Doctoral Program
Educational Leadership
Candidate Handbook

Policies, Procedures, and Other Information
Concerning the Gardner-Webb University Ed. D
in Educational Administration

Gardner-Webb University
School of Education
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Description</td>
<td>3</td>
</tr>
<tr>
<td>Course Requirements</td>
<td>4</td>
</tr>
<tr>
<td>Admission Requirements</td>
<td>4</td>
</tr>
<tr>
<td>Description of Modules</td>
<td>5</td>
</tr>
<tr>
<td>Syllabi for Modules</td>
<td>6</td>
</tr>
<tr>
<td>Policy for Application Review</td>
<td>18</td>
</tr>
<tr>
<td>Policy Related to Time Limits</td>
<td>19</td>
</tr>
<tr>
<td>Policy Related to Residency</td>
<td>20</td>
</tr>
<tr>
<td>Policy Related to Dissertation Committees</td>
<td>21</td>
</tr>
<tr>
<td>Request for Dissertation Committee</td>
<td>22</td>
</tr>
<tr>
<td>Policy Related to Course of Study</td>
<td>23</td>
</tr>
<tr>
<td>Policy Related to Qualifying Process</td>
<td>24</td>
</tr>
<tr>
<td>Product Rubrics</td>
<td>25</td>
</tr>
<tr>
<td>Policy Related to Dissertation Proposal</td>
<td>36</td>
</tr>
<tr>
<td>Rubric for Proposal</td>
<td>37</td>
</tr>
<tr>
<td>Policy Related to Institutional Review Board</td>
<td>40</td>
</tr>
<tr>
<td>IRB Agreement Form</td>
<td>41</td>
</tr>
<tr>
<td>Application to Conduct Research</td>
<td>42</td>
</tr>
<tr>
<td>Policy Related to Dissertation Defense</td>
<td>45</td>
</tr>
<tr>
<td>Final Product Rubric</td>
<td>46</td>
</tr>
<tr>
<td>Doctoral Degree Requirement Steps</td>
<td>50</td>
</tr>
<tr>
<td>Final Format Review Checklist</td>
<td>51</td>
</tr>
<tr>
<td>Policy Related to Quality Assurance</td>
<td>52</td>
</tr>
</tbody>
</table>
DOCTORAL PROGRAM IN EDUCATIONAL ADMINISTRATION

The Gardner-Webb University School of Education offers the Ed. D. program in School Administration designed for potential and practicing educational leaders who wish to develop and refine their leadership skills in complex organizations. The Doctor of Education Degree program focuses on equipping candidates with the knowledge, skills, attitudes, values, and beliefs that will enable them to function effectively in leadership roles in an ever-changing economic, political, social, and technological environment.

Pre-requisites
• Masters degree in educational administration from an accredited college or university
• License in School Administration
• At least 3 years of administrative/teaching experience
• Minimum GRE score of 900
• Minimum grade point average of 3.0 on a four-point scale
• Satisfactory writing sample

Application Requirements
• Application fee
• Completed application form
• All undergraduate and graduate transcripts
• 3 letters of recommendation
• Resume
• Statement of purpose (approximately 2-5 pages in length)

PURPOSE
The purpose of the Doctor of Education in Educational Leadership is to develop educational leaders through courses, research, seminars, and internships conducted in an environment based on Christian principles and values.

GOALS
1. To engage candidates in critical analysis of educational theory and practice;
2. To engage candidates in disciplined inquiry in the field of education;
3. To prepare candidates for making contributions to educational theory and practice;
4. To prepare candidates to become leaders in educational institutions; and
5. To meet proficiency levels in licensure requirements.
COURSE REQUIREMENTS

EDLS 700  Theory Development Module 6 hrs.
EDLS 701  Seminar 1 hr.
EDLS 702  Operational and Managerial Module 6 hrs
EDLS 703  Seminar 1 hr.
EDLS 704  Research Module 12 hrs.
EDLS 705  Seminar 1 hr.
EDLS 706  Reform and Change Module 6 hrs.
EDLS 707  Seminar 1 hr.
EDLS 708  Organizational Behavior Module 6 hrs.
EDLS 709  Seminar 1 hr.
EDLS 710  Instructional Module 12 hrs.
EDLS 711  Seminar 1 hr.
EDLS 712  Dissertation Module 6 hrs.
EDLS 713  Dissertation Module 3 hrs.
EDLS 714  Continuation Dissertation as needed 3 hrs.

ADMISSION REQUIREMENTS

1. Complete the application, including a copy of your current educator’s license.
2. Attach a $25.00 non-refundable application fee, either check or money order—no cash.
3. Have five (5) people who know your work as an educator or graduate student and your potential fill out the recommendation form, put it in a sealed envelope, and sign across the seal. (Be sure you have filled out the top part of the reference form first.) You must collect and send these five unopened envelopes with your application.
4. Arrange to have an official transcript of all master’s level work sent to you in an envelope sealed by the registrar. Include the sealed envelope(s) with your application.
5. Write a personal essay explaining your purpose in wanting to earn a doctoral degree in educational leadership.
6. Arrange to take the Graduate Record Exam (General Test) and have those scores sent to the Graduate School Office from the testing agency.

Please enclose items 1-5 above in a large envelope and mail or bring it to the following address:

Graduate School
Campus Box 7286
Gardner-Webb University
Boiling Springs, North Carolina 28017

When your application folder is complete, it will be sent to the School of Education for admission consideration. Applicants with the highest profile
ranking will be invited to participate in interviews with the Ed.D. Admissions Committee.

DESCRIPTION OF COURSES

EDLS 700 THEORY DEVELOPMENT MODULE 6 semester hours
This module examines the historical context of curriculum development and organizational structure. In addition to the historical emphasis, the course facilitates investigation of current and future theories associated with organizational change and curriculum reform from a systematic approach. An integrated approach is used in the study of common theories and philosophies.

EDLS 702 OPERATIONAL AND MANAGERIAL MODULE 6 semester hours
This module examines finances and facilities from the perspective of educational leaders who must determine the needs and functions of the fiscal operations. An integrated approach is used to establish the necessary leadership skills to create a cooperative working environment. The module also emphasizes a business management appreciation of the complexity and magnitude of education as an important resource in the public sector. A thorough examination includes an understanding of how the American economy provides funding for public education, how funds are administered, and trends toward the efficient utilization of resources.

EDLS 704 RESEARCH MODULE 12 semester hours
Schools function as professional learning communities, thus entering into decision-making processes that are inquiry and collaboratively based. This module develops the skills for individual and organizational inquiry.

EDLS 706 REFORM AND CHANGE MODULE 6 semester hours
This module examines the historical background of school reform and the impact upon change in the educational environment. In addition, emphasis will be placed on effectiveness, reform models, and the leadership implications of managing change efforts.

EDLS 708 ORGANIZATIONAL BEHAVIOR MODULE 6 semester hours
This module surveys historical and contemporary works in ethics and legal issues as they relate to the educational setting. The course explores managerial and governance roles of the school leader who creates a positive environment for an educational organization.

EDLS 710 INSTRUCTIONAL MODULE 12 semester hours
The purpose of this module is to develop creative leadership and skills for supervising educational programs and personnel. This course analyzes the nature, focus, and attributes of leadership. Furthermore, it explores theory and practices of leadership and various leadership inventories. The course focuses on the techniques, skills, and practices of the professional supervisor.
EDLS 712 DISSERTATION MODULE

This module allows the student to examine, through quantitative and qualitative methods, a topic of interest with the approval and guidance of a dissertation committee.

EDLS 701, 703, 705, 707, 709, 711 MODULE SEMINARS

Each module incorporates a one (1) hour seminar designed for students as a means of enhancing the module experience and expanding the level of engagement.

