

Student Handbook | Dissertation Manual

# Doctor of Healthcare Education & Leadership (EdD)

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2021/2022 Academic Year

## Introduction

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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](http://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 Healthcare Education & Leadership (EdD) Program. 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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<https://www.clarksoncollege.edu/>

### 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/>.

*Last updated 08.2021*

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## Doctor of Healthcare Education & Leadership (EdD) Overview

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### PURPOSE

The Clarkson College Doctor of Healthcare Education & Leadership (EdD) Program 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 in the EdD program 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 completed dissertation demonstrates the candidate's ability to translate scientific research into methods for improving healthcare and education. Graduates of the EdD program will have the distinct skill sets needed to assess, design, implement and evaluate educational processes and programs in both academic and healthcare settings.

### OUTCOMES

Upon successful completion of the Doctor of Healthcare Education & Leadership (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).

# Curriculum

A total of fifty-one (51) credit hours beyond master’s degree coursework is required in the Doctor of Healthcare Education & Leadership (EdD) curriculum. These credit hours are distributed between *content* courses (33 credit hours) and *research* courses (18 credit hours) listed below in numerical order.

Course Number	Title	Credit Hours
<b>IPE 301</b>	<b>Interprofessional Education</b>	<b>0</b>
<b>Research Courses:</b>		
EDD 908	Quantitative Research Methods	3
EDD 909	Qualitative Research Methods	3
EDD 910	Applied Research	3
<b>Content Courses:</b>		
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 920	Doctoral Seminar I	1
EDD 921	Doctoral Seminar II	2
EDD 922	Doctoral Seminar III	2
EDD 923	Doctoral Seminar IV	1
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
EDD 974	Dissertation I	1
EDD 975	Dissertation II	1
EDD 976	Dissertation III	1
	<b>Total</b>	<b>51</b>

## EDD Course Descriptions

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### **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 the 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 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 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 920 | Doctoral Seminar I**

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 921 | Doctoral Seminar II**

This course, focused on scientific inquiry, emphasizes the formulation and writing of a dissertation proposal and the process for IRB. Methodology and content for each of the proposed chapters are defined.

**EDD 922 | Doctoral Seminar III**

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 923 | Doctoral Seminar IV**

This course focuses on the completion of the dissertation. Content, format issues and recommendations for further research are discussed. Dissemination of the dissertation outcome and possible outlets for publication are covered.

**EDD 974 | Dissertation I**

This course is the first of three that culminate in the final dissertation as demonstrated through research that reflects the breadth of the student's education, synthesis of the knowledge gained, and the translation of evidence to improve practice. The dissertation will be defended in an open forum to an interprofessional committee. Prior to enrolling in EDD 974, the doctoral student must pass the EdD Comprehensive Exam. During EDD 974, the student will propose their dissertation research to their Dissertation Committee and the Institutional Review Board (IRB).

**EDD 975 | Dissertation II**

This course is the second of three courses that culminate in the final dissertation as demonstrated through research that reflects the breadth of the student's education, synthesis of the knowledge gained and the translation of evidence to improve practice. The dissertation will be defended in an open forum to an interprofessional committee.

**EDD 976 | Dissertation III**

This course is the third of three courses that culminate in the final dissertation as demonstrated through research that reflects the breadth of the student's education, synthesis of the knowledge gained and the translation of evidence to improve practice. The dissertation will be defended in an open forum to an interprofessional committee.



## Applied Research

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### 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

Doctoral seminars and dissertation courses within the EdD curriculum serve as mechanisms for completing the dissertation during the doctoral journey. See page 13 for specific steps of the dissertation process.

#### Doctoral Seminars

Coursework in the four doctoral seminar courses (six credits total) address applied research, problem formulation, research question development, the literature review, evidence analysis, and data collection methodologies.

#### EDD 920 Doctoral Seminar I (one credit hour)

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 921 Doctoral Seminar II (two 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 922 Doctoral Seminar III (two 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 923 Doctoral Seminar IV (one credit hour)

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 Courses

#### EDD 974 Dissertation I | EDD 975 Dissertation II | EDD 976 Dissertation III (one credit hour each)

These three courses culminate in the final dissertation as demonstrated through research that reflects the breadth of the student's education, synthesis of knowledge gained, and the translation of evidence to improve practice. The dissertation will be defended in an open forum to an interprofessional committee.

#### EDD 999 Dissertation Completion (one to eight credit hours)

The course provides guided study in dissertation completion under supervision of the Dissertation Committee Chair. Approval by the Committee Chair is required to enroll, and an Independent Study Form is required before registration.

## Dissertation Committee | Purpose and Membership

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### DISSERTATION COMMITTEE

The EdD Dissertation Committee is responsible for helping the doctoral student further develop or refine their research; reviewing the dissertation proposal and numerous versions of the dissertation; and participating in the dissertation defense.

The Dissertation Committee consists of three individuals: one Committee Chair and 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:

- Read and critique the dissertation proposal and dissertation drafts. Submit feedback about each to the Committee Chair and/or doctoral student;
- Attend Dissertation Committee Meetings, including the student's dissertation proposal and defense (2 separate meetings); and,
- 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, administrative tasks. The Dissertation Committee Chair is identified during EDD 920 Doctoral Seminar I with assistance from the EdD Program Director.

