Student Handbook | Dissertation Manual

Doctor of Education (EdD)

- ꧁ Healthcare Education & Leadership
- ꧁ Interprofessional Leadership

2023/2024 Academic Year

Clarkson College

Prepare to be the **best.**

Introduction

Clarkson College is a private, Episcopal-affiliated, non-profit, co-educational institution offering undergraduate, graduate, and doctoral health science degrees. Clarkson College is an affiliate of Nebraska Medicine and is accredited by the Higher Learning Commission (HLC) located at 230 South LaSalle Street | Suite 7-500 | Chicago, IL 60604 | PH 800.621.7440 | HLC.org

Mission and Values

The mission of Clarkson College is to prepare students to professionally provide high quality, ethical and compassionate health care services. To achieve its mission and fulfill its vision, Clarkson College adheres to the following values:

LEARNING | The lifelong process of education through both structured and unstructured experiences.
CARING | An empowering relationship through an attitude of empathy, compassion and respect for those with whom we interact, serve and lead.
COMMITMENT | Dedication and accountability to the shared mission of Clarkson College.
INTEGRITY | Adherence to moral and ethical standards in personal, professional and organizational actions.
EXCELLENCE | A level of performance in which all individuals strive for extraordinary quality.

Handbook and EDD Resource Center (Canvas)

This handbook is a resource and guide for the Doctor of Education (EdD) degree programs at Clarkson College (Healthcare Education & Leadership and Interprofessional Leadership). Questions about the contents of this document should be directed to the EdD Program Director or the College Registrar. **Clarkson College reserves the right to make changes to any College policies, as well as the contents of this handbook.** New EdD students are expected to read this handbook during their first semester of the program. Current students are encouraged to read this document at the beginning of each academic year and refer to it as needed throughout the doctoral program.

The EDD Resource Center (Canvas) is another valuable resource and guide for EdD students and faculty. EdD students are expected to read and utilize contents of the EDD Resource Center as they progress through the doctoral program.

Program and College Contacts

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Notice of Non-Discrimination

Clarkson College complies with all applicable federal, state, and local laws relating to discrimination and does not discriminate on the basis of race, color, religion, ancestry, sexual orientation, physical or mental disability, age, national origin, ethnicity, sex, veteran's status or marital status in the administration of its educational programs and policies, financial aid, activities or other school administered programs. View the full Notice of Non-Discrimination statement at https://www.clarksoncollege.edu/.

Updated July 2023

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Doctor of Education (EdD) Overview

PURPOSE
Clarkson College offers the Doctor of Education (EdD) in two different areas of study: 1) Healthcare Education & Leadership, and 2) Interprofessional Leadership.

The EdD in Healthcare Education & Leadership provides experienced healthcare and education professionals with a broad-based, interdisciplinary education that prepares graduates to lead, teach, practice, and conduct research across the continuum of healthcare and higher education. Available fully online, the EdD program is a post-professional academic degree for educators, administrators, researchers, and practitioners who intend to pursue or advance in their healthcare and education careers. Coursework focuses heavily on applied research and how to effectively lead in healthcare and education settings. Additional coursework in financial management, trends and issues in healthcare education, organizational behavior, global health, and the legal environment facing healthcare and higher education environments provides a comprehensive knowledge base applicable in variety of settings.

The EdD in Interprofessional Leadership fosters the study of leadership through an interprofessional lens. Interprofessional leaders are in demand as our world becomes more complex and interconnected on a global scale. Through online coursework focused on boundary-spanning leadership, cross functional alliances and strategies, and leading through change and disruption, students are empowered to bridge divides and transform organizations. The Interprofessional Leadership track aligns with Clarkson College Interprofessional Education (IPE) initiatives built upon national standards and core competencies of the Interprofessional Education Collaborative (IPEC). Graduates are prepared to lead in interprofessional settings including but not limited to healthcare, education, business, non-profits, and community organizations.

In both EdD programs, the completed dissertation demonstrates the candidate's ability to translate scientific research into methods for improving healthcare, education, and interprofessional settings. Graduates of the EdD programs will have the distinct skill sets needed to lead, assess, design, implement and evaluate educational processes and programs in academic, healthcare, and interprofessional settings.

OUTCOMES
Upon successful completion of the Doctor of Education (EdD) degree, students will be prepared to:
- Create educational and leadership strategies to meet the needs of diverse constituents. **(Diversity)****
- Engage in interdisciplinary communication, analysis and problem solving that reflects applied research best practices. **(Communication)****
- Implement assessment and evaluation strategies using information technology to improve learning, productivity and professional practice. **(Technology)****
- Synthesize knowledge of educational and leadership theory, management skills, leadership strategies and data to transform organizations and educational institutions. **(Critical Thinking)****
- Integrate ethical, legal and professional principles into decision making in organizational and educational leadership settings. **(Professional Behavior)****

***Categories denoted in the parentheses represent relationship to the Clarkson College Student Success Skills, which are the institutional student learning outcomes and include communication, technology, critical thinking, diversity and professionalism.*

STRUCTURE
Requirements of the doctoral program include the completion of content and research coursework; demonstration of knowledge mastery by passing the comprehensive exam; and successfully proposing, completing, and defending the dissertation. In addition, all EdD students are required to complete IPE 301, a non-credit course in Interprofessional Education. See the "EDD Course Descriptions" section of this handbook for more information about IPE 301 (required of all Clarkson College students, faculty, and staff).

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Doctor of Education (EdD) Curriculum | Healthcare Education & Leadership

A total of fifty-two (52) credit hours beyond master's degree coursework is required for the EdD. These credit hours are distributed between a *graduate writing course* (1 credit hour), *content* courses (33 credit hours), and *research* courses (18 credit hours).