EDLS 713 DISSERTATION MODULE SEMINAR

The dissertation module incorporates three (3) hours of seminar credit aimed at providing quality time for collaborative activities that assist in the development and completion of the final product.

Theory Development Module

MODULE SYLLABUS

Module Prefix and Number: EDLS 700

Credits: 6.0 semester hours

Module Prerequisites: Admission to Doctoral Program

Intended Audience: Required for the Ed.D. Program

MODULE DESCRIPTION: This module examines the historical context of curriculum development and organizational structure. In addition to the historical emphasis, the course facilitates investigation of current and future theories associated with organizational change and curriculum reform from a systematic approach. An integrated approach is used in the study of common theories and philosophies.

RATIONALE: Educational leaders must exhibit leadership skills, which culminate in management of organizations and the incorporation of curriculum aimed at developing professional communities. Furthermore, educational leaders must demonstrate the skills and knowledge required for leadership in an era of political, financial, and pedagogical uncertainty.

OBJECTIVES:

Candidates will understand organizations and curriculum through knowledge of research, theory, and practice.
Candidates will apply organizational and curriculum theory to the needs of their own organizations to increase understandings of schools and their stakeholders.
Candidates will participate in appropriate field experiences focusing on authentic curriculum development.
Candidates will acquire skills for the evaluation of effective curriculum and organizational models. Candidates will develop skills to address system-level needs related to organizational behavior and learning communities.

**LEARNING TASKS:**

1. Examine and reflect on current research and literature dealing with organizational and curriculum theory.
2. Examine models of best practices grounded in current research and demonstrated in local communities.
3. Create a model worthy of incorporation in any school system.
4. Create an evaluation model that includes a needs assessment and an accompanying action plan that addresses identified areas of organizational and curriculum concerns within an approved system.
5. Develop and share a product that summarizes the evaluation model prescribed in task 4.
6. Create an individualized plan of involvement that facilitates experiences in organizational alignment, organizational decision-making, and curriculum development.
7. Travel to another country or conduct research to determine the best practices and models used there.
8. Conduct a study of evaluation models developed and published by such organizations as SERVE, AASA, SSBA, etc.
9. Compare and analyze models in task 4 with findings in task 8.
10. Explore the opportunity to serve on an actual evaluation team as found in task 8 in order to observe the actual evaluation process.
11. Arrange an opportunity to shadow system-level personnel in the areas of organizational behavior and curriculum development.
12. Identify key indicators of organizational structure and curriculum components related to professional learning communities.

**MODULE REQUIREMENTS:**

1. Candidates will maintain a learning journal relative to ongoing activities, readings, research, reflections, and seminars.
2. Candidates will complete all learning tasks and assigned readings.
3. Candidates will participate in and contribute to professional dialogue.
4. Candidates will attend and prepare for all seminar events.
5. Candidates will include all written assignments in the learning journal.

**MODULE EVALUATION:**

Quality work and performance are expected from all students at all times. Students’ evaluation will be both formative and summative. Students will engage in self-evaluation based on reflection and peer input. Unsatisfactory work will warrant a conference with the doctoral faculty for the development and implementation of a follow-up plan. The
plan will become a Professional Improvement Plan (PIP). The rubric for each module matches performance and objective for the final piece of the evaluation.

**Operational and Managerial Module**

**MODULE SYLLABUS**

Module Prefix and Number: EDLS 702

Module Title: Financial and Facility Leadership in Organizations & Seminar

Credits: 6.0 semester hours

Module Prerequisites: Admission to the Doctoral Program

Intended Audience: Required for the Ed.D course of study

**MODULE DESCRIPTION:** This module examines finances and facilities from the perspective of educational leaders who must determine the needs and functions of the fiscal operations. An integrated approach is used to establish the necessary leadership skills to create a cooperative working environment. The module also emphasizes a business management appreciation of the complexity and magnitude of education as an important resource in the public sector. A thorough examination includes an understanding of how the American economy provides funding for public education, how funds are administered, and trends toward the efficient utilization of resources.

**RATIONALE:** Professional development at the doctoral level must demonstrate an understanding of the effective management of the fiscal operations of a school or a school system. The educational leader must have knowledge and skills for the establishment of appropriate organizational relationships that maximize available resources.

**OBJECTIVES:**

1. Candidates will conduct organizational intervention studies with emphasis on evaluation, needs assessment, and resource capabilities.
2. Candidates will conduct a feasibility study of a proposed facility addition or renovation.
3. Candidates will apply the theory of shared decision-making for fiscal operations.
4. Candidates will demonstrate the skills required to complete educational specifications for a new facility.
5. Candidates will demonstrate the ability to develop educational plans consistent with fiscal resources.
6. Candidates will examine criteria for the organizational management of transportation, maintenance, and food service personnel.
7. Candidates will examine the concepts of financing school construction including laws and processes.
8. Candidates will examine and reflect upon equity in funding decisions.

**LEARNING TASKS:**
1. Complete a school facility survey.
2. Complete an organizational analysis and intervention project as approved by the instructor.
3. Complete a feasibility study of a proposed construction as approved by the instructor.
4. Participate with the class at visits to schools sites under construction.
5. Develop an educational specification project including educational plans.
6. Complete an energy conversation study of an educational facility as approved by the instructor.
7. Compile an annotated bibliography on fiscal management and leadership.

**COURSE REQUIREMENTS:**
1. Candidates will complete all learning tasks.
2. Candidates will participate in and contribute to professional dialogue.
3. Candidates will prepare for and attend seminar events.
4. Candidates will include written assignments for seminar events in the learning journal.

**COURSE EVALUATION:**
Quality work and performance are expected from all students at all times. Candidates’ evaluation will be both formative and summative. Candidates will engage in self-evaluation based on reflection and peer input. Unsatisfactory work will warrant a conference with the doctoral faculty with the development and implementation of a follow-up plan. The plan will become a Professional Improvement Plan (PIP). The rubric for each module matches performance and objective for the final piece of the evaluation.
Research Module

MODULE SYLLABUS

Module Prefix and Number: EDLS 704

Module Title: Methods of Research for Educational Leaders & Seminar

Credits: 12.0 semester hours

Module Prerequisites: Admission to the Doctoral Program of Studies

Intended Audience: Required for the Ed.D course of study

MODULE DESCRIPTION: Schools function as professional learning communities, thus making decisions based in inquiry and collaboration. This module develops the skills for individual and organizational inquiry.

RATIONALE: To fully develop the individual as an educational leader, a student must acquire and appreciate the value of inquiry. In addition to personal development, the leader must facilitate an environment of inquiry within the organization.

OBJECTIVES:
1. Candidates will understand the relationship between inquiry and school improvement.
2. Candidates will develop the skills in school-based problem solving, data collection, data analysis, and action planning.
3. Candidates will develop skill in conducting action research, program evaluations/assessments, and school level policy analyses.
4. Candidates will develop skills in authentic assessment as an additional indicator of school performance.
5. Candidates will develop an inquiry-oriented school improvement process.

LEARNING TASKS:
1. Candidates will complete a school profile.
2. Candidates will complete an action research project.
3. Candidates will complete a mini-program evaluation plan.
4. Candidates will examine existing research and develop applications of that research.
5. Candidates will explore and research a critical issue in education.
6. Candidates will incorporate quantitative and qualitative methods of inquiry.
MODULE REQUIREMENTS:

1. Candidates will maintain a learning journal related to ongoing activities, readings, research, reflections, and seminars.
2. Candidates will complete all learning tasks and assigned readings.
3. Candidates will participate in and contribute to professional dialogue.
4. Candidates will prepare for and attend seminar events.
5. Candidates will include written assignments for seminar events in the learning journal.

MODULE EVALUATION:
Quality work and performance are expected from all students at all times. Students’ evaluation will be both formative and summative. Students will engage in self-evaluation based on reflection and peer input. Unsatisfactory work will warrant a conference with the doctoral faculty with the development and implementation of a follow-up plan. The plan will become a Professional Improvement Plan (PIP). The rubric for each module matches performance and objective for the final piece of the evaluation.

