, the chair's expectations of the student, potential supporting committee members, a proposed timeline, steps and stages of the process, and an agenda for the next appointment. The student describes his/her special interest in the subject and any personal constraints that may have an impact on dissertation completion such as the nature of the topic, timeline, finances, one's personal and family situation, etc. If a working arrangement is agreed upon, the student and chair begin the process of refining the proposal.

B. The Chair and the Dissertation Committee

1. Chair Assignment.

Students are assigned a chair during the fall of their second year of the program and continue to work with them throughout the third year or until the dissertation is completed. The Educational Leadership (EDLD) chair guides the process of dissertation chair assignment in consultation with the EDLD faculty. The dissertation chair is selected based on his or her ability to effectively manage the dissertation process. This includes whether the chair has expertise in the cohort strand (K-12 or Higher Education), the content area, and the methodology used by the student in the dissertation. The EDLD chair will also consider the faculty member's existing course and dissertation load in determining assignments. Student requests for a particular chair will be considered, but are not the primary determinant in dissertation chair assignments. The primary role of the committee chair is to advise the student throughout the dissertation process and facilitate communication among committee members and the student.

2. Committee Members

The dissertation committee includes the chair and two additional members who guide the student during the development of the dissertation proposal and the completion of the dissertation process. The dissertation chair works with the student on the selection of the other two other committee members. Only after the chair approves the other two members should the student contact/email them making sure to indicate the chair's approval and copying the chair in all communications. Each potential committee member should be given some statement concerning the nature of the study and his/her anticipated role in the process.

Typically one member of the committee (which may or may not be the chair) is designated as the methodologist and other members are selected based on their content expertise, writing expertise, or ability to support the student. The primary role of the committee members, other than the chair, is to read the doctoral student's written work in a timely fashion and provide written or oral critique regarding the quality of the research and writing.

Students should discuss possible committee members with their chairs before approaching the potential committee members to request their participation. The dissertation committee must be approved by the dissertation chair first and finalized through the committee nomination form. If a member of the proposed committee is not a faculty member at Cal Lutheran, a vita for that person must also be provided to the department chair for approval to serve on the committee. It is the student's responsibility to ensure that his or her dissertation committee has been approved before defending the dissertation proposal.

Specific committee membership is as follows:

- All doctoral committees must be chaired by a full-time faculty member from the Cal Lutheran Graduate School of Education to be designated during the fall of the student's second year.

- All doctoral committees must include a minimum of three committee members, two of whom must be regular, full-time appointed faculty members from the Graduate School of Education.
- The third member of the committee may be from outside of the Graduate School of Education (GSOE) faculty with the permission of the Department Chair. Examples include someone from Cal Lutheran not from the GSOE, another university, a retired faculty member of the school, or a field-based practitioner from your school, institution, or agency.
- All committee members must hold earned doctorates from accredited universities and have backgrounds that complement the nature of the dissertation topic to justify their inclusion on the committee.

Although a dissertation committee is composed of three members, a **minimum of two faculty members** will be required to meet with the student at the dissertation proposal meeting. A third member must have agreed to serve on the student's committee prior to scheduling the dissertation proposal meeting. In special cases (e.g., when extended travel distance would place undue hardship on the student), it may be possible to conduct the proposal meeting with either the student or committee members participating via conference call or virtually (e.g. Zoom).

3. Changing Committee Members.

At any point in the dissertation process, the student has the right to request a change in committee composition. Students should first discuss any issues with their dissertation chair, including if students would like to change dissertation chairs. After consulting with the dissertation chair, any request for changes to the committee should be made in writing to the department chair and should include an explanation of the reason for the request. Decisions regarding a change in committee membership are at the discretion of the department chair. The Administrative Assistant for Educational Leadership must be alerted of changes to committee members.

C. Working with the Committee

The committee process is intended to provide students with the guidance of an expert team. The candidate should review his or her dissertation timeline with the chair to ensure the chair's availability at critical checkpoints in the process. Typically, the dissertation chair works with the student initially and indicates when sufficient clarity has been attained in any given portion of the dissertation, so it is ready for review by other committee members. However, procedures are shaped by the student's needs and the nature of the dissertation, as well as by the preferences of the chair and committee members, as agreed at the proposal defense.

The student, rather than the faculty, has primary responsibility for establishing a timeline and meeting it, checking on deadlines and procedures, and for initiating communication with the dissertation chair and committee members. The dissertation is not simply turned in on a particular date and approved; rather, it must be revised until it meets the standards set forth elsewhere in this handbook and standard texts on research methodology.

A wise dissertation student recognizes that faculty members have other obligations and that a careful reading of a single chapter may require many hours. Therefore, the student does well to work on other aspects of the dissertation while waiting for ~~the~~ material to be returned. The timeline should also allow adequate time for reading and revision by both faculty members and the student.

Throughout the process, candidates should expect that the chair or other members of the committee may ask to review supporting evidence of their work, such as the literature search, raw data, coded transcripts, and statistical analyses. Candidates should keep all materials well beyond the date the dissertation is submitted for binding. These timelines are discussed fully below in the IRB and dissertation sections.

IV. THE PROPOSAL

A. The Pre-Proposal Period

Before beginning work on the actual dissertation, candidates prepare a research proposal. A draft of the proposal is developed during the fall semester of the second year when the student enrolls in EDLD 620 (Proposal Seminar). This draft must be approved by the course instructor for students to receive credit for this seminar.

In the proposal process, the committee will work directly with the student to develop and refine all aspects of the written proposal. As the student is developing the dissertation proposal in EDLD 620, he or she should have conversations with the chair and other committee members to discuss the dissertation topic, possible research questions and lines of inquiry, significant literature sources, and methodological issues. If deemed necessary by the chair, a pre-proposal meeting of the committee and the student should be held to discuss these topics.