Course Number	Course Title	Credit Hours
IPE 301	Interprofessional Education	0
SSG 101	Student Success Guide	0
EDD 798	Foundations of Scholarly Writing	1
Content Courses:		
EDD 915	Outcomes of Healthcare in a Global Society	3
EDD 918	Organizational Systems and Behavior	3
EDD 929	Education and Healthcare Policy and Law	3
EDD 932	Leadership	3
EDD 934	Learning Theories and Adult Education Methods	3
EDD 937	Curriculum and Program Development and Assessment	3
EDD 938	Leadership and Diversity	3
EDD 939	Strategic Leadership	3
EDD 945	Healthcare Economics and Financial Management	3
EDD 960	Trends and Issues in Healthcare Education	3
EDD 968	Managing Organizational Conflict	3
Research Courses:		
EDD 908	Quantitative Research Methods	3
EDD 909	Qualitative Research Methods	3
EDD 910	Applied Research	3
EDD 941	Dissertation I	2
EDD 942	Dissertation II	2
EDD 974	Dissertation Proposal	1
EDD 943	Dissertation III	2
EDD 944	Dissertation IV	2
	Total	**52**

Doctor of Education (EdD) Curriculum | Interprofessional Leadership

A total of fifty-two (52) credit hours beyond master's degree coursework is required for the EdD. These credit hours are distributed between a *graduate writing course* (1 credit hour), *content* courses (33 credit hours), and *research* courses (18 credit hours).

Course Number	Course Title	Credit Hours
IPE 301	Interprofessional Education	0
SSG 101	Student Success Guide	0
EDD 798	Foundations of Scholarly Writing	1
Content Courses:		
EDD 915	Outcomes of Healthcare in a Global Society	3
EDD 918	Organizational Systems and Behavior	3
EDD 924	Trends and Issues in Interprofessional Leadership	3
EDD 925	Boundary Spanning Leadership	3
EDD 926	Leading Through Change and Disruption	3
EDD 932	Leadership	3
EDD 934	Learning Theories and Adult Education Methods	3
EDD 937	Curriculum and Program Development and Assessment	3
EDD 938	Leadership and Diversity	3
EDD 939	Strategic Leadership	3
EDD 968	Managing Organizational Conflict	3
Research Courses:		
EDD 908	Quantitative Research Methods	3
EDD 909	Qualitative Research Methods	3
EDD 910	Applied Research	3
EDD 941	Dissertation I	2
EDD 942	Dissertation II	2
EDD 974	Dissertation Proposal	1
EDD 943	Dissertation III	2
EDD 944	Dissertation IV	2
	Total	**52**

EDD Course Descriptions

IPE 301 | Interprofessional Education
Interprofessional Education (IPE) at Clarkson College is a program, through a zero credit course, designed to provide students, faculty, and staff with an overview of healthcare professionals' roles and responsibilities to provide client-centered care that embodies values and ethics; insight into how to collaborate with an interdisciplinary healthcare team using effective communication that is respectful and assertive; and ways to develop leadership skills and take accountability for behaviors (IPEC, 2011). The goal of interprofessional education is to optimally promote teamwork and improve collaborative skills for positive outcomes.

EDD 908 | Quantitative Research Methods
The purpose of this course is to provide students with a working knowledge of the research methods and basic statistical skills needed to collect and analyze quantitative data. In addition to methodological considerations, the course also examines the social, political, and ethical dimensions of designing and executing research in general and applied research in particular.

EDD 909 | Qualitative Research Methods
This course is designed to train graduate students in qualitative research methodology for use in doctoral studies as applied research for problem investigation, problem solving and evaluation in a variety of fields. The course includes a thorough discussion of qualitative research design and the role of theory in guiding and informing research design. The course begins with research problems, questions and design considerations and follows with the study of various qualitative research methods.

EDD 910 | Applied Research
This course in advanced research provides students with knowledge and skills for understanding, analyzing and designing research at the doctoral level. Students explore the application of research to the practice setting. Quantitative, qualitative and mixed-method research designs and methods are analyzed. Ethical and social change implications of conducting research, producing knowledge, and engaging in scholarship are emphasized. Students will synthesize and apply their knowledge and skills of applied research.

EDD 915 | Outcomes of Healthcare in a Global Society
This course examines the behavioral, cultural and social contexts of health disparities and their consequences, as well as implications for the health of minority populations. The history of health disparities, inequity and inequality while highlighting their differences are discussed. Emphasis is placed on the roles of healthcare practitioners and healthcare facilities in providing healthcare equity.

EDD 918 | Organizational Systems and Behavior
This course reviews a variety of organizational systems and structures, primarily from human behavior and communication perspectives. Topics include history of organizations, how organizational meaning is created and sustained, communications, group dynamics, leadership, power, organizational design and development, and organizational culture. Particular attention is paid to the application of relevant concepts through organizational change in healthcare and educational settings.

EDD 924 | Trends and Issues in Interprofessional Leadership
This course is a comprehensive study of current trends and issues, such as social, economic, political, ethical and/or cultural, affecting interprofessional leadership. Emphasis is placed on the critical review of interprofessional leadership issues. This course is part of the EdD in Interprofessional Leadership.

EDD 925 | Boundary Spanning Leadership

This course examines the conceptual framework of boundary spanning leadership and its application to successfully lead in the interprofessional environment. The skills and behaviors of leaders who effectively collaborate across universal boundaries will be explored in depth. This course is part of the EdD in Interprofessional Leadership.

EDD 926 | Leading Through Change and Disruption

Informed by leadership theory and applied research, this course prepares the interprofessional leader to successfully navigate organizational, societal, and global change and disruption while effectively leading and collaborating with purpose, passion, and compassion. This course is part of the EdD in Interprofessional Leadership.

EDD 929 | Healthcare and Education Policy and Law

This course examines principles and practices of law in relation to academic and healthcare organizations. The application of legal issues for effective business practice is explored.