Reform and Change Theory Module

MODULE SYLLABUS

Module Prefix and Number: EDLS 706

Module Title: Educational Leadership in an Era of Reform and Change & Seminar

Credits: 6.0 semester hours

Module Prerequisites: Admission to the Doctoral Program of Studies

Intended Audience: Required for the Ed.D. course of study

MODULE DESCRIPTION: This module examines the historical background of school reform and the impact upon change in the educational environment. In addition, emphasis will be placed on effectiveness, reform models, and the leadership implications of managing change efforts.

RATIONALE: In a period of continuous reform and change, educational leaders must recognize the need for planning and assessment of various models. Educational leaders are charged with many responsibilities including standardized accountability, equity issues, and setting goals for various categories of exceptionalities. These leaders must possess skills in strategic and futuristic planning that focus on excellence, effectiveness, choice, equity, equality, and diversity.
OBJECTIVES:
1. Candidates will develop skills in reform appraisal and the process of implementation.
2. Candidates will develop skills in managing necessary change initiatives.
3. Candidates will use their knowledge of reform and change initiatives to prepare a strategic plan of action for various critical issues.
4. Candidates will integrate evaluation skills with planning and evaluation measures.
5. Candidates will fully incorporate the behaviors associated with change theory.
6. Candidates will develop a working philosophy of equity to meet the needs of a diverse population.

LEARNING TASKS:
1. Examine, in writing, current reform movements.
2. Examine and evaluate local efforts focusing on change and change management.
3. Examine a critical issue and create a strategic plan of action.
4. Shadow and interview local administrators to complete a behavior profile for dealing with change.
5. Examine and summarize key issues focusing on equity, diversity, and their impact on public education.

MODULE REQUIREMENTS:
1. Candidates will maintain a learning journal relative to ongoing activities, readings, research, reflections, and seminars.
2. Candidates will complete all learning tasks and assigned readings.
3. Candidates will participate and contribute to professional dialogue.
4. Candidates will attend and prepare for seminar events.
5. Candidates will include any written assignments in the learning journal

MODULE EVALUATION:
Quality work and performance are expected from all students at all times. Students’ evaluation will be both formative and summative. Students will engage in self-evaluation based on reflection and peer input. Unsatisfactory work will warrant a conference with the doctoral faculty for the development and implementation of a follow-up plan. The plan will become a Professional Improvement Plan (PIP). The rubric for each module matches performance and objective for the final piece of the evaluation.
**Organizational Behavior Module**

**Module Prefix and Number: EDLS 708**

Module Title: Behaviors in Organizations: Ethical, Legal, Managerial, Governance and Politics & Seminar

Credits: 6.0 semester hours

Module Prerequisites: Admission to the Doctoral Program of Studies

Intended Audience: Required for the Ed. D course of study

**MODULE DESCRIPTION:** This course surveys historical and contemporary works in ethics and legal issues as they relate to the educational setting. The course explores managerial and governance roles of the school leader who creates a positive environment for an educational organization.

**RATIONALE:** Many of our educational concerns are based on relationships with community and negotiations of power—political theory. As a result, stakeholders behave in different ways within the educational environment. It is the task of the school leader to understand the governance and managerial issues involved in dealing with the various actions of individuals while dealing with these individuals in an ethical manner and within the confines of their legal rights.

**OBJECTIVES:**

1. Candidates will discuss how school governance and decision-making are affected by legal and ethical considerations.
2. Candidates will understand how federal, state, district, and school regulations, policies, and procedures are utilized in school.
3. Candidates will understand the basic principles of educational law and the constitutional, ethical, and educational values that support those values.
4. Candidates will understand that educational governance impacts the managerial responsibilities of the school leaders.

**LEARNING TASKS:**

1. Create a personal list of ethical principles and relate them to recognized ethical schools of thought and apply them to situations that face school leaders today.
2. Assess the facts of a situation and identify the legal and ethical considerations. Use appropriate legal and ethical reasoning to determine alternative courses of action for representative school situations.
3. Spend a significant amount of time outside the class working independently and in small groups analyzing the governance issues that principals encounter and the managerial tasks required to address school governance issues.

4. Provide a listing of the ethical issues school leaders encounter. Provide scenarios and best responses for dealing with these scenarios.

5. Develop a workshop which integrates the governance, management, legal, and ethical issues in organizational behavior within the educational environment.

6. Shadow central office personnel who work in the areas of school governance and operations.

**Instructional Module**

**MODULE SYLLABUS**

**Module Prefix and Number: EDLS 710**

Module Title: Instructional Leadership and Supervision & Seminar

Credits: 12.0 semester hours

Module Prerequisites: Admission to the Doctoral Program of Studies

Intended Audience: Required for the Ed.D. course of study

**MODULE DESCRIPTION:** This course is open to doctoral level students who are pursuing a career in school administration. The basic purpose of the course is to develop creative leadership and skills for supervising educational programs and personnel. This course analyzes the nature, focus, and attributes of leadership. Furthermore, it explores theory and practices of leadership and various leadership inventories. The course focuses on the techniques, skills, and practices of the professional supervisor.

**RATIONALE:** Educational leaders must exhibit knowledge and skill related to the instructional program and the supervision of instruction. Practitioners must focus on leadership skills that will improve instruction and student achievement. Instructional leadership and supervision provide a structured way to examine theory, practice, and procedures that result in improved instruction and schools.

**OBJECTIVES:**

1. Candidates will develop, implement, and evaluate the instructional program of the school and the school system.

2. Candidates will conduct research in the field of leadership by selecting leadership topics relevant to professional situations, reviewing current literature, and presenting workshops.

3. Candidates will demonstrate skills in assessing needs and setting instructional goals and objectives.
4. Candidates will write articles on topics in educational leadership and supervision and submit the articles for publication.
5. Candidates will demonstrate the effective knowledge and skills required for improvement of instructional design, techniques, and applications of learning theory, ranging from individual to staff development.
6. Candidates will exhibit knowledge and skills in interpreting and utilizing research including findings relative to teacher effectiveness and student achievement.

**LEARNING TASKS:**
1. Candidates will examine and reflect upon current leadership and supervisory instructional evaluation models for improving a school and a school system.
2. Candidates will examine high achieving schools and determine the leadership styles and supervision processes in these schools.
3. Candidates will conduct interviews concerning leadership style and methods of supervision with school leaders from elementary schools through central office.
4. Candidates will maintain a learning journal based on interviews.
5. Candidates will design a personal grid or model for leadership and supervision.
6. Candidates will develop and present a workshop in leadership and supervision that integrates relevant research and information from interviews and the learning journal.
7. Candidates will maintain a weekly-annotated bibliography of readings from professional journals that emphasize educational leadership and supervision.
8. Candidates will create and administer a needs assessment to determine the greatest curriculum need in a school.
9. Candidates will create a curriculum based on the major needs identified in number eight and articulate the appropriate goals and objectives for meeting these needs.
10. Candidates will write an article suitable for publication related to their research and workshop.
11. Candidates will research the various models that can be used to design instruction and determine the systematic design of instruction.
12. Candidates, utilizing the systematic design of instruction, will create an instructional design for a course at a particular grade level or content area.
13. Candidates will create a model based on the careful analysis of research that depicts best practices related to teacher effectiveness and student achievement.

**MODULE REQUIREMENTS:**
1. Candidates will maintain a learning journal related to ongoing activities, readings, research, reflections, and seminars.
2. Candidates will complete all learning tasks and assigned readings.
3. Candidates will contribute to discussion and professional dialogue.
4. Candidates will prepare and attend seminar events.
5. Candidates will present all designed activities to the class.
MODULE EVALUATION:
Quality work and performance are expected from all students at all times. Students’ evaluation will be both formative and summative. Students will engage in self-evaluation based on reflection and peer input. Unsatisfactory work will warrant a conference with the doctoral faculty for the development and implementation of a follow-up plan. The plan will become a Professional Improvement Plan (PIP). The rubric for each module matches performance and objective for the final piece of the evaluation.