When the dissertation chair and committee consider the research proposal sufficiently developed, the proposal defense is held, providing an opportunity for the candidate and the committee to review the proposal together. A timeline should be developed and a date scheduled for the proposal defense that is mutually agreeable to the entire committee. The student is responsible for contacting committee members to schedule the proposal defense meeting. This meeting should be conducted as early as possible in the spring semester of the student's second year. Students who defend their proposals after the spring semester run the strong risk of not being prepared for the EDLD 630 data analysis course. A copy of the proposal must be delivered to each dissertation committee member at least **two weeks before the meeting.**

After the meeting, the completed Dissertation Topic Acceptance Form is signed by the Dissertation Chairs and the EDLD Chair.

B. Proposal Content and Format

The proposal generally parallels chapters one to three of the final dissertation format. However, the specific format and length of an individual proposal are negotiated with the dissertation chair and the committee. The dissertation proposal should conform to the requirements of the Publication Manual of the American Psychological Association (American Psychological Association, 6th ed., 2009).

The dissertation proposal is a detailed plan of the student's intended research. The requirements for the organization of the proposal are generally the first three chapters of the dissertation. The first chapter is an introduction and background for the study. The second is a review of the literature related to the problem, and the third chapter describes the research design. It is important for the student to have a background in research methodology and familiarity with different methods of data analysis to complete the intended study.

The proposal includes several sections but not necessarily in this order. Students should work with their chairs to determine the best way to organize their proposals.

Chapter one includes: a short overview of the problem, issues, or topic to be studied, some historical background of the problem, and reasons why it is an important problem to study. It can also include a brief review of the literature related to the problem. Last, a statement of the significance of this study to the field should be included. It should include a statement about how it advances knowledge in the field with reference to past literature and general concerns of the area.

Chapter two includes: A review of the literature related to the problem, issue, or topic. In this section, various schools of thought on this problem are explored with significant attention to the conceptual and the theoretical aspects of the problem and how those contribute to the topic's development.

Chapter three includes the procedures and research design of the dissertation. It includes a discussion of the research design, the population to be studied, a discussion of appropriate instruments, sampling concerns, data collection approaches, and a projected timetable for the completion of the dissertation. A limitations section might be necessary to clarify or limit the scope of the method(s) employed in this study.

Since studies differ from one another, the student needs to work closely with their chair to shape the proposal in such a way as to provide a clear outline of the intended research. A proposal is an agreement or contract describing how the student will conduct the study and cannot be changed without chair/committee approval.

C. The Proposal Defense

The primary purpose of the proposal defense is for the committee to approve the guiding research question(s) and the data collection and analysis strategies to be utilized by the student in completing the dissertation.

The Proposal Approval Meeting, unlike the oral defense of the completed dissertation, is a private meeting of the student and the dissertation committee. The chair reviews the procedures to be followed during the meeting and invites the student to give a personal background statement and describe their interest in the topic. The student continues with a summary of the proposal in a 20 - 30 minute presentation. The chair then invites the committee members to question the student. At the conclusion of this discussion, the student is excused so that the committee may meet and deliberate privately. Following those deliberations, the student is invited back into the meeting and the committee's decision is shared with the student.

To be approved, a proposal must meet standards of sound research and ethical inquiry. All committee members must be confident that the student possesses the requisite content knowledge and research skills to collect, analyze, and interpret data appropriately. The committee may approve the proposal at the first meeting,

or the student may be asked to submit changes before committee members sign the approval form. The student may also be asked to make changes and schedule another proposal meeting. The committee chairperson will sign the form when all of the required changes have been made.

The policy requires that once the student makes all of the required changes and the proposal has been approved by all members who were in attendance at the proposal meeting, the student will give a copy of the approved version to the committee chairperson who will keep this until the dissertation has been completed. Once the proposal has been defended successfully, students will work with the chair to develop their IRB proposal for approval. This timeline allows students to collect data over the summer and be prepared for data analysis (EDLD 630) in the fall of their third year.

Defending the dissertation proposal by May 1st in the summer of students' third year and applying for IRB by August 1. This is a prerequisite to enrolling in EDLD 630 and EDLD 635. Students who havenot completed their proposal by May 1st in the summer of their third year will be asked to postpone fall and spring third-year courses until they have completed the proposal defense.

D. Advancement to Candidacy

The following requirements must be met for advancement to candidacy:

- completion of all content-related coursework (excluding dissertation-related seminars);
- approval of the dissertation proposal by the dissertation committee.

Upon advancement to candidacy, the student is entitled to write the letters ABD (all but dissertation) or Cand. Ed.D. after his or her name.

E. Institutional Review Board

Researchers who use human participants in their study must follow specific guidelines as a condition for using the data provided by these persons. California Lutheran University's Institutional Review Board (IRB) reviews research proposals involving human participants.

Students are responsible to conduct research in a manner that protects the rights, privacy, and dignity of participants; recognizes the responsibilities of universities and other organizations to their students and clients, and reports findings accurately and thoughtfully. To prepare for this responsibility dissertation students must complete [online training](#) for human subject protection through the NIH for certification. This requirement includes the need to obtain permission from individuals and institutions with whom research will be conducted as required by law, ethical guidelines, and professional courtesy. In addition, federal law applies to research with human and animal subjects. In accordance with relevant laws, California Lutheran University's Institutional Review Board (IRB) is responsible to review investigations involving human subjects *before* any data are gathered.

Submissions to the IRB require the approval of the dissertation chair.

The dissertation proposal, including any instruments—surveys, measures, or interview protocols—must be approved by the full dissertation committee before the student is allowed to give the submission to the Institutional Review Board. The NIH Certificate of completion should be saved, printed, and provided to the IRB with the application. Dissertation proposals must be formally approved by the Institutional Review Board before data-gathering may begin. IRB approval can take one to two months and students should plan accordingly to ensure they allow sufficient time.