EDD 932 | Leadership◊

This course focuses on theories of leadership and their application for organizational effectiveness, which occurs in the context of modern society by initiating and reacting to change. The course is designed to provide students with a foundation in leadership theory, development, and application, providing the framework to further develop the knowledge, skills and attitudes required of future educational leaders. Special emphasis is placed on the impact of interactions between organizational culture, leadership styles and change, and effects on the learning community. *◊ This course emphasizes student engagement using a required service experience.*

EDD 934 | Learning Theories and Adult Education Methods

In this course, students focus on the principles of learning and andragogical theory. In addition, students address the history of adult learning, the characteristics of adult learners, key adult learning theories, and learning processes and styles. Learners investigate factors that influence adult education and training environments such as motivation, critical thinking skills, and ethics. Additionally, learners review current developments in the field of adult education, training, and workplace learning.

EDD 937 | Curriculum and Program Development and Assessment

This course examines curriculum and program design and development in educational and corporate training settings. Attention is given to learning theories and strategies for adult and non-traditional learners. Attention is also given to assessment at the program level for continuous improvement and accreditation purposes.

EDD 938 | Leadership and Diversity

This course addresses the issues of leading people in the global marketplace. Understanding the impact of cultural differences, comparing and contrasting domestic and multinational leadership challenges, and reviews of multinational leadership are addressed.

EDD 939 | Strategic Leadership

This course is designed to help students develop a mental map for thinking about organizations strategically. Emphasis will be placed on exerting influence through strategy, strategic communication, organizational design, and systems theory.

EDD 945 | Healthcare Economics and Financial Management

This course enables students to apply the tools of budgeting, finance, and strategy to address challenges faced by administrators/directors in higher educational and healthcare settings. Topics include staffing, equipment needs, facilities planning, cost effectiveness, market analysis and financial projecting. Case studies and current events are integrated throughout the course.

EDD 960 | Trends and Issues in Healthcare Education

This course provides a study of current trends and issues, such as social, economic, political, ethical and/or cultural, affecting healthcare education. Emphasis is placed on the critical review of educational and leadership issues.

EDD 968 | Managing Organizational Conflict

This course presents a variety of theories used to mediate conflict at various social and psychological levels. The causes, manifestations of organizational conflict, and intervention techniques will be presented. Learners will apply mediation and conflict resolution techniques and theories at the organizational level as facilitative leaders.

EDD 941 | Dissertation I

During this course, the doctoral student completes Chapters 1 & 2 of the dissertation (Introduction & Literature Review). (Previously EDD 920 Doctoral Seminar I)

EDD 942 | Dissertation II

During this course, the doctoral student completes Chapter 3 of the dissertation (Methodology). (Previously EDD 921 Doctoral Seminar II)

EDD 943 | Dissertation III

During this course, the Doctoral Candidate completes Chapter 4 of the dissertation (Results). Prerequisite: Dissertation Research Data Collection Process Complete. (Previously EDD 922 Doctoral Seminar III)

EDD 944 | Dissertation IV

During this course, the Doctoral Candidate completes Chapter 5 of the dissertation (Discussion, Conclusion, Recommendations) and prepares a manuscript for publication. (Previously EDD 923 Doctoral Seminar IV)

EDD 974 | Dissertation Proposal

During this course, the Doctoral Candidate presents their Dissertation Proposal to the Dissertation Committee and submits the IRB application. Prerequisite: Pass the EdD Comprehensive Exam.

EDD 999 | Dissertation Completion

Under the direction of the EdD Program Director and/or Dissertation Committee Chair, this one-credit course provides an opportunity for the doctoral student to continue dissertation work and progress as needed. *NOTE:* This course is optional and is not part of the official EdD curriculum. As such, it is not covered by financial aid.

Applied Research

APPLIED RESEARCH DEFINITION
The Clarkson College definition of applied research reflects the institution's Mission and Student Learning Outcomes (Communication, Critical Thinking, Technology, Diversity, and Professional Behavior):

Applied Research at Clarkson College
Clarkson College Applied Research focuses on the practical scholarship of integration and application. **Professional** practice benefits from the translation of original research to the **global society**, bringing life theory and reality to research. Scholarship is demonstrated through a research project that reflects the breadth of the student's education and synthesizes knowledge gained through the course of study. Students will use **critical thinking** skills to propose an evidence-based strategy, implement an intervention, and/or evaluate outcomes. The project may take on many forms; however, common elements include the translation of evidence to improve practice, processes and/or outcomes related to the research question, and the **communication** of findings utilizing appropriate **technology**.

CONDUCTING APPLIED RESEARCH IN THE EDD PROGRAM
Dissertation courses within the EdD curriculum serve as mechanisms for completing the dissertation during the doctoral journey. See page 18 for specific steps of the dissertation process.

Dissertation Courses I, II, III & IV
The dissertation process is embedded in the four dissertation courses. With the guidance of EdD faculty and the Dissertation Committee, students complete the dissertation as follows:

EDD 941 Dissertation I: Chapter 1 Introduction & Chapter 2 Literature Review
EDD 942 Dissertation II: Chapter 3 Methodology
Pass EdD Comprehensive Exam.
EDD 974 Dissertation Proposal
CONDUCT DISSERTATION RESEARCH
EDD 943 Dissertation III: Chapter 4 Results (all data must be collected before enrolling in EDD 943)
EDD 944 Dissertation IV: Chapter 5 Discussion/Conclusion

EDD 941 Dissertation I (2 credit hours)
This course focuses on a thorough review of the literature related to the student's proposed dissertation topic and the development of a problem statement and research questions.

EDD 942 Dissertation II (2 credit hours)
This course, focusing on scientific inquiry, emphasizes the formulation and writing of a dissertation proposal and the process for utilizing the Institutional Review Board (IRB). Methodology and content for each of the proposed chapters are defined.

EDD 943 Dissertation III (2 credit hours)
This course focuses on data collection, data analysis, and the formulation of dissertation outcomes.
A thorough discussion of the review of literature refuting or supporting the dissertation topic is highlighted.