Dissertation Module

MODULE SYLLABUS

Module Prefix and Number: EDLS 712

Module Title: Dissertation & Seminar

Credits: 9.0 semester hours

Module Prerequisites: Successful completion of EDLS 700, EDLS 702, EDLS 704, EDLS 706, EDLS 708, and EDLS 710

Intended Audience: Candidates who have completed all study modules

MODULE DESCRIPTION: This module allows the student to examine, through quantitative and qualitative methods, a topic of interest with the approval and guidance of a dissertation committee.

RATIONALE: Candidates must demonstrate a thorough knowledge of module objectives through an investigation of a topic of interest and importance to the field of education.

OBJECTIVES:
1. Candidates will complete a study incorporating the methods of research examined in the program of studies.
2. Candidates will satisfactorily defend the findings of their study before an audience.

LEARNING TASKS:
1. Select a dissertation committee with chairperson.
2. Complete a dissertation proposal to be approved by the committee.
3. Conduct quality research under the direction of a committee.
4. Complete the dissertation as designed.
5. Defend the dissertation processes and findings before an audience that includes the dissertation committee.

MODULE REQUIREMENTS:
Following the dissertation defense, the committee must evaluate the dissertation and (a) approve it as written; (b) approve the dissertation contingent on the committee's recommendation for change and/or improvement; or (c) disapprove the dissertation, possibly with suggestions for improvement and resubmission.

FINAL DISSERTATION APPROVAL:
The dissertation committee must approve the dissertation by affixing their signatures on the appropriate pages of the dissertation.
POLICY FOR REVIEW OF DOCTORAL APPLICANTS

Graduate faculty will meet as a faculty shortly after the April 1 deadline for review of applications. All files completed by the April 1 deadline will be reviewed for fall admission. Exceptions to this review deadline will be made at the request of the Dean of the School of Education. Each applicant will be reviewed in the areas of experience, GRE scores, written expression, and applicant leadership quality indicated in references. Program coordinator will report applicant rankings to Dean of School of Education. Number of applicants to be interviewed and number to be accepted will be determined by Dean of School of Education, Dean of Graduate School, and Program Coordinator.

Program coordinator will form an ad hoc committee to interview applicants recommended by the graduate faculty. Ad hoc committee will represent the graduate faculty and the two previous cohorts.

Program coordinator will report recommendations to the Dean of Graduate School for letters of acceptance for candidacy.

Letters of acceptance and non-acceptance will be mailed within 30 days of interviews.
POLICY RELATED TO TIME LIMITS

All requirements for the doctorate, including the dissertation, must be completed within seven academic years from the date of the first module of study.

If a candidate chooses or is forced to interrupt the sequence of modules, that candidate may re-enter the program at the appropriate sequence, but must abide by the original seven-year time limit.

Any exception to the seven-year time limit must be approved and recommended by the Dean of the School of Education.

Students are required to enroll in consecutive semesters until completion or withdrawal within the 7 year time limit.
POLICY RELATED TO THE RESIDENCE REQUIREMENT

The module concept incorporated in the program of studies satisfies the residency requirement in that candidates will maintain a minimum of 7 hours in consecutive semesters.

All classes are scheduled at Gardner-Webb University facilities providing candidates with the opportunity for extended periods of intensive study.
POLICY RELATED TO ADVISORY/DISSERTATION COMMITTEES

Each candidate will be assigned a temporary advisor.

Committee chairs will be assigned by the Program Coordinator. Committee members must be approved by the Program Coordinator and the Dean of the School of Education.

The dissertation committee will consist of a chair and minimum of two committee members. The committee shall assist with guidance in preparation of the dissertation.

Candidates may elect to change the composition of their committee at any time, but they must obtain written approval from the Program Coordinator to do so.

Candidates must clear the IRB process before beginning research.
Request for Dissertation Committee

______________________________________________________________________________
Student Name

______________________________________________________________________________
cohort number

______________________________________________________________________________
Requested Chairperson Signature                      date

______________________________________________________________________________
Requested Committee Signature                        date

______________________________________________________________________________
Requested Committee Signature                        date

______________________________________________________________________________
Program Coordinator Signature                        date

______________________________________________________________________________
Dean, School of Education Signature                   date
POLICY RELATED TO THE DOCTORAL COURSE OF STUDIES

The nature of the program of studies is an integrated module design. Due to the nature of the program of studies, transfer credits are not suitable. Candidates must be committed to the prescribed design and sequence of the program of studies.

Independent studies are not permitted in the program due to the interactive nature of the program.

The sequence of modules is subject to review on a three-year cycle.
POLICY RELATED TO QUALIFYING PROCESS

The qualifying process will consist of three components: completing four of the six module products, completing a concept paper, and completing a dissertation proposal. The candidate will present and defend the proposal to his/her committee as scheduled by the candidate and the committee chair.

Unanimous approval of the committee is required for passing the qualifying process. The defense will include a written proposal and may also include a power point presentation and oral responses.
CURRICULUM & ORGANIZATIONAL THEORY PAPER
SCORING RUBRIC AND FEEDBACK SHEET

Name_________________________  Score_________________________

PART I: ABSTRACT
Purpose defined
Resulting needs identified
Organizational development focus presented

PART II: INTRODUCTION/PURPOSE

PART III: ORGANIZATIONAL ANALYSIS
A. Staff Classification
Charts for age and experience
Developmental levels specified
Narratives supporting charts

B. Analysis of Needs
Developmental needs discussed
Connections made to readings
Organizational conditions
Define in relation to Morgan’s metaphors

PART IV: ORGANIZATIONAL DEVELOPMENT PLAN
Plan connects to identified needs
Developmental needs match models
Rationale is supported by literature
Plan is comprehensive and varied
Plan relates to Morrison’s design process

PART V: REFLECTION
Integrates assigned readings
Presents strong rationale for plan
Connects to a model
Supports learning community
Follows APA style
## Fiscal Management
### Educational Specifications Project
#### Scoring Rubric and Feedback Sheet

<table>
<thead>
<tr>
<th>Name___________________________________</th>
<th>Score___________________</th>
</tr>
</thead>
</table>

### Part I: Abstract

<table>
<thead>
<tr>
<th>Purpose defined</th>
<th>yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline included</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Progress summary</td>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>

### Part II: Introduction

| Philosophy to support | yes | no |
| Identified need(s) | yes | no |
| Description of setting | yes | no |

### Part III: Planning Components

| Detailed project description | yes | no |
| Involvement | yes | no |
| Timeline | yes | no |
| Professional Services if applicable | yes | no |
| Planning budget | yes | no |
| Approvals for project | yes | no |

### Part IV: Implementation

| Working budget | yes | no |
| Detail of responsibilities | yes | no |
| List of needed materials | yes | no |
| Contingencies | yes | no |

### Part V: Evaluation

| Alignment to curriculum | yes | no |
| Success indicators | yes | no |
| Budget amendments | yes | no |
| Concluding thoughts | yes | no |
| Follows APA style | yes | no |
| Integrates readings and/or texts | yes | no |
# Concept Paper Rubric for Research Module Product

**Student’s Name:** ____________________  
**Committee Chair:** ____________________  
**Submission #:** __________  
**Committee Member:** ____________________  
**Date:** __________