F. Data Collection and Analysis

1. Permissions

All appropriate permissions, individual and institutional, must be obtained in writing prior to conducting research. These signed consent forms must be retained by the student and the dissertation chair until seven years past the time when all signatories will have reached the age of 21.

2. Data Collection

Research is to be conducted and reported honestly and ethically. The student is responsible to consult with the dissertation chair at every step in the research process and with other committee members as needed to avoid errors or irregularities. Care must be taken in analyzing and interpreting the material gathered in the investigation to ensure that the conclusions are logically defensible. Data must be retained for three years past the dissertation defense.

3. Use of Outside Assistance

Dissertation research and the dissertation itself are the independent, scholarly work of a single candidate working under the direction and with the assistance of his or her appointed committee. Outside help is to be obtained only with prior knowledge and consent of the dissertation chair and is to be reported to the committee. This requirement applies even to the instances cited below that are generally acceptable.

Unless explicitly approved otherwise by their chair, candidates are expected to personally conduct the following aspects of their dissertation:

- the literature search
- creation of any new instruments or protocols
- interviewing or otherwise collecting data for a qualitative dissertation
- designing experimental protocols or interventions to be tested
- coding transcripts

With the approval of the chair, outside help may be employed to enter data. However, the candidate must have examined the raw data and must work closely with the data entry person to be sure any ambiguous responses are appropriately handled. Candidates may consult a statistician for suggestions on the choice of

statistics, interpretation of findings, and report formats. However, students must choose and apply statistical or other analytic procedures to their data, explain why they have selected those procedures rather than others and authoritatively interpret the results. The candidate will be fully responsible for the defense to interpret all statistical analyses.

Areas where candidates may seek outside assistance include the following, although approval of the chair is expected for each:

- obtaining permissions from agencies, school districts, organizations, or universities
- collecting quantitative data
- data entry
- transcribing (although it is strongly recommended that students do this themselves)
- statistical assistance, within the parameters, outlined above
- copy editing for APA formatting only

V. Writing the Dissertation

A prescribed writing style must be followed when preparing a dissertation. The APA Style Manual should be followed closely and University guidelines should be consulted for requirements. The manual is available from the California Lutheran Library website and is the **official set of guidelines that must be followed**.

Tracking Changes. The wise doctoral student will preserve copies of different sections of the manuscript for safe keeping until the final version of the dissertation is in view. This is also true for data sets or analysis of transcripts. You may need to refer to previous versions. Computers and some versions of software can malfunction making it essential to have backup copies of everything, sometimes housed in different locations. Time given to the organization and making backup copies can be your salvation in recovery from unanticipated disastrous events.

A. Content of the chapters

Most education dissertations have five chapters. The student and chair make this decision as they view the entire study and then determine how it should be organized to present the findings most effectively. The chapters include an introduction, a review of the literature, a methods chapter, the results of the study, and a summary/discussion chapter. The organization of chapters may vary somewhat but in general, they are structured as follows.

Chapter 1: A general introduction to the problem to be studied.

- A section outlining the broad research question, problem, purpose for the study, topic, or issue with a list of secondary questions related to it. Some literature may be noted in this section. The theoretical orientation or foundation of the dissertation should be emphasized in this section.
- Terms must be defined, sometimes in the format of a glossary. A discussion of specific terms may be provided with some notation from appropriate literature to facilitate understanding of the term's relationship to the research question.
- A brief description of the procedures to be used in the study. This section is more complete in the methods chapter (3).
- A section may be included which is a discussion of the history or background of the dissertation topic or problem. A statement of the originality, unique contribution or significance of the topic may be inserted here.
- A few statements concerning what is being excluded from this particular study; i.e. what is not being studied. This clarifies the scope of the dissertation.

- Often, there is a section near the end that describes what is to follow in the next chapters of the dissertation.
- Finally, a couple of paragraphs describing the highlights of Chapter 1 and a statement or two concerning what is to follow. This is a transition to the review of the literature chapter that follows.

Chapter 2: a review of the literature and provides a theoretical discussion of the research related to the problem, topic, or issue of the dissertation. It is not just a glorified list of references but rather a crucial synthesis of the relevant research related to the topic generally and to the research questions specifically.

- Under the scope of the theoretical framework(s), three or four major issues (depending on the study) are explored which are related to the problem or topic. One can focus on the context, problems, theories, concepts, and even methods that are related to the study.
- An exploration of what has preceded the student's work on the major research questions. It is an opportunity for the student to demonstrate his/her mastery of the literature in this area of study. The literature review should present how authors view the problem or topic differently and demonstrate all sides of the issue have been considered. The literature review should consider the various groupings or schools of thought concerning the dissertation topic.
- The judgment of the dissertation writer and chair is needed to determine when all relevant literature has been considered and the review is judged to be complete. The chapter concludes with a brief summary of the analyses of the chapter.

Chapter 3: describes the method and procedures used in the research. It is a detailed outline of how the study was conducted that is sufficiently and clearly outlined to provide for ease of replication.

- The first few paragraphs describe the content of the paper. The purpose of the study and research questions are commonly repeated.
- Identify the method that was employed in the study. This may be described as a quantitative method or qualitative method. It should be in sufficient detail to indicate why it is the most relevant approach for the problem being studied.
- The rationale for a particular research design should be indicated.
- The population for the study and a detailed description of the sample should be included, identifying participants by gender, location of the study, age, special groupings, physical or psychological category, etc.