EDD 944 Dissertation IV (2 credit hours)
This course focuses on the completion of the dissertation. Content and format issues and recommendations for further research are discussed. Dissemination of the project outcome and possible outlets for publication are addressed.

Dissertation Committee | Purpose and Membership

DISSERTATION COMMITTEE

The EdD Dissertation Committee is responsible for helping doctoral students further develop or refine their research; reviewing the dissertation proposal and numerous versions of the dissertation; and participating in the dissertation defense. While providing support and guidance to the student, the committee is also responsible for ensuring rigor, quality, and accuracy throughout the dissertation process.

The Dissertation Committee consists of two or three individuals: one Committee Chair and one or two Committee Members. The Chair must be a Clarkson College faculty member with a terminal degree. It is permissible for one or both Committee Members to *not* be Clarkson College faculty; however, they must hold the appropriate terminal degree, represent an area that supports the student's dissertation research interests, and be approved by the Committee Chair and EdD Program Director.

Responsibilities of the Dissertation Committee Member include:
- In collaboration with the Chair and other Dissertation Committee Members, support and guide the doctoral student while ensuring rigor, quality, and accuracy throughout the dissertation process.
- Informed by professional expertise, research, and/or scholarship, provide candid feedback, insights, and recommendations to the doctoral student.
- Read and critique the dissertation proposal and dissertation drafts. Submit feedback about each to the Dissertation Committee Chair and/or doctoral student.
- Attend Dissertation Committee Meetings, including the student's dissertation proposal and dissertation defense (2 separate meetings).
- Approve the final dissertation.

DISSERTATION COMMITTEE CHAIR

The primary role of the Dissertation Committee Chair is to oversee the doctoral student's dissertation research process by providing guidance and support to the student; facilitating committee involvement; and completing procedural and administrative tasks. The Dissertation Committee Chair is identified during or after EDD 941 Dissertation I with assistance from the EdD Program Director.

Responsibilities of the Dissertation Committee Chair include:
- Oversee the student's dissertation research process while ensuring rigor, quality, and accuracy throughout.
- Assist the student in planning their dissertation timeline and distribute timeline to Dissertation Committee Members.
- Arrange and schedule all committee meetings, including the proposal presentation and the dissertation defense.
- Distribute drafts of the student's proposal and dissertation to Committee Members.
- Synthesize Dissertation Committee feedback on student drafts and share/discuss with the student.
- Assist with completing and submitting the IRB application.
- Oversee finalization of the IRB process.
- Report student progress, updates, and questions to Dissertation Committee Members.
- Facilitate final decisions and/or revisions needed for each draft of the proposal and dissertation.

EdD Comprehensive Exam

Purpose

The EdD Comprehensive Exam (COMPS) is an opportunity for the doctoral student to demonstrate mastery of academic knowledge and scholarship required to complete the dissertation. After passing the Comprehensive Exam, the EdD student becomes a Doctoral Candidate and is permitted to move forward with the dissertation process at Clarkson College.

Program Timing and Context

1. The student must pass the Comprehensive Exam prior to taking EDD 974 Dissertation Proposal.

➢ Full-time student – Students enroll in EDD 974 Dissertation Proposal after completing three (3) semesters of coursework that includes EDD 908 Quantitative Research Methods, EDD 909 Qualitative Research Methods, EDD 910 Applied Research, EDD 941 Dissertation I, EDD 942 Dissertation II, and other content courses. *(See the Full-Time EdD Academic Plans for more information.)*

➢ Part-time student – Students enroll in EDD 974 Dissertation Proposal after completing eight (8) semesters of coursework that includes EDD 908 Quantitative Research Methods, EDD 909 Qualitative Research Methods, EDD 910 Applied Research, EDD 941 Dissertation I, EDD 942 Dissertation II, and other content courses. *(See the Part-Time EdD Academic Plans for more information.)*

2. During EDD 974 Dissertation Proposal:

During EDD 974 Dissertation Proposal, the Doctoral Candidate presents their proposed dissertation research to their Dissertation Committee. The Doctoral Candidate incorporates committee feedback and adjusts the proposal accordingly if needed. After obtaining Dissertation Committee final approval of the proposal, the Doctoral Candidate submits the corresponding Institutional Review Board (IRB) application/s.

3. After EDD 974 Dissertation Proposal:

Upon IRB approval, the Doctoral Candidate begins their dissertation research. At the same time, the Doctoral Candidate progresses with EdD coursework according to their academic plan. After the dissertation study is complete and all data is collected, the Doctoral Candidate enrolls in EDD 943 Dissertation III to analyze the data and write Chapter 4 of the dissertation. During EDD 944 Dissertation IV, the Doctoral Candidate completes the dissertation and defends it before their Dissertation Committee.

Exam Timeframe

The EdD Comprehensive Exam is administered three times per academic year, once between each of the three semesters (Fall, Spring, Summer). The doctoral student is responsible for confirming their exam date in consultation with the EdD Program Director. The timeframe for completion of the Comprehensive Exam is two full weeks. Late submissions are not accepted. A comprehensive exam submitted after the established due date and time is considered a failed exam.

Exam Content and Requirements

The Comprehensive Exam consists of four questions representing the following subject areas:
1. Educational Theory
2. Leadership Theory
3. Application to Practice
4. Research Methods

The response to each question should range from 8 to 12 pages in length. References, tables, exhibits, etc. are not included in this page count. Concise, quality scholarly writing is preferred over excessive writing (quantity). The use of APA Style (7ᵗʰ edition, 2020) is required in all responses. Student work should be appropriately supported by literature with accurate citations and references.

The EdD Comprehensive Exam must be completed by the student independently, without any input and/or feedback from others (fellow students, faculty, colleagues, family, consultants, etc.).