<table>
<thead>
<tr>
<th>Item</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1) Overall</strong>&lt;br&gt;a) Approximate length is 10 pages, excluding title page and reference pages&lt;br&gt;b) Consistent with APA and Style Guide</td>
<td>a) b)</td>
</tr>
<tr>
<td><strong>2) Title Page</strong>&lt;br&gt;a) Is descriptive of study&lt;br&gt;b) Useful for keyword searches&lt;br&gt;c) Is within 10-12 words</td>
<td>a) b) c)</td>
</tr>
<tr>
<td><strong>3) Introduction</strong>&lt;br&gt;a) Explains the setting of the study&lt;br&gt;b) Contains organizational profile&lt;br&gt;c) Includes other salient information</td>
<td>a) b) c)</td>
</tr>
<tr>
<td><strong>4) Statement of the Problem</strong>&lt;br&gt;a) Actual problem indicated&lt;br&gt;b) Documented evidence of problem provided&lt;br&gt;c) Impact of problem is clearly stated&lt;br&gt;d) Stated as declarative sentence&lt;br&gt;e) Problem statement is concise and focused&lt;br&gt;f) Problem is in range of student’s ability to study</td>
<td>a) b) c) d) e) f)</td>
</tr>
<tr>
<td><strong>5) Preliminary Literature Review</strong>&lt;br&gt;a) Provides contextual background&lt;br&gt;b) Reveals related issues&lt;br&gt;c) Reviews similar problems elsewhere&lt;br&gt;d) Provides significance to the approach to the study&lt;br&gt;e) Includes major/seminar research articles pertaining to study&lt;br&gt;f) Written in an integrated manner</td>
<td>a) b) c) d) e) f)</td>
</tr>
<tr>
<td>Item</td>
<td>Comments</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>6) Purpose of the Proposed Project</strong></td>
<td></td>
</tr>
<tr>
<td>a) Intent of proposed project clearly explicated</td>
<td>a)</td>
</tr>
<tr>
<td><strong>7) Initial Research Questions</strong></td>
<td>a)</td>
</tr>
<tr>
<td>a) Formulation based on theory, previous research, and professional experience</td>
<td>b)</td>
</tr>
<tr>
<td>b) Stated in the form of a question</td>
<td>b)</td>
</tr>
<tr>
<td>c) Focused and clear</td>
<td>c)</td>
</tr>
<tr>
<td><strong>8) Brief Description of Methodology and Research Design</strong></td>
<td>a)</td>
</tr>
<tr>
<td>a) Presents an overview of the methods to be utilized to address research questions</td>
<td>b)</td>
</tr>
<tr>
<td>b) Explains appropriateness of methods and provides rationale for selection</td>
<td></td>
</tr>
<tr>
<td><strong>9) Anticipated Outcomes</strong></td>
<td>a)</td>
</tr>
<tr>
<td>a) Description of expected study results</td>
<td>b)</td>
</tr>
<tr>
<td>b) Detail of importance of conducting the study as well as possible impact on practice and theory</td>
<td></td>
</tr>
<tr>
<td><strong>10) References</strong></td>
<td>a)</td>
</tr>
<tr>
<td>a) List consistent with citations in the text</td>
<td>b)</td>
</tr>
<tr>
<td>b) Include retrieval dates if obtained from Internet</td>
<td></td>
</tr>
</tbody>
</table>
Change and Reform Module
Professional Learning Communities
Scoring Rubric and Feedback Sheet

Name____________________________________  Comments

Part I: Abstract
Purpose Defined yes no
Timeline Included yes no
Progress Summary yes no

Part II: Introduction
Philosophy/Rationale yes no
Identified Needs yes no
Description of Setting yes no

Part III: Planning Components
Detailed Project Description yes no
Involvement yes no
Timeline yes no
Professional Services yes no
Budget yes no
Approval yes no

Part IV: Implementation
Working Budget yes no
Detail of Responsibilities yes no
List of Materials yes no
Contingencies yes no

Part V: Evaluation
Alignment to Curriculum yes no
Success Indicators yes no
Budget Amendments yes no
Concluding Thoughts yes no
Name___________________________________________________________________________

<table>
<thead>
<tr>
<th>Part I: Abstract</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purposes Defined</td>
<td>yes no</td>
</tr>
<tr>
<td>Timeline Included</td>
<td>yes no</td>
</tr>
<tr>
<td>Progress Summaries</td>
<td>yes no</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part II: Introduction</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Descriptions</td>
<td>yes no</td>
</tr>
<tr>
<td>Identified Need(s)</td>
<td>yes no</td>
</tr>
<tr>
<td>Descriptions of setting</td>
<td>yes no</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part III: Planning Components</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detailed Project Descriptions</td>
<td>yes no</td>
</tr>
<tr>
<td>Components of Integration</td>
<td>yes no</td>
</tr>
<tr>
<td>Involvement</td>
<td>yes no</td>
</tr>
<tr>
<td>Timeline</td>
<td>yes no</td>
</tr>
<tr>
<td>Staff Development</td>
<td>yes no</td>
</tr>
<tr>
<td>Budget Approval</td>
<td>yes no</td>
</tr>
<tr>
<td>Approval of Project</td>
<td>yes no</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part IV: Implementation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail of Responsibilities</td>
<td>yes no</td>
</tr>
<tr>
<td>Materials Needed</td>
<td>yes no</td>
</tr>
<tr>
<td>Contingencies</td>
<td>yes no</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part V: Evaluation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alignment to Curriculum</td>
<td>yes no</td>
</tr>
<tr>
<td>Success/Adoption</td>
<td>yes no</td>
</tr>
<tr>
<td>Concluding Thoughts</td>
<td>yes no</td>
</tr>
</tbody>
</table>
Checklist of Leadership Skills
To be Developed During the Internship
Serves as Product Model for Instructional Module
Doctorate in Educational Leadership

Your experience as an intern should hone the leadership skills you have been developing throughout your career and throughout this program. In portfolio form you should present evidence that you have a high level of skill and knowledge about each of the areas identified below by a Roman numeral. Activities listed under each letter (A,B,C…) are suggestions of activities that will build your expertise in the targeted area. The activities are beginning points for thought. You may want to discuss more or different activities with your professor. You will recognize that the checklist is based on the ISLLC Standards. Your job is to present evidence that you have mastered the knowledge, skills, and dispositions for each of the standards. Keep an hourly log.

I. Vision
   A. Vision/Mission
      1. Review board policy for congruence of vision/mission and educational plan and goals.
      2. Assess vision/mission as interpreted by relevant constituents.
   B. Strategic Planning
      1. Review strategic plan from your district and compare to another district.
      2. Serve on the strategic planning group for your district.
   C. Data Collection and Analysis
      1. Review board policy regarding data collection, assessment, and evaluation.
      2. Review the ways in which assessment data are used by stakeholders.
   D. Effective Communication
      1. Review board policy regarding how communications are to be managed.
      2. Assess the level of compliance with policy.
   E. Negotiating/Consensus Building
      1. Assess the leadership culture in the school district.
      2. Choose a current issue in the district/school to observe discussion about at a meeting.

II. Instruction and Learning
   A. Analyzing the Curriculum
      1. Review board policy regarding curriculum development, implementation, management and evaluation/assessment.
      2. Interview a district level curriculum leader to assess successes, concerns, and processes used for curriculum implementation.
   B. Supervision of Instruction/Instructional Strategies
      1. Use the clinical supervision model to observe two teachers (pre-conference, observation, analysis, post-conference).
2. Select and administer two types of evaluation/observation instrument alternative to the official district form.

C. Learning/Motivation Theory
   1. Survey a school faculty on methods used to motivate students.
   2. Meet with a group of teachers and assess the amount of teaching that is at each student’s challenge level.

D. Learning Technology
   1. Review board policy on technology and assess degree of compliance with the policy.
   2. Interview persons responsible for assessing technology software and describe the process used.

E. Evaluation of Student Achievement/Testing and Measurements
   1. Review board policy and assess degree of compliance with it.
   2. Gather and analyze the district/school, state, and national normed test results and assess strengths and weaknesses in the district.