- The characteristics of each instrument are described. For quantitative studies, these include psychometric characteristics and the purpose of the instrument. The number and categories of items are included if the instrument is structured in such a manner. Previous research concerning the reliability and validity of the instrument with samples of subjects similar to those to be used in the present study should be indicated if available. For qualitative studies, the general set of probing and follow-up questions are provided with a rationale for their inclusion.
- The procedures used in conducting the study are described. This may include the location of the study, how the instrument(s) were used, management of participants, time allocation, method of recording data, characteristics of the experiment(s) or interviewer(s), etc.
- A method of analysis is described. This varies by the type of study. Quantitative approaches and qualitative approaches have very specific methods of analysis and frequently employ computer software. Data entry and specific methods of coding and analysis are summarized.
- A summary paragraph describes the highlights of the methods and procedures used in the study.

Chapter 4: is a presentation of the results or findings of the study.

- In quantitative studies, it includes tables of data summarizing the outcome of the experiment as it relates to each research question. This is often posed in terms of the null and alternative hypotheses.
- In qualitative studies, the chapter may include descriptive comments in narrative form. These comments may be quotations from the subjects and/or descriptions of events.
- The data are organized by the research question(s) of the study. An introductory paragraph provides an overview of the organization of the chapter and the chapter is concluded with a paragraph or two summarizing the results of the study.

Chapter 5: provides a concise summary of the study, answers the research questions, discusses implications, notes limitations, describes new research questions, makes recommendations for further study, and shows the significance of the study. Chapter 5 should relate back to the first four chapters.

- The summary section summarizes the entire study in 3 to 5 pages. This provides the reader with a comprehensive overview of the research and facilitates preparation of the abstract.
- The discussion section is usually organized by research questions as stated in Chapter 1. The data are analyzed and interpreted in this

section and “the answer” to the research question is provided here. In this section, the student may insert new findings from the research, which were not accounted for by the original research questions. Thus, at this point, the student reviews all the previous chapters in light of the findings and interpretations to determine if changes need to be made to those chapters. In some dissertations, this is followed by an interpretation section, which may include an interpretation of this data in terms of the findings from the review of literature in Chapter 2. The review of literature is often completed shortly before or at the time of finishing the last chapter. This allows for a review that is as up-to-date as possible, but also allows for the inclusion of new literature if additional insights have emerged as a result of data analysis.

- The importance of this study in advancing knowledge of the field may be indicated here also.
- Limitations of the study are described such as adequacy of the sample size and choice of subjects, nature of the sample, choice and adequacy of instruments, time constraints, examiner characteristics, reliability of the data, etc.
- Recommendations for additional research are stated and may flow out of the limitations section. The adequacy of the original research questions, concerns that have arisen during the study, and items from the limitations section may be included in the recommendations section.
- This chapter is unique in that it is an opportunity for the student to express his/her impressions of the contributions that this study made to extending knowledge in this field. In previous chapters, the writer is held to address specific research question concerns, i.e., the literature base, the analysis and data gathering, appropriateness of the sample, instrumentation that fits the purpose of the study, etc. Now, in Chapter 5, the student may address his/her impressions of the outcome of the study and what it means for the area. This is prepared in consultation with the chair and committee.

B. Dissertation Completion Timeline

Students are expected to complete their Oral Dissertation Defense in the spring semester of their third year. Students may not execute an oral defense of their dissertation without successfully passing the required coursework. Students who do not meet this timetable will need to remain continuously enrolled in classes while they complete their dissertation and prepare for their Oral Dissertation Defense. The dissertation chair will determine the amount of work that should be completed in each subsequent semester, and then determine the corresponding number of units for which the student should enroll. This is typically between one and three units. In all cases, a student must complete all coursework, and the dissertation and successfully pass the Oral Defense within seven (7) years of

beginning the program. Failure to complete in this timeframe will result in removal from the program.

C. The Oral Dissertation Defense

The final semester of the doctoral program is an exciting time. Not only are students making the final revisions to their dissertations; but they are also getting ready to defend their studies.

The purposes of the oral defense are as follows:

- for the candidate to formally present his or her research to the committee
- for the committee to determine that the candidate fully understands the dissertation's context, research procedures, findings, and implications
- for the committee to evaluate the dissertation to determine if further revisions are necessary and if the candidate may proceed to graduation
- for the doctoral faculty to be kept apprised of current research of the students within the program

1. Timing of the Oral Defense

Before the dissertation defense can be scheduled, the chairperson and committee members must agree that the study has been completed and that the student has permission to schedule the defense. The oral defense occurs only after the student is explicitly told by the chair that it is appropriate to schedule the oral exam. Under no circumstances should the student schedule it without the consent of both their chair and committee.

Before submitting the dissertation to the committee, students must submit the document to either Turnitin or Safe Assign. Students will review the report with their chair and make any corrections needed to submit the final copy of the dissertation to the committee.

The candidate should confer with the chair and committee members to determine how far in advance the dissertation should be provided. However, in all cases, the chair and committee members should have a final copy of the dissertation at least **2 weeks before** the date of the defense.

The defense must take place prior to May 1st for the student to walk at Commencement. For the degree to post in May, a complete and corrected manuscript is due on the last day of that spring semester, and verification the manuscript was uploaded to ProQuest must be given to the Educational Leadership Administrative Assistant. Students may take the summer to make any required edits to the dissertation without being charged tuition, as long as the final copy is submitted before the last day of the summer semester. In this case, the degree may not be posted until a later date. Please contact the Registrar's Office for more information about degree posting. Students who take longer to turn in a complete and corrected manuscript will be charged one unit of tuition until the dissertation has been submitted.

After the chair and committee members approve the request to schedule a defense, the student is responsible for contacting committee members to obtain

possible times and to arrange a meeting space. This should be done in coordination with the Educational Leadership Administrative Assistant **at least two weeks** prior to the defense. In addition, Abstracts and Abstract Titles should be sent to the Administrative Assistant for the Ed.D. program **at least 2 weeks** before the final defense.