Use of the Clarkson College Writing Lab is not permitted for any EdD Comprehensive Exam purposes.
This includes, but is not limited to:
1) Writing Lab review of the exam before the student submits the final copy; and,
2) The use of prior exam questions and responses when working with the Writing Lab to prepare/practice for an exam rewrite.

All content of the exam, including any rewrite, must be new, original work written by the student specifically in response to the current exam questions.

The amount of academic work previously completed in graduate or undergraduate courses and/or other assignments and then used in the Comprehensive Exam should be minimal (1 – 4 citations total, if any). When citing their own work (coursework or published items), the student should follow the guidance on page 256 of the APA Manual (7th edition, 2020) under section 8.3 Self-Plagiarism.

Turnitin will be used by the EDD Department to check the academic integrity and originality of the exam.

Plagiarism in any form will not be tolerated and will result in failure of the EdD Comprehensive Exam. Other additional sanctions may be imposed.

Exam Evaluation
The completed exam is evaluated by a Comprehensive Exam Review Committee. Members of the committee include the EdD Program Director and three EDD faculty. EDD faculty membership on the committee is on an annual, rotating basis. The EdD Program Director will inform the student of the committee's decision within ten business days after the exam due date, unless specified otherwise. Holidays, college breaks, college closings, vacations, and any other times faculty are out of the office are exempt from the ten-day exam evaluation timeframe.

A Comprehensive Exam Rubric is used to evaluate the exam. A copy of the rubric is given to the EdD student with the exam questions. Responses to exam questions should demonstrate the doctoral student's breadth of knowledge and comprehension of the program content to date.

The Comprehensive Exam Review Committee identifies one of the three outcomes after evaluating the completed exam:
1. Recommend certification as a doctoral candidate and continuation in the EdD program (Pass);
2. Do **NOT** recommend certification as a doctoral candidate, pending additional requirements (Rewrite all or part/s of the exam); or,
3. Do **NOT** recommend continuation in the doctoral program per rationale (No Pass).

Exam Rewrite
If outcome #2 (Rewrite) is selected by the Comprehensive Exam Review Committee, the doctoral student is given a second and final opportunity to take the EdD Comprehensive Exam – either in its entirety or select

questions identified by the Comprehensive Exam Review Committee. A full rewrite of the exam includes new questions and is administered during the next two-week exam cycle. A partial rewrite includes the original exam questions and is administered during a two-week timeframe immediately following the first exam attempt.

The content of a full or partial rewrite of the exam must be new, original work written by the student specifically in response to the current exam questions. Unless specified otherwise, the use of prior exam responses in an exam rewrite (full or partial) is not permitted.

Late submissions are not accepted. A full or partial rewrite of the comprehensive exam submitted after the established due date and time is considered a failed exam.

Passing the Comprehensive Exam is required to progress in the EdD program at Clarkson College. If the student does not pass the second and final attempt at the exam, they will not be permitted to continue in the EdD program.

EXAM DATES
Contact Dr. Gina Toman, EdD Program Director, to discuss and determine the dates of your EdD Comprehensive Exam.

Academic Year 2023/24

Between Fall 2023 and Spring 2024:
> Thursday, December 7 – Thursday, December 21, 2023

Between Spring 2024 and Summer 2024:
> Thursday, May 2 – Thursday, May 16, 2024

Between Summer 2024 and Fall 2024:
> Thursday, August 8 – Thursday, August 22, 2024

Academic Year 2024/25

Between Fall 2024 and Spring 2025:
> Thursday, December 12 – Saturday, December 28, 2024*
> *This end date accounts for holidays on December 24 and 25, 2024.

Between Spring 2025 and Summer 2025:
> Thursday, May 1 – Thursday, May 15, 2025

Between Summer 2025 and Fall 2025:
> Thursday, August 7 – Thursday, August 21, 2025

Dissertation Design and Content

The structure of a dissertation is subject to committee-approved adaptations if the resulting document still meets American Psychological Association (APA) and Clarkson College format parameters. The typical dissertation for both quantitative and qualitative designs consists of five chapters supplemented by preliminary items and appendices.

The headings appropriate for the qualitative design depend upon the type of design selected. The example included in the qualitative design below represents headings appropriate for a phenomenological study. Mixed method is another type of design that combines the richness of qualitative data with the precision of quantitative data, often producing a more comprehensive understanding than one or the other could do alone.

NOTE: The dissertation proposal includes Chapters 1 -3 of the dissertation. Since the proposal is written in future tense, it is important to update Chapters 1-3 to past tense upon completion of the study. *In the outline below, the * designates items NOT typically included in the proposal.*