F. Supervision of Extra-/Co-curricular Education
   1. Review board policy and evaluate compliance within these areas: coaches and sponsor assignments and rate of pay; activities in compliance with federal law (Title IX); medical emergency plan; and insurance requirements.
   2. Collaboratively work with a staff member to plan and supervise a co-curricular activity. Write a critique of the event.

G. Staff Development/Adult Learning
   1. Review board policy regarding staff development in the district and evaluate the plans effectiveness in the delivery of needed staff development.
   2. Analyze the district staff development plan with respect to mission, student achievement, and teacher evaluation.

H. Change Process
   1. Interview a current leader involved in implementing a district change and find out why the change was made and how successful the change is at this point.
   2. Read two articles on change and assess the degree to which change theory is used to facilitate innovation at your site.

I. Student Discipline
   2. Review discipline referrals for a specified period and compile the data by grade level, special education classification, race and gender. Analyze your findings.

J. Student Services
   1. Review board policy and assess compliance regarding student services.
   2. Interview a school nurse or counselor and determine their concerns and recommendations.

III. Management and Operations
A. General Office Administration/Technology
   1. Review job descriptions and evaluation practices for the key office personnel at the district/school.
   2. Inventory the current administrative technology in use and make recommendations for improvements.

B. School Operations/Policies
   1. Review the policies for district/school operations and evaluate the extent with which the district is in compliance with its policies.
   2. Review procedures for school opening and closing and critique effectiveness of the procedures.

C. Facility and Maintenance Administration/Safety and Security
   1. Meet with the director of maintenance and review job responsibilities and staff schedules.
   2. Meet with a district security officer/building administrator and gather information on security policies and practices.

D. Student Transportation
   1. Interview the director of transportation and discuss the current issues and needs of transportation.
   2. Observe one bus driver during a morning or afternoon route and summarize your observations.

E. Food Services
   1. Interview the district/school food service manager and discuss current requirements and concerns.
   2. Observe a food service worker in the preparation of a meal and write an assessment of needs and concerns.

F. Personnel Procedures
   1. Interview the personnel director and discuss planning, recruitment, selection, induction, compensation, evaluation, and dismissal of personnel.
   2. Meet with administrators and gather information on staff turnover and actions taken to address turnover.

G. Supervision of the Budget
   1. Examine the district budget and note accounts and who is responsible.
   2. Interview the district finance officer and discuss responsibility, guidelines, training, and other areas of concern.

H. School/Program Scheduling
   1. Participate in the process of student class scheduling and write your recommendations.
   2. Meet with a counselor/administrator responsible for schedule changes and discuss the number of changes, rationale, and ramifications of changes.

I. Collaborative Decision Making
1. With permission of the superintendent/principal, observe a meeting where he/she intends to use collaborative decision making. Summarize the meeting.
2. Survey teachers to assess their opinions about collaborative decision making.

IV. Community
A. Community/Public Relations
1. Interview a district public relations director and determine strategies used for effective communication.
2. Use brief telephone interviews to assess how key community groups evaluate school communications.

B. Parent Involvement
1. Examine the current policy and procedures for parent involvement in the school/district.
2. Write a short proposal for increasing or improving parent involvement and attitude toward school.

V. Ethics
A. Position Goals and Requirements
1. Obtain a job description of an administrator/supervisor position and evaluation instrument and analyze the two for correlation.
2. Interview an administrator/supervisor about the demands of the job and areas where there are conflicts.

B. Philosophy/History of Education
1. Find a retired educator and interview him/her on the oral history and changes within the school system.
2. Review an area of curriculum and note the philosophical base that underlies it.

C. Ethics
1. Meet with a group of school staff members and discuss their perspectives of ethical/unethical behaviors employed by personnel in the district/school.
2. Interview one school leader and solicit the ethical principles he/she employs.

D. Interpersonal Relationships
1. Observe a meeting and assess the positive and negative interpersonal relationships you see in action.
2. Explain how you practice skills such as easing tension, resolving conflict, and creating empathy.

VI. Political, Social, Legal, Economic, and Cultural Context
A. School Board Policy and Procedures/State and Federal Law
1. Attend board meetings and provide agendas with a list of outcomes achieved.
2. Review the board training requirements and the role of the superintendent in the process.

B. Federal Programs Administration
1. Attend a special education meeting involving initial placement or annual review and critique the meeting.
2. Interview the vocational director and determine his/her requirements, concerns, and goals.

C. Issue and Conflict Resolution
   1. Observe a meeting where there is likely to be conflict over an issue. Develop a list of concerns from each side.
   2. Interview the superintendent/principal about a meeting where there has been conflict and determine how that conflict was handled.

D. Current Issues Affecting Teaching and Learning
   1. Compile a list of current issues that affect teaching and learning and assess the importance of each.
   2. Read two journal articles on the same issue affecting learning and compare and contrast the views presented.

E. Professional Affiliations and Resources
   1. Compile a list of professional associations, service organizations, and local, state, and federal agencies that would be helpful in a designated central office position.
   2. Submit a brief professional development plan that would meet needs that you have discovered throughout your internship experience.

F. Professional Library
   1. Interview a person in a position you are interested in and determine the books and publications that person finds most useful.
   2. Make a list of books and journal articles you would like to read to enhance your performance as a school administrator.
POLICY RELATED TO DISSERTATION PROPOSAL

The dissertation is the product of a thorough investigation of a basic and significant problem or question within the area of school administration. An appropriate plan of research must be developed and executed by the candidate under the general guidance of the chair and the dissertation committee. The dissertation requirement is designed to develop the capacities of originality and generalization in the candidate. The dissertation should foster and attest to the development of the candidate’s ability to demonstrate scientific inquiry, understanding, the mastery of the techniques of scholarship, and the art of exposition within the field of school administration.

The dissertation proposal should be reviewed and approved by all committee members and is to constitute an endorsement by the committee of the validity of the topic and the mode of inquiry. Formal approval represents a commitment to the student that the topic, format, methodological approach, and orientation of the dissertation will not be subject to further questions. The dissertation committee is the effective body approving the dissertation proposal and the completed dissertation. Dissertation committee meetings dealing with consideration of the dissertation proposal shall be open to interested university faculty, doctoral students, and any others the committee and the student agree to invite.

The dissertation committee must unanimously approve the dissertation proposal. The chair of the dissertation committee has the power to control the number and types of questions posed at the meeting by any attendee who is not on the committee.

Each candidate is required to register for a total of 9 semester hours (6 for the dissertation and 3 for dissertation seminar) following approval of proposal. The 9 semester hours occur over two consecutive semesters. Each additional semester requires registration of 3 hours of continuation until completion, expiration of time period or exiting the program by the candidate.
### Proposal Rubric