Additional set up requests may or may not be accommodated depending on Cal Lutheran facilities and resource availability. On the day of the defense, a PC laptop and LCD projector will be set up for the presentation. Students who prefer to use a Mac should let the Educational Leadership Administrative Assistant know at least two days prior to making sure that Cal Lutheran's Media Services department has the appropriate adapter cable. The Educational Leadership Administrative Assistant will provide water however students should not provide food or beverages for the committee. The Administrative Assistant also provides forms for the committee members to sign.

Students should plan on the dissertation defense lasting about two hours. The candidate's defense is usually held on campus and is open to all university faculty members as well as to other interested persons with the approval of the dissertation committee chair. Students are welcome to invite family and friends to attend the presentation as well. Students should let the Administrative Assistant know the estimated number of guests so that the appropriately sized conference room can be reserved. Once the department chair approves scheduling the dissertation defense, and a date and location have been determined, the Administrative Assistant sends invitations to the GSOE faculty and all doctoral students.

As part of the dissertation, students will also prepare a written Abstract. After the chair approves the Abstract, students should email a copy of the abstract to the Educational Leadership Administrative Assistant two weeks before the defense. It will be included in an email to the GSOE announcing your defense date and time.

2. The Oral Defense Meeting

The expectation is that the dissertation is in the best possible condition before the defense. At the beginning of the meeting, the chair introduces the candidate and the members of the committee. The chair describes the procedures for the meeting and may ask to present the first question to the candidate, which is usually a request for the student to **briefly** describe their professional background.

The candidate presents an overview of the dissertation that should take approximately 20 - 30 minutes. Recommended components include:

- A PowerPoint presentation of no more than 30 minutes. Students should bring the PowerPoint presentation file on a flash drive and email the file to themselves as a backup.
- The typical PowerPoint format is outlined below. Remember that every dissertation study is different; slides should be structured in a way that is appropriate for the student's own study. Students should work with their

chairs to determine the appropriate structure.

- Title page (1 slide)
- Statement of the problem (1-2 slides)
- Research question(s) (1 slide)
- Literature/Conceptual framework (2-3 slides)
- Research Design (1-2 slides)
- Data Analysis (1 slide)
- Findings (4-6 slides)
- Discussion of Findings and connections to the literature (2 slides)
- Implications for practice/policy (1 slide)
- Future studies (1 slide) – what would you do differently, what couldn't you answer
- Thank You and Questions (1 slide)

Students are encouraged to practice, practice, practice. For example, students should practice the presentation in front of a family member, colleague, or friend. This helps determine needed revisions to the verbal presentation, text on the slides, timing of the presentation, etc.

Following the presentation, the committee chair moderates any questions. Questions to the candidate are first asked by committee members followed by questions from faculty and guests. At the conclusion of the questioning, all guests are excused so that the committee may meet privately with the candidate for additional discussion. The candidate is then excused so that the committee may deliberate privately. Following the deliberations, the candidate is invited to rejoin the committee and the chair announces the committee's decision. The committee members will also share any needed changes to the manuscript. Students should be prepared to take notes after the defense to capture these recommendations.

Remember that your defense will culminate in a celebration! Your committee and guests will be there to support you. After your successful defense, we will adjourn to the GSOE Dean's suite for the traditional ringing of the bell and pictures.

3. Approval of the Defense and Approval of the Dissertation

The committee must unanimously approve the candidate's defense of the dissertation. Approval of the defense indicates that the committee is fully satisfied that the candidate adequately understands the dissertation's context, research

procedures, findings, and implications. Failure of the defense occurs only when students do not demonstrate sufficient knowledge of the content area and/or research methodology to interpret competently and communicate their findings. Should a student fail the defense, he or she must work with the dissertation chair to reschedule another defense. Students have two opportunities to pass the oral defense of their dissertation.

Approval of the dissertation signifies that the dissertation is a scholarly research contribution. Committee members may approve the dissertation at the defense and rely upon the chair to withhold final approval until all requested revisions are made, or they may elect to withhold their signature until they have seen the revisions themselves.

Committee members sign the dissertation signature page as well as complete rubrics on the presentation, the written dissertation, and program goals. These are returned to the GSOE indicating their decision concerning the defense.

Committee members sign three copies of the Dissertation Defense Approval form, and a copy of the form is kept in the candidate's file. The originals are placed after the title page in the copies of the dissertation to be printed and distributed. The chair will not sign the title page until all revisions are made and APA/CLU formatting guidelines have been met, as indicated below.

D. After the Defense

After the final form of the dissertation is approved by the full committee, and the dissertation chair, the student must submit an electronic copy to the EDLD Administrative Assistant and to the CLU Library. After the library staff has accepted the dissertation as meeting APA and university standards, and the student has uploaded the dissertation to ProQuest, the faculty chair will assign the student a grade for EDLD 636, indicating all requirements for the dissertation have been filled and the Registrar can move to post the student's graduation date. The exact timing of this posting depends on when these tasks have been completed, as indicated above. The specifics of this follow below.

When your study activity has concluded, the Institutional Review Board (IRB) Final Report Form must be submitted to notify the IRB committee of study termination and outcomes. This form is available on the [Cal Lutheran IRB website](#).

Dissertations are housed electronically in the [ProQuest Dissertations & Theses Global database](#), an international repository for dissertations. This step also registers your work with the U.S. Copyright Office. This is a requirement for all doctoral graduates of California Lutheran University.

After completing these steps, your dissertation will be listed in ProQuest Dissertations & Theses Global and, with your permission, made available in full-text to other scholars through this database. The entire fee is \$75. You will also be eligible to receive royalties when ProQuest subscribers purchase copies of your work.