DISSERTATION CONTENT

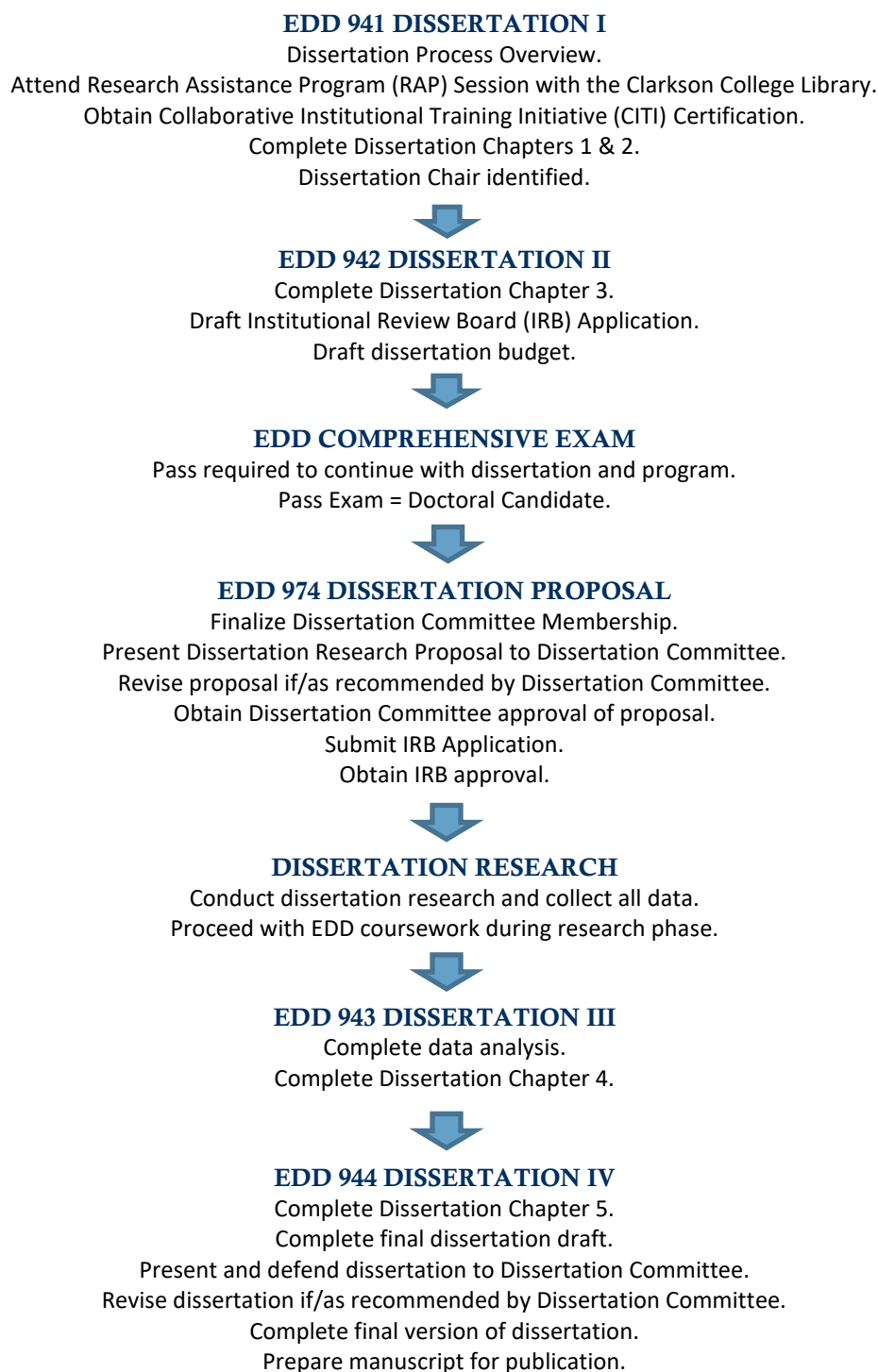| Quantitative Design	Qualitative Design

Preliminary
    Cover page
    Abstract *
    Dedication *
    Acknowledgements *
    Table of contents
    List of tables
    List of figures
	Preliminary
	    Cover page
	    Abstract *
	    Dedication *
	    Acknowledgements *
	    Table of contents
	    List of tables (if applicable)
	    List of figures (if applicable)

Chapter 1: Introduction
    Statement of the problem
    Research question(s)/hypotheses
    Significance of the problem
    Purpose of the study
    Definition of Terms
    Assumptions
    Limitations
    Delimitations
    Summary
	Chapter 1: Evolution of the Study
	    Introduction
	    Phenomenon of interest
	    Justification for study
	    Context
	    Phenomenology
	    Experiential context
	    Summary

Chapter 2: Review of the Literature and Theoretical Framework
    Introduction
    Description of the theoretical framework *
    Application of the theoretical framework to the study *
    Sections in the literature review may vary.
    Summary
	Chapter 2: Literature Review
	    Headings vary according to topics of interest.
	    Sections in the literature review vary.
	    Summary

Quantitative Design	Qualitative Design

Chapter 3: Methodology
    The outline of this chapter varies according to the design of the study.
    Typically, the sections of a quantitative design include:
        Introduction
        Research design
        Population and sample of the study
        Description of the setting
        Method of data collection
        Procedures for collecting data.
        Protection of human subjects
        Plan for data analysis
        Budget
        Summary
	Chapter 3: Methodology
	    The outline of this chapter varies according to the design of the study.
	    Typically, the sections of a qualitative design include:
	        Method of inquiry
	        Rationale
	        Outcome
	        Sample
	        Recruitment
	        Research procedures
	        Interviews
	        Standards for Evaluation
	        Budget
	        Summary

Chapter 4: Data Analysis *
    The outline of this chapter is highly variable.
    Typically, it includes sections describing:
        Introduction
        Data analysis
        Interpretation of the findings
        Summary
	Chapter 4: Presentation of Findings *
	    Data analysis
	    Natural setting
	    Pertinent characteristics of the participants
	    Characteristics of the research design
	    Participants' stories
	    Presentation of essential themes
	    Hermeneutic summary of the essential themes
	    Summary

Chapter 5: Conclusions, Discussions and Recommendations *
    Introduction
    Conclusions
    Discussion
    Recommendations
    Summary
	Chapter 5: Discussion of Findings *
	    Overview
	    Relevance and significance of the study
	    Comparison with recent literature
	    Implications for research and practice
	    Personal reflections
	    Summary

List of References	List of References
Appendices	Appendices

NOTE: Some contents of this section are taken with permission from Purdue University's *College of Technology Graduate Handbook* (2012).

Dissertation Process

The **Dissertation Proposal** and **Dissertation I – IV** courses within the EdD curriculum serve as mechanisms for completing the dissertation during the doctoral journey. The chart below outlines highlights of the dissertation process accordingly.

EDD 941 DISSERTATION I

Dissertation Process Overview.
Attend Research Assistance Program (RAP) Session with the Clarkson College Library.
Obtain Collaborative Institutional Training Initiative (CITI) Certification.
Complete Dissertation Chapters 1 & 2.
Dissertation Chair identified.