#### Student’s Name: ____________________  Committee Chair: ____________________

#### Submission #: __________  Committee Member: ____________________

#### Date: __________

<table>
<thead>
<tr>
<th>Item</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) <strong>Overall</strong></td>
<td></td>
</tr>
<tr>
<td>a) Consistent with APA and Style guide</td>
<td>a)</td>
</tr>
<tr>
<td>b) Provides a concrete plan of action that permits it to serve as a “contract” between student and Gardner-Webb</td>
<td>b)</td>
</tr>
<tr>
<td>c) Consistent with concept paper</td>
<td>c)</td>
</tr>
<tr>
<td>2) <strong>Title Page</strong></td>
<td></td>
</tr>
<tr>
<td>a) Is descriptive of study</td>
<td>a)</td>
</tr>
<tr>
<td>b) Useful for keyword searches</td>
<td>b)</td>
</tr>
<tr>
<td>c) Is within 10-12 words</td>
<td>c)</td>
</tr>
<tr>
<td>3) <strong>Table of Contents</strong></td>
<td></td>
</tr>
<tr>
<td>a) Contains key headings</td>
<td>a)</td>
</tr>
<tr>
<td>b) List of tables or figures (if any) at bottom of page</td>
<td>b)</td>
</tr>
<tr>
<td>4) <strong>Introduction - Nature of the Problem</strong></td>
<td></td>
</tr>
<tr>
<td>a) Actual problem indicated</td>
<td>a)</td>
</tr>
<tr>
<td>b) Impact of problem is clearly stated</td>
<td>b)</td>
</tr>
<tr>
<td>c) Stated as declarative sentence</td>
<td>c)</td>
</tr>
<tr>
<td>d) Problem statement is concise and focused</td>
<td>d)</td>
</tr>
<tr>
<td>5) <strong>Introduction - Background and Significance of the Problem</strong></td>
<td></td>
</tr>
<tr>
<td>a) Detailed documented evidence of problem provided</td>
<td>a)</td>
</tr>
<tr>
<td>b) Review of literature in relation to the existence of the problem</td>
<td>b)</td>
</tr>
<tr>
<td>c) Definition of major issues related to the problem</td>
<td>c)</td>
</tr>
<tr>
<td>d) Setting of the problem described in detail</td>
<td>d)</td>
</tr>
<tr>
<td>Item</td>
<td>Comments</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
</tr>
<tr>
<td>e) Students role in relation to the organization is discussed in detail</td>
<td>e)</td>
</tr>
<tr>
<td>f) Problem is in range of student's ability to study</td>
<td>f)</td>
</tr>
</tbody>
</table>

6) **Introduction - Research Questions**
   a) Formulation based on theory, previous research, and professional experience | a) |
   b) Stated in the form of a question | b) |
   c) Focused and clear | c) |

7) **Introduction – Definition of Terms**
   1) Definitions provided for technical and professional jargon | 1) |
   2) Variables in study are defined operationally | 2) |

8) **Review of Related Literature**
   a) Comprehensive review conducted | a) |
   b) Includes subsection of proposed methods including program evaluation model, if appropriate | b) |
   c) Organized, cohesive, well-sequenced, integrated, and transitioned appropriately | c) |

9) **Methodology- Participants**
   a) Description of who and how many | a) |
   b) Demographics included | b) |
   c) Participant selection method indicated | c) |

10) **Methodology- Procedures**
    a) Clear, precise, and sequential description of how the study will be conducted | a) |
    b) Indicates research design | b) |
    c) Explains rationale for methods | c) |
    d) Justifies appropriateness of methods to address the problem and answer research questions | d) |
<table>
<thead>
<tr>
<th>Item</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>11) Methodology - Instruments</strong></td>
<td></td>
</tr>
<tr>
<td>a) All data gathering instruments are cited</td>
<td>a)</td>
</tr>
<tr>
<td>b) Source of instrument and proper citation used</td>
<td>b)</td>
</tr>
<tr>
<td>c) Copy of instruments developed by student included in the appendix</td>
<td>c)</td>
</tr>
<tr>
<td><strong>12) Methodology - Limitations</strong></td>
<td></td>
</tr>
<tr>
<td>a) All shortcomings of study are presented</td>
<td>a)</td>
</tr>
<tr>
<td>b) Possible threats to the internal validity of the study are included</td>
<td>b)</td>
</tr>
<tr>
<td>c) Limitations to the generalizability of the study are included</td>
<td>c)</td>
</tr>
<tr>
<td><strong>13) Methodology - Delimitations</strong></td>
<td></td>
</tr>
<tr>
<td>a) Planned restrictions of the scope of the project or the depth of the inquiry are detailed</td>
<td>a)</td>
</tr>
<tr>
<td><strong>14) References</strong></td>
<td></td>
</tr>
<tr>
<td>a) List consistent with citations in text</td>
<td>a)</td>
</tr>
<tr>
<td>b) Retrieval dates if from Internet</td>
<td>b)</td>
</tr>
<tr>
<td><strong>15) Appendixes</strong></td>
<td></td>
</tr>
<tr>
<td>a) Lettered proposal</td>
<td>a)</td>
</tr>
<tr>
<td>b) Include instrumentation created by student only</td>
<td>b)</td>
</tr>
<tr>
<td>c) All necessary information included</td>
<td>c)</td>
</tr>
<tr>
<td>d) Conforms with Dissertation Guide and Style Guide.</td>
<td>d)</td>
</tr>
</tbody>
</table>
POLICY RELATED TO INSTITUTIONAL REVIEW BOARD

Candidates are to complete and submit appropriate forms dealing with use of human subjects prior to submission of dissertation proposal. Submissions are made to committee chair and/or program coordinator. These forms are subject to review by the dissertation committee, the School of Education, and/or the Institutional Review Board. Approved IRB forms are a part of the dissertation proposal approval process.
Gardner-Webb University
IRB Agreement Form

Date ________________________________

Degree Sought ______________________

Department _________________________

I, __________________________________________, have read the provisions of the Gardner-Webb University Institutional Research Board policy. I agree to abide by the ethics and standards included in the statement. I understand the consequences of the failure to abide by these standards.

_____________________________________
Signed

_____________________________________
Print Name

_____________________________________
Witness ______________________________ Date

Copy to be filed in the Department IRB folder
Gardner-Webb University
Institutional Review Board
Application to Conduct Research with Human Subjects

________________________
Principal Investigator

________________________
Student ID

________________________
Mailing Address

________________________
Email Address

________________________
Faculty Advisor

________________________
Program Coordinator

________________________
Title of Research

________________________
Signature of Principal Investigator

________________________
Date
Describe your methodology:

Explain use of subjects that may be involved:

Does this research pose any risks of any kind to any subjects?

Will any incentives be employed?

How will you protect confidentiality?

Describe any and all instruments to be used:

How, when, and where will the results be reported?

What consents are needed and/or required?

What precautions will be taken regarding potentially hazardous, uncomfortable, or stressful aspects of the study?
How will you allow subjects the opportunity not to participate in your study?

Provide expected timeline:

Explain measures and administration:

Comments by reviewer

Additional information needed or required:

_________________________________________  ____________________
Signature indicating permission to conduct  date

_________________________________________  ____________________
Signature of Investigator indicating agreement  date
POLICY RELATED TO DISSERTATION DEFENSE

The dissertation must be presented in digital form at least four weeks before the time that the candidate expects to complete her/his degree.

Two approved unbound copies of the dissertation must be filed with the Graduate School for final acceptance by the deadline specified in the Calendar of Events. In final form, the dissertation must comply with the rules prescribed by the “Dissertation Handbook.”

The dissertation chair will notify the Graduate School of the title, date, time, and location of the defense at least two weeks prior to the defense.

Since the defense is to be a “discussion of the dissertation,” those attending the defense should understand that they could ask questions about the dissertation.

When the student successfully completes the dissertation defense, the chair will notify the Graduate School of the outcome using the appropriate form.