As you work on completing your dissertation document, you can refer to the dissertation guidelines that are online on the library's website. They can be

found here: [Doctoral Studies Research Resources](#)

Students are strongly encouraged to employ the use of an academic editor who is familiar with APA style and can follow the University dissertation guidelines outlined in this handbook. These guidelines must be met before the dissertation can be uploaded into ProQuest. The Library provides referrals to editors who have been hired by previous Cal Lutheran doctoral candidates. It is highly recommended that you speak with editors and determine whose services best fit your particular needs. Editors set their own rates for their services. A list is provided for your convenience only. The University does not endorse any particular editor or service or guarantee the quality of the editor's work. Any contract or agreement is solely between you and the editor. Editors for hire are found on this page: [Doctoral Studies Research Resources](#)

Once all edits are made *and your chair has given final approval to your dissertation* students will submit it to Dr. Henri Mondschein (mondsche@callutheran.edu) the graduate programs librarian at the Pearson Library to approve the format. If Dr. Mondschein notes the need for substantial revisions, a student may be required to employ an editor to assist with ensuring APA and University standards have been met. Once approved, he will then provide students instructions on how to submit their dissertation electronically to ProQuest for inclusion in the Dissertation Abstracts database.

The Administrative Assistant for the Department of Educational Leadership will be notified, obtain any final signatures including those of the chair, and will submit one signed PDF of the signature page to Dr. Henri Mondschein to be incorporated into the electronic file of your dissertation.

A final document of the dissertation in PDF format will be sent to the student electronically. Students must then upload it to the ProQuest site and pay the required fee.

Please follow these steps:

- Go to: <http://dissertations.umi.com/callutheran/>
- Next, click on the Start Your Submission button
- Register and create an account
- Students will be required to include an abstract of their dissertation. Simply copy and paste the abstract.
- Students will have two publishing options. Cal Lutheran recommends the Traditional Publishing option, which will make the work available for purchase and ensure eligibility to receive royalties on the sale of the student's work. The ProQuest/UMI fee for Traditional Publishing is \$75.

- The university also recommends No Restrictions on the release of the work so that the dissertation will be available as soon as it is published. Students also have the option to release the entire document for others to access or only the abstract. The University recommends releasing the entire document so other scholars and researchers can read your work.
- Students also have an option to register their dissertation with the U.S. Copyright Office for a \$75 fee. Please check this option and pay the fee along with the submission fee. It will be well worth the small fee for ProQuest to handle the entire copyright process on your behalf.
- Continue through the registration steps.
- Documents should be uploaded using the attached PDF version.

After completing these steps, students' dissertations will be listed in Dissertations Abstracts International and, with student permission, made available in full-text for other scholars through the ProQuest Dissertations & Theses Global database. Students will also be eligible to receive royalties when ProQuest subscribers purchase copies of student work.

Both the student and the Pearson Library receive e-mail verification once this process is completed. This verification must be provided to the doctoral program coordinator so that your final EDLD 636 grade can be recorded.

E. Binding

The Administrative Assistant (Mason Randall) will send the signature page to Dr. Mondschein after the student has submitted their dissertation to ProQuest. At that time he will add the signature page to the student's final document on ProQuest. The Ed.D. candidates can use [Thesis on Demand](#) if they would like to order bound copies of their dissertation. Ordering copies is not required and is up to the student. However, students should not order bound copies until their signature page has been added to their ProQuest.

F. Checklist of Dissertation Completion Tasks

Name: _____ Date: _____

Title of Dissertation: _____

- Declare general topic area..... Date: ____
- Develop initial search and topic(s) outline..... Date: ____
- Develop draft Chapter 2..... Date: ____
- Dissertation Chair Assigned..... Date: ____
- Develop Research Design for methods Chapter 3..... Date: ____
- Develop “bare bones” proposal – Chapters 1-3..... Date: ____
- With the Chair’s approval, Select Committee..... Date: ____
- Proposal Defense held – Proposal to committee 2 weeks prior..... Date: ____
- Proposal to IRB for approval..... Date: ____
- Proposal in final form and matched to IRB submission..... Date: ____
- Data collection begins..... Date: ____
- Data analysis begins..... Date: ____
- Dissertation Seminar – Write-up of Chapters 4..... Date: ____
- Dissertation Seminar – Write-up of Chapter 5..... Date: ____
- Review and edit Chapters 1 – 5..... Date: ____
- Prepare Oral Defense & submit Abstract to EDLD Admin Asst. _____ Date: ____
- Final Defense held by May 1 to walk in May Commencement..... Date: ____
- Complete edits, chair and Pearson Library approval and upload to ProQuest
1 week after Commencement for May graduation date..... Date: ____
- Submit research completion form to IRB..... Date: ____
- Dissertation to Bindery..... Date: ____

VI. SCHOOL OF EDUCATION DOCTORAL STUDENT DISSERTATION INSTRUCTIONS

A. Introduction

The guidelines that follow represent the minimum standards for professional preparation of your dissertation. If your dissertation does not conform to the minimum standards, you will be required to redesign and resubmit it. *Please read these guidelines carefully.* There are numerous details; all of importance. **DO NOT USE PREVIOUSLY APPROVED DISSERTATIONS IN YOUR DEPARTMENT AS A GUIDE TO THE PREPARATION OF YOUR DISSERTATION.**

The guidelines explained in this booklet must be used by all writers beginning Fall of 2022.

B. Dissertation Format Requirements

The specifications that follow regarding the arrangement of the dissertation, type, margins, spacing, paragraphing, page numbering, and information regarding form pages are imperative and your dissertation must conform to these specifications.