EDD 942 DISSERTATION II

Complete Dissertation Chapter 3.
Draft Institutional Review Board (IRB) Application.
Draft dissertation budget.

EDD COMPREHENSIVE EXAM

Pass required to continue with dissertation and program.
Pass Exam = Doctoral Candidate.

EDD 974 DISSERTATION PROPOSAL

Finalize Dissertation Committee Membership.
Present Dissertation Research Proposal to Dissertation Committee.
Revise proposal if/as recommended by Dissertation Committee.
Obtain Dissertation Committee approval of proposal.
Submit IRB Application.
Obtain IRB approval.

DISSERTATION RESEARCH

Conduct dissertation research and collect all data.
Proceed with EDD coursework during research phase.

EDD 943 DISSERTATION III

Complete data analysis.
Complete Dissertation Chapter 4.

EDD 944 DISSERTATION IV

Complete Dissertation Chapter 5.
Complete final dissertation draft.
Present and defend dissertation to Dissertation Committee.
Revise dissertation if/as recommended by Dissertation Committee.
Complete final version of dissertation.
Prepare manuscript for publication.

*   *   *

CITI Certification | IRB | Academic Integrity

Eligibility for faculty and staff to conduct research at Clarkson College includes Collaborative Institutional Training Initiative Certification (CITI) and approval by the Institutional Review Board (when human subjects are involved).

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI) CERTIFICATION
The CITI Program is a subscription service providing research ethics education to all members of the research community. Clarkson College uses this system to certify faculty and graduate students to conduct research. Of particular importance, researchers involved in the use of human subjects are required to complete the CITI web-based education program for eligibility to engage in human subject research. All researchers on an IRB protocol must complete the CITI training before the IRB protocol is approved. To become CITI certified, faculty and students should create an account at citiprogram.org and complete the required training modules. CITI certification is addressed during EDD 941 Dissertation I.

INSTITUTIONAL REVIEW BOARD (IRB) APPROVAL
All doctoral research conducted by EdD students must be approved by the Clarkson College Institutional Review Board (IRB). Information about the IRB can be found via this link: IRB Clarkson

ACADEMIC INTEGRITY
Clarkson College views academic integrity as a reflection of a student's personal integrity. As such, all students are required and expected to maintain the highest standards of academic integrity in the preparation of all work and examinations. Students found in violation of the academic integrity policy (SW-25) are subject to disciplinary action. More information about the Academic Integrity Policy can be found via this link: Academic Integrity.

Turnitin is one resource used by the EDD Department to check the academic integrity and originality of doctoral coursework. **Academic integrity violations in any form (e.g., plagiarism) will not be tolerated and can result in failure of an assignment or course, and/or dismissal from the EdD program. Other sanctions may be imposed.**

Academic Policies

The academic information and policies below pertain to Clarkson College doctoral students. Additional information is available on the Registrar section of the Clarkson College website. **Clarkson College reserves the right to make changes to any College policies, as well as the contents of this handbook.**

COURSE LOAD RECOMMENDATIONS
The maximum course load for Clarkson College graduate students is 18-21 credit hours per academic year (3 semesters). A course load of six (6) credit hours is considered full-time. Consultation with the EdD Program Director and/or EdD faculty is recommended when considering full or part-time semester course loads.

TRANSFER OF CREDITS
A maximum of six (6) semester credit hours of previously completed doctoral-level coursework is permitted for transfer into the EdD curriculum. Such courses must be from an accredited institution with a grade of B- or better. Approval of transfer credits is at discretion of the Program Director in consultation with EDD faculty.

TIME LIMITATION
Students pursuing the Doctor of Education (EdD) in Healthcare Education & Leadership or Interprofessional Leadership have up to seven years from their initial time of enrollment to complete the program.

CONTINUOUS ENROLLMENT
Continuous enrollment is required once a student begins EDD coursework. If the student exceeds the seven-year limit for program completion, he/she will be dismissed for lack of satisfactory progress or, when circumstances are justified, may be required to complete additional coursework.

MINIMUM CUMULATIVE GRADE POINT AVERAGE (CGPA) REQUIREMENTS
Graduate students must maintain a 3.0 CGPA for successful completion of the program of study. A grade of "C," "D," "F" or "NP" indicates failure of a course, and the course must be repeated. Failing to maintain a 3.0 GPA in any given semester will result in academic probation.

STUDENT PERFORMANCE
Each semester, doctoral student performance is evaluated to ensure the student is performing well and will graduate with a 3.00/4.00. This evaluation is completed in the following ways:
- Doctoral student grades and academic progress are monitored by the Registrar and Program Director.
- Students are expected to maintain a cumulative grade point average of at least 3.00/4.00, with no grade less than "B-" and earn a "Pass" grade in pass/no pass courses. Failure to maintain a 3.0 GPA will result in academic probation.

PROBATION
Probation occurs when a student performs below the Clarkson College standards in a semester. See College Policy AA-20 Academic Probation.

INCOMPLETE GRADES
A student who is passing a course may be assigned a grade of incomplete ("I") if some portion of the coursework remains unfinished at the end of the semester. Assignment of an "I" is at the discretion of the instructor and Program Director. Students with an incomplete grade for Core coursework will not be permitted to progress to the Major course work until the incomplete grade(s) are changed to a passing grade. See College Policy AA-10 Incomplete Grades.

PROGRESSION
Students will not be permitted to progress to a higher level of coursework in the major area of study until successfully completing the prerequisite courses. See College Policy AA-2 Progression.

DISMISSAL
Clarkson College addresses dismissal in three forms: academic, administrative and non-academic. See College Policy AA-24 Dismissal.

PETITION FOR RECONSIDERATION
A student may file a petition for reconsideration requesting an exception to a decision or policy because of extenuating circumstances. The petition for reconsideration policy is designed to resolve disputes between an individual and an institution (e.g., Clarkson College) over issues such as grades (except grades related to academic integrity issues), billing, financial aid, terms of employment, course transfer, degree requirements, or other topics, or to review events or circumstances that have occurred in an individual's particular relationship with an institution. See College policy SW-22: Petition for Reconsideration.