The dissertation will be submitted to the Graduate School for final format review.
## Final Report Rubric

<table>
<thead>
<tr>
<th>Item</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1) Overall</strong></td>
<td></td>
</tr>
<tr>
<td>a) Consistent with APA and Style guide</td>
<td>a)</td>
</tr>
<tr>
<td>b) Chapters 1-3 changed from future to past verb tense (where appropriate)</td>
<td>b)</td>
</tr>
<tr>
<td>c) Expansion and update of the literature review</td>
<td>c)</td>
</tr>
<tr>
<td>d) Identifies and clarifies any changes from the proposal</td>
<td>d)</td>
</tr>
<tr>
<td><strong>2) Title Page</strong></td>
<td></td>
</tr>
<tr>
<td>a) Is descriptive of study</td>
<td>a)</td>
</tr>
<tr>
<td>b) Useful for keyword searches</td>
<td>b)</td>
</tr>
<tr>
<td>c) Is within 10-12 words</td>
<td>c)</td>
</tr>
<tr>
<td><strong>3) Table of Contents</strong></td>
<td></td>
</tr>
<tr>
<td>a) Contains key headings</td>
<td>a)</td>
</tr>
<tr>
<td>b) List of tables or figures (if any) at bottom of page</td>
<td>b)</td>
</tr>
<tr>
<td><strong>4) Introduction - Nature of the Problem</strong></td>
<td></td>
</tr>
<tr>
<td>a) Actual problem indicated</td>
<td>a)</td>
</tr>
<tr>
<td>b) Impact of problem is clearly stated</td>
<td>b)</td>
</tr>
<tr>
<td>c) Stated as declarative sentence</td>
<td>c)</td>
</tr>
<tr>
<td>d) Problem statement is concise and focused</td>
<td>d)</td>
</tr>
<tr>
<td><strong>5) Introduction - Background and Significance of the Problem</strong></td>
<td></td>
</tr>
<tr>
<td>a) Detailed documented evidence of problem provided</td>
<td>a)</td>
</tr>
<tr>
<td>b) Review of literature in relation to the existence of the problem</td>
<td>b)</td>
</tr>
<tr>
<td>c) Definition of major issues related to the problem</td>
<td>c)</td>
</tr>
<tr>
<td>Item</td>
<td>Comments</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
</tr>
<tr>
<td>d) Setting of the problem described in detail</td>
<td>d)</td>
</tr>
<tr>
<td>e) Students role in relation to the organization is discussed in detail</td>
<td>e)</td>
</tr>
<tr>
<td>f) Problem is in range of student’s ability to study</td>
<td>f)</td>
</tr>
</tbody>
</table>

6) **Introduction - Research Questions**
   a) Formulation based on theory, previous research, and professional experience | a) |
   b) Stated in the form of a question | b) |
   c) Focused and clear | c) |

7) **Introduction – Definition of Terms**
   1) Definitions provided for technical and professional jargon | 1) |
   2) Variables in study are defined operationally | 2) |

8) **Review of Related Literature**
   a) Comprehensive review conducted | a) |
   b) Includes subsection of proposed methods including program evaluation model, if appropriate | b) |
   c) Organized, cohesive, well-sequenced, integrated, and transitioned appropriately | c) |

9) **Methodology - Participants**
   a) Description of who and how many | a) |
   b) Demographics included | b) |
   c) Participant selection method indicated | c) |

10) **Methodology - Procedures**
    a) Clear, precise, and sequential description of how the study will be conducted | a) |
    b) Indicates research design | b) |
    c) Explains rationale for methods | c) |
    d) Justifies appropriateness of methods to address the problem and answer research questions | d) |
<table>
<thead>
<tr>
<th>Item</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>11) Methodology- Instruments</strong>&lt;br&gt;a) All data gathering instruments are cited&lt;br&gt;b) Source of instrument and proper citation used&lt;br&gt;c) Copy of instruments developed by student included in the appendix</td>
<td>a) b) c)</td>
</tr>
<tr>
<td><strong>12) Methodology- Limitations</strong>&lt;br&gt;a) All shortcomings of study are presented&lt;br&gt;b) Possible threats to the internal validity of the study are included&lt;br&gt;c) Limitations to the generalizability of the study are included</td>
<td>a) b) c)</td>
</tr>
<tr>
<td><strong>13) Methodology- Delimitations</strong>&lt;br&gt;a) Planned restrictions of the scope of the project or the depth of the inquiry are detailed</td>
<td>a)</td>
</tr>
<tr>
<td><strong>14) Results</strong>&lt;br&gt;a) Results presented relative to each research question&lt;br&gt;b) Just the results are presented&lt;br&gt;c) Includes effective use of tables and figures&lt;br&gt;d) Participant data, if necessary, is presented only in appendix</td>
<td>a) b) c) d)</td>
</tr>
<tr>
<td><strong>15) Discussion</strong>&lt;br&gt;a) Introduction of discussion is included&lt;br&gt;b) Elaboration and interpretation of results as related to research questions is included&lt;br&gt;c) Discussion of conclusions is provided&lt;br&gt;d) Relationship of findings to literature is discussed&lt;br&gt;e) Implications of findings are reviewed&lt;br&gt;f) Limitations of the study are indicated&lt;br&gt;g) Recommendations for further research and for practice are included</td>
<td>a) b) c) d) e) f) g)</td>
</tr>
<tr>
<td>Item</td>
<td>Comments</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>16) References</strong></td>
<td></td>
</tr>
<tr>
<td>a) List consistent with citations in text</td>
<td>a)</td>
</tr>
<tr>
<td>b) Retrieval dates if from Internet</td>
<td>b)</td>
</tr>
<tr>
<td><strong>17) Appendixes</strong></td>
<td></td>
</tr>
<tr>
<td>a) Lettered proposal</td>
<td>a)</td>
</tr>
<tr>
<td>b) Include instrumentation created by student only</td>
<td>b)</td>
</tr>
<tr>
<td>c) All necessary information included</td>
<td>c)</td>
</tr>
<tr>
<td>d) Conforms with Dissertation Guide and Style Guide.</td>
<td>d)</td>
</tr>
</tbody>
</table>
DOCTORAL DEGREE REQUIREMENT STEPS

Complete and submit a “concept paper” by the end of the third consecutive semester.

Complete and submit for approval a proposal (chapters 1, 2, and 3) by the end of the sixth consecutive semester.

Following approval of proposal and other qualifying processes, begin work on dissertation. A dissertation fee of $250 will be assessed when the student registers for the dissertation module. The fee for graduation is $100.

Complete dissertation research activities under the direction of the committee chair.

Defend dissertation work

Complete and submit all paper work required by the Graduate School including final format review of the dissertation.

Apply for degree. (application is on-line)
Gardner-Webb University
Final Format Review Checklist for Dissertation

TO STUDENTS: Refer to the Style Guide for the Dissertation and the Publication Manual of the American Psychological Association (5th ed.). Check all items after you have verified correctness; sign at bottom

( ) Text is double spaced (single-spacing where appropriate).
( ) Spacing after punctuation is correct.
( ) Margins are correct.
( ) Right margins are unjustified except for table of contents.
( ) Appropriate typeface and size are used.
( ) Title, name, and year are identical throughout the preliminary pages.
( ) Format of title page is correct.
( ) Format of abstract is correct.
( ) Format of table of contents is correct.
( ) Headings and titles in table of contents match the headings and titles in the text.
( ) Page numbers in the table of contents correspond to pages in text.
( ) Headings and subheadings are correctly formatted.
( ) Pagination is correct.
( ) Appendix material is appropriate; format of cover pages is correct.
( ) Manuscript is free of typographical errors.
( ) APA style is used for all format areas not covered in the Style Guide for Dissertation.

I have verified the correctness of each checked item:

_________________________________  _________________________
Name(printed)                        Signature

_________________________________  _________________________
Date                               Student ID

_________________________________  _________________________
Program of Studies                  GWU email address
POLICY RELATED TO QUALITY ASSURANCE

Each cohort will elect a representative to the doctoral council.

Doctoral council will meet quarterly to discuss and review program progress, policies, and questions of interest.

Each semester, candidates in each cohort will complete a written evaluation to the program coordinator. A summary of the evaluations will be shared with the graduate faculty, the Dean of the Graduate School and the Dean of the School of Education.

An individual interview will be conducted with each candidate each semester to access progress as related to skills, knowledge, and dispositions demonstrated by the candidate. The interview will be conducted by the professor of assignment for that particular semester. A candidate checklist and rubric will be completed and discussed in the interview.

Doctoral Council will consist of:
- Cohort Representatives (one from each cohort for a three-year-term)
- Coordinator of Ed. D program
- Dean of Graduate School
- Dean of School of Education
- Additional faculty member selected from doctoral teaching staff