1. Arrangement of the Dissertation

The order in which you should arrange the elements in the final copy of your dissertation follows. The items preceded by an asterisk are required; the others are optional. Each element begins on a separate page. Samples of certain required pages are found on pages 10-16 of this booklet. Those samples should be followed precisely.

a. Front Matter

- Title Page (see sample, pp.III-11,12)
- Copyright page
- Approval/Signatures Page (see sample, p.III-14)
- Abstract of the Dissertation
- Dedication (Optional)
- Acknowledgments
- Table of Contents
- List of Tables
- List of Figures

b. Body of Text

- Text
- Endnotes (if used)

c. Back Matter

- References
- Appendix (es)

Students assume full responsibility for seeing that all pages are included, that all pages are in the proper sequence and that the abstract is included with each copy.

2. Paper

Note: The University does not require copies of the dissertation. These guidelines are for printing personal copies.

If students elect not to use the recommended dissertation binding companies, they should take note of the following. The dissertation must be printed on 25% rag or cotton fiber white paper, 20 pound weight, 8½ x 11 inches in size. 24 pound weight paper, EZERASE or similar paper is not acceptable. **All pages of any given copy of the dissertation should be identical in weight, color and texture of paper.** Copies may be on 20 pound weight paper. Most office supply and stationery stores, and many copy centers stock 25% rag or cotton fiber white paper (20 lb).

3. Type Style and Size

Style and size of type should be consistent throughout the dissertation. Exceptions may be made for material such as tables reproduced from some other text and for material in the appendix, but all material must be legible and conform to marginal requirements.

Type may be serif or san serif, but it should not challenge the eye. Script, italic and ornamental type styles are unacceptable. Helvetica and Times Roman fonts are preferred. Type size should be 10 point or larger (word processors) or either 10 pitch (pica) or 12 pitch (elite).

Print must be letter quality or near letter quality with dark black characters. The characters should be consistently clear and dense.

If you choose to do your own word processing, you must be knowledgeable of all aspects of APA and the Cal Lutheran format. No substitutions will be accepted.

4. Margins

All parts of the finished dissertation must have the margins indicated below. It is essential to adhere to these exact margins. Any deviation will require the dissertation to be redesigned and resubmitted which might delay conferral of your degree. These margins have been set so that the bindery and microfilming process will not lop off portions of your text. Please note that margin requirements extend to material in the appendix. **Avoid intrusions into established margins.**

- Top margin must be 1¼ inches. Note: The top margin to a chapter heading must be 2 inches from the top of the first page of a chapter.
- Left margin must be 1¾ inches. The wider left margin provides room for binding.
- Right margin must be 1¼ inches. This margin should be kept as even as possible. It is recommended that divided words be kept at a minimum so there will not be a row of hyphens down the right margin. Divide words as indicated in a standard dictionary. No word should ever be divided by two letters, i.e., de-sign. At least three letters should be used, if necessary, i.e., con-vention.
- Bottom margin from the bottom edge of the page to the foot of the page number must be 1 inch.

Note: All marginal requirements are minimum distances.

5. Paragraphs

Indent the first line of each paragraph. The first line of a paragraph may not appear at the bottom of a page, nor may the last line of a paragraph appear at the top of the page. These are known as “widows” and “orphans”. When the last line of a paragraph appears alone at the top of a page, it is called a *widow*. When the first line of a paragraph appears alone at the bottom of a page, it is called an *orphan*. **There must be at least two lines of a paragraph at the bottom of the page, or at the top of the page.**

6. Spacing

Double-space everything with the following exceptions:

- Single-space lines within footnote/endnote entries (but double-space between entries). This may not be an issue, since you may choose to use parenthetical citations instead of footnotes or endnotes.
- Single-space within entries in the table of contents and in the lists of figures and tables.

7. Page Numbers

Your dissertation will have two sets of page numbers displayed on the top right of pages; one set for the front matter and one set for everything else. Pages of front matter are numbered in small Roman numerals. Pages in the body of the text, endnotes if used, and the back matter (i.e. bibliography and appendix) are numbered in Arabic numerals. The first page of the first chapter is considered to be the first page of the body.

Not every page number appears; that is, they are not typed on the page. On the title page the number is not shown, but the page is counted in the pagination. The approval page, the acknowledgement page, the abstract title page and abstract are not counted in the pagination, nor are they numbered. Roman numeral page numbers begin with the Table of Contents.

Position of Page Numbers

If a page number is called for, it should be displayed at the top right of the page.. **ALL PAGE NUMBERS SHOULD NOT INTRUDE INTO THE 1 INCH MARGIN.** The correct page number position is demonstrated throughout this booklet. If your software prohibits this placement, please contact the Graduate School of Education office.

- Title page_p.i assigned, but not typed
- Copyright page.....not numbered, not counted in pagination
- Approval page.....no page number assigned, not counted in pagination
- Abstract.....no page number assigned, counted in pagination
- Dedication.....no page number assigned, counted in pagination
- Acknowledgments___no page number assigned, counted in pagination
- Table of Contents___paginated small Roman numeral, and then carried through to first page of text
- List of Tables.....paginated in small Roman numerals
- List of Figures.....paginated in small Roman numerals
- Text.....paginated starting with Arabic numeral 1 to end of Appendix
- Endnotes.....paginated in Arabic numerals
- Bibliography.....paginated in Arabic numerals
- Appendix.....paginated in Arabic numerals

8. Style Manuals

The form and other procedures to be followed in preparing the dissertation manuscript must be in accordance with a recognized style manual. Styles may not be interchanged. Check with your doctoral committee chair before proceeding to ascertain the proper form appropriate to your field.

You will be using the manual as a guide for styling your citations and your bibliography. In addition, you will consult it for directions on how properly to style quotations, certain abbreviations, capitalization, punctuation, symbols, and numbers for which usage differs from field to field. The important things are to follow your style manual and to be consistent.

9. Notes, Citations

Citations may be made as footnotes, endnotes, or parenthetical references but one format must be used consistently throughout the text. Please check with your dissertation chair as to what form of citation is required.