LEAVE OF ABSENCE
A leave of absence is a "time certain" student withdrawal from Clarkson College. Leaves are granted for a minimum of one semester and a maximum of three consecutive semesters. Any student on a Leave of Absence (LOA) who does not register for any classes after three consecutive semesters will be automatically withdrawn from the College. See College Policy AA-30 Leave of Absence.

MILITARY LEAVE OF ABSENCE
An educational leave of absence will be granted to any active duty service member who is called to perform military duty that would interfere with the member's ability to complete the current term of instruction. Educational leaves of absence will be granted for the periods of active duty. Educational leaves of absence are not granted for voluntary active duty or training when the member could schedule the training to avoid a conflict with school instruction. The educational status the member attained prior to being ordered to military duty will be restored upon his or her release of duty without loss of status, academic credits previously earned, scholarships or grants awarded by the College. Educational leave cannot exceed five years.

RE-ADMISSION INTO THE DOCTORAL PROGRAM
Students seeking re-admission to the EdD program are required to submit a new application. If the applicant has pursued any graduate-level academic studies in the interim, updated transcripts must be submitted as well. The student must submit all documents required for first-time admission (e.g., a revised personal statement and new letters of recommendation from sources other than those originally sought).

Course credits earned by a student whose graduate course work and/or professional activity has been inactive for five years or more cannot be used in a plan of study for an advanced degree. A plan of study approved prior to such a period of inactivity is deemed invalid. Likewise, comprehensive exams successfully completed prior to such a period of inactivity must be repeated.

College Resources

ACADEMIC ADVISOR
The EdD Program Director serves as the academic advisor to all students enrolled in the Doctor of Education (EdD) in Healthcare Education & Leadership and the Doctor of Education (EdD) in Interprofessional Leadership. Recognizing that each graduate degree plan of study is unique to the individual student and their background, experience, and degree objectives, the advisor assists with the plan of study, course registration, and progression through the doctoral program as needed. In addition, the advisor serves as an advocate, mentor, and guide for all EdD students.

CENTER FOR TEACHING EXCELLENCE (CTE)
The Center for Teaching Excellence supports teaching and learning at Clarkson College. The Center brings together a diverse assembly of resources for faculty and administration to aid in the continued pursuit of efficient and effective student learning. CTE houses specialists in faculty development, educational technology, instructional design, and community relations.

LIBRARY
The Clarkson College Library offers resources to online students through Canvas or the Clarkson College website. The library's commitment to technology-supported student access to information resources is demonstrated through full-text databases, electronic books, and digital instructional materials. The library collection includes 150 current journals, 408 audiovisuals, 3302 books, and more than 20 databases.

The library collection is evaluated continually by the library staff, and additional purchases are added to support College programs and curriculum changes. Recommendations from faculty and students and purchasing information from other medical libraries serve as the basis for collection purchasing decisions.

The library is an active member of ICON, a Nebraska and Western Iowa consortium of health science libraries. ICON libraries support the sharing of information and expertise through quarterly meetings and participation in free interlibrary lending. The library participates in the Nebraska Academic Libraries Reciprocal Borrowing Agreement that gives faculty and students access to academic libraries in Nebraska. Access to library collections throughout the United States is offered via DOCLINE and OCLC.

VETERAN SERVICES
Clarkson College is committed to assisting all students who are eligible to receive Veterans Administration education entitlements. Student Financial Service personnel are available to assist in the application process and other processes unique to Veterans Administration requirements. Inquiries concerning eligibility and pay should be made by the student directly to their Regional Veterans Administration Office.

Graduation

APPLICATION FOR GRADUATION
All graduation requirements must be fulfilled before the doctoral degree is awarded. Students expecting to complete degree requirements must file for graduation by the published deadline (one semester prior to graduation). Specific dates for filing for graduation are listed on the Clarkson College website.

NOTE: Students must register and pay for all deficient coursework before participating in the hooding and graduation ceremonies.

DISSERTATION DEPOSITS
Clarkson College does not require a printed and bound copy of the dissertation; however, a digital copy is required for the College Library. In addition, students are encouraged to submit their dissertation to ProQuest for publication. https://www.proquest.com

COLLEGE SURVEY
All graduating EdD students must complete the Clarkson College exit survey.

HOODING AND COMMENCEMENT CEREMONIES
All graduating EdD students are encouraged to participate in the annual Clarkson College Hooding Ceremony and Commencement Ceremony (August).

References

1. The American Psychological Association (APA) and the APA Style website (apastyle.org) provide a comprehensive reference guide to writing with APA style, organization and content. Last modified March 15, 2011 by Douglas Degelman, Ph.D. of Vanguard University of Southern California. This APA breakdown was used with permission.
2. Purdue University's College of Technology Graduate Handbook, with permission (2012).
3. Excerpts taken from:
    *   Dissertation Guide and Student Handbook, Hamline University, School of Education (2009). http://www.hamline.edu/SiteSearch.aspx?searchtext=IRBManual
    *   Ed.D., Doctor of Education Handbook, Lincoln Memorial University (2012) http://lmunet.edu/academics/edd/Handbook.pdf

Mission

Preparing students to professionally provide high quality, ethical and compassionate health care services.

Values

LEARNING

The lifelong process of education through both structured and unstructured experiences.

CARING

An empowering relationship through an attitude of empathy, compassion and respect for those with whom we interact, serve and lead.

COMMITMENT

Dedication and accountability to the shared mission of Clarkson College.

INTEGRITY

Adherence to moral and ethical standards in personal, professional and organizational actions.

EXCELLENCE

A level of performance in which all individuals strive for extraordinary quality.

Clarkson College

Prepare to be the **best.**