10. Acknowledgments

Acknowledgments are not necessary but may be given for professional assistance and in cases where the author is grateful for any special or non-routine aid. Good taste calls for acknowledgements to be expressed simply and tactfully. **If you include an acknowledgment page, it is to be double spaced.**

11. Appendix

An appendix should be used for material that supplements the text but are not appropriate for inclusion in it. Original data, summary tabulations, tables containing data of lesser importance, and lengthy quotations belong in the appendix. Questionnaires with their letters of transmittal and verbatim comments of respondents belong in an appendix.

Materials of different categories should be placed in separate appendixes. When there is more than one appendix, each should be given a number or a letter (APPENDIX 1, APPENDIX 2, etc.; APPENDIX A, APPENDIX B, etc.).

12. Bibliography

The form of the bibliography must be consistent with the style manual used to format the whole text.

13. Illustrations

A photograph, map, printed form or other illustration smaller than the regular page should be mounted on dissertation paper or on a heavier weight paper, depending upon the thickness and weight of the material to be mounted. Dry mounting tissue and aerosol adhesives are quite satisfactory and most permanent. Illustrative material drawn in ink will reproduce satisfactorily on microfilm provided the ink is black and opaque.

14. Oversized Material

There are three methods of handling an oversized table or figure:

- You can reduce the material.
- You can fold it and insert it in the text.
- You can have it inserted in the pocket of the dissertation binding.

a. Reduction

When reducing tables or figures, be sure that the scale you choose will allow at least 1¼ inch margins on each of the three open sides and a 1¾ inch margin on the binding side. Remember to leave space for any legend you plan to add.

b. Fold:

If reduction would make the detail of a table or figure illegible, you can have the material duplicated onto appropriate stock and then fold it so that it fits inside the edges of the dissertation and can be folded flat for perusal. The oversized sheet should be folded to allow 1¾ inches on the binding edge and a smaller page overall-about 8 x 10½ inches-so that the bindery can trim the three edges of the dissertation without slicing into the folds. The trimming may remove 1/8 inch or more of the three open edges.

c. Insert:

Alternatively, as indicated above, you can fold an oversized sheet to 10½ x 7½ inches or smaller for insertion in a pocket of the bound dissertation.

C. Sample Pages

The following pages contain discussions and samples of the required form for certain pages in the dissertation. **FOLLOW THE CENTERING, SPACING, AND CAPITALIZATION EXACTLY.** If you have any questions regarding the wording or spacing for these pages, please see your advisor.

1. Title Page

The title page should be as concise as possible, consistent with giving an accurate description of the dissertation. Be sure to spell out in English any symbols, formulas, Greek letters, and so on.

Center all materials between the margins. To be acceptable, the date on the title page must carry the **month and year of graduation** (not the month and the year of oral examination). Please be certain that the degree and the faculty are listed accurately wherever they appear.

The appropriate nomenclature for Education is:

The Graduate School of Education
(Do not use the Faculty of the Graduate School of Education)

2. Approval Page

All copies submitted to the School of Education must be properly signed by the professor in charge of the dissertation. This must be a signature on the University copy. It may be an original signature on all other copies or may be a photocopy of the original signature. In order to insure adequate reproduction, **black ink** should be used for the original signature.

Please note the spacing on the Approval Page. The paragraph that begins with “Upon the recommendation of the chairperson....” is SINGLE SPACED.

- School of Education Dissertations:

The approval page for doctoral students in the Graduate School of Education should read as follows:

Upon the recommendation of the Dean of the Graduate School of Education this dissertation is hereby accepted in partial fulfillment of the requirements for the degree of

PLEASE SEE SAMPLE APPROVAL PAGE.

CALIFORNIA LUTHERAN UNIVERSITY

Graduate School of Education

Division III College Student Athletes'

Perceived Academic Support

A dissertation submitted in partial satisfaction of the requirements
for the degree of Doctor of Education in Higher Education Leadership

by

Author

May 2025

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GRADUATE STUDIES

AT

CALIFORNIA LUTHERAN UNIVERSITY

Upon the recommendation of the dissertation committee, this
dissertation by (Author) is hereby accepted in partial
fulfillment of the requirements for the degree of

Doctor of Education

Committee Member
Name, (Degree(s)) Ph.D.

Committee Member
Name (Degree(s)), Ph.D.

Committee Chair
Name, (Degree(s)), Ph.D., Ed.D.

Date

Abstract of the Dissertation

Division III College Student Athletes' Perceived Academic Support

by

Author

Doctor of Education in Higher Education Leadership
Graduate School of Education
California Lutheran University, 2025
Therese S. Eyermann, Ph.D., Chair

This quantitative study investigated the perceptions of institutional academic support by Division III student athletes. Student athletes can be at a high risk for lower grade point averages (GPAs) during their college career due to conflicting time demands of athletics and academics. The NCAA regulates the access to academic support based on division. Division III student athletes must be treated as the general student population and have the same academic access. However, Division III student athletes are similarly involved in their sport as other divisions. This can create inequitable access to academic support during traditional work hours. This study addressed gaps in the literature on Division III student athletes and their academic support needs. Student athletes from a Division III Southern California institution were surveyed. Hierarchical regression investigated the perceptions of academic support by Division III student athletes related to self-reported cumulative GPAs. High profile sport athletes (football and men's basketball), males, and student athletes' that identify as underrepresented minorities were significant predictors of lower GPAs. Awareness of academic support services and time

spent in academics and athletics were not predictors. The findings indicate the importance of implementing universal academic support policies specifically focusing on student athletes who play a high profile sport (football and men's basketball), male athletes, and Underrepresented Minority athletes at the NCAA across all divisions. These policies should be employed at the institutional level to provide equal access to academic support.

Keywords: academic support, academic support programs; Division III; grade point average (GPA); high profile sports, male student athletes; NCAA, student athletes; underrepresented minorities

Acknowledgments

Dedication

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