Responsibilities of the Dissertation Committee Chair include:

- Oversee the student's dissertation research process;
- In consultation with the student, determine the planned timeline for EdD completion and distribute the timeline to Dissertation Committee Members;
- Arrange and schedule all committee meetings, including the proposal presentation and 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 filing the IRB application;
- Oversee finalization of the IRB process;
- Report student progress, updates, and questions to Committee Members; and,
- Facilitate final decisions and/or revisions needed for each draft of the proposal and dissertation.

## Comprehensive Exam

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### 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 I.
  - **Full-time student** – EDD 974 Dissertation I is taken after five (5) semesters of coursework that includes EDD 908 Quantitative Research Methods, EDD 909 Qualitative Research Methods, EDD 910 Applied Research, EDD 920 Doctoral Seminar I, EDD 921 Doctoral Seminar II, and other content courses focused on healthcare education and leadership. (*See the Full-Time EdD Academic Plans in the EDD Resource Center for more information.*)
  - **Part-time student** – EDD 974 Dissertation I is taken after nine (9) semesters of coursework that includes EDD 908 Quantitative Research Methods, EDD 909 Qualitative Research Methods, EDD 910 Applied Research, EDD 920 Doctoral Seminar I, EDD 921 Doctoral Seminar II, and other content courses focused on healthcare education and leadership. (*See the Part-Time EdD Academic Plans in the EDD Resource Center for more information.*)

### 2. During EDD 974 Dissertation I:

During EDD 974 Dissertation I, the Doctoral Candidate presents their dissertation research to their Dissertation Committee. After doing so, the Doctoral Candidate incorporates committee feedback and adjusts the proposal accordingly. After obtaining Dissertation Committee approval of the proposal, the Doctoral Candidate submits their proposed study to the Institutional Review Board/s (IRB).

### 3. After EDD 974 Dissertation I:

Upon IRB approval, the Doctoral Candidate begins their dissertation research. At the same time, the Doctoral Candidate progresses with EdD coursework that includes EDD 922 Doctoral Seminar III, EDD 923 Doctoral Seminar IV, EDD 975 Dissertation II, EDD 976 Dissertation III, and content classes focused on healthcare education and leadership. The Doctoral Candidate defends their dissertation before the Dissertation Committee in their final semester at Clarkson College.

### 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 dates 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 and Practice;
2. Leadership Theory and Practice;
3. Dissertation & Applied Research; and,
4. College Values & Program Outcomes.

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 (7<sup>th</sup> edition, 2020) is required in all responses. Student work should be appropriately supported by the 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 for 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 (7<sup>th</sup> 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.**

Upon completion of the exam, the student should submit all four individual response papers as one comprehensive Word document.

### 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 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 and could result in a failed exam.

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, he/she 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 2021/22**

Between Fall 2021 and Spring 2022: Monday, December 27, 2021 – Monday, January 10, 2022

Between Spring 2022 and Summer 2022: Monday, May 2 – Monday, May 16, 2022

Between Summer 2022 and Fall 2022: Monday, August 15 – Monday, August 29, 2022

#### **Academic Year 2022/23**

Between Fall 2022 and Spring 2023: Monday, December 26, 2022 – Monday, January 9, 2023

Between Spring 2023 and Summer 2023: Monday, May 1, 2023 – Monday, May 15, 2023

Between Summer 2023 and Fall 2023: Monday, August 14 – Monday, August 29, 2023

## 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
<p><u>Preliminary</u></p> <ul style="list-style-type: none"> <li>Cover page</li> <li>Abstract *</li> <li>Dedication *</li> <li>Acknowledgements *</li> <li>Table of contents</li> <li>List of tables</li> <li>List of figures</li> </ul>	<p><u>Preliminary</u></p> <ul style="list-style-type: none"> <li>Cover page</li> <li>Abstract *</li> <li>Dedication *</li> <li>Acknowledgements *</li> <li>Table of contents</li> <li>List of tables (if applicable)</li> <li>List of figures (if applicable)</li> </ul>
<p><u>Chapter 1: Introduction</u></p> <ul style="list-style-type: none"> <li>Statement of the problem</li> <li>Research question(s)/hypotheses</li> <li>Significance of the problem</li> <li>Purpose of the study</li> <li>Definition of Terms</li> <li>Assumptions</li> <li>Limitations</li> <li>Delimitations</li> <li>Summary</li> </ul>	<p><u>Chapter 1: Evolution of the Study</u></p> <ul style="list-style-type: none"> <li>Introduction</li> <li>Phenomenon of interest</li> <li>Justification for study</li> <li>Context</li> <li>Phenomenology</li> <li>Experiential context</li> <li>Summary</li> </ul>
<p><u>Chapter 2: Review of the Literature and Theoretical Framework</u></p> <ul style="list-style-type: none"> <li>Introduction</li> <li>Description of the theoretical framework *</li> <li>Application of the theoretical framework to the study *</li> <li>Sections in the literature review may vary</li> <li>Summary</li> </ul>	<p><u>Chapter 2: Literature Review</u></p> <ul style="list-style-type: none"> <li>Headings vary according to topic of interest</li> <li>Sections in the literature review vary</li> <li>Summary</li> </ul>

Quantitative Design	Qualitative Design
<p><u>Chapter 3: Methodology</u>                      The outline of this chapter varies according to the design of the study                      Typically, the sections for a quantitative design includes:</p> <ul style="list-style-type: none"> <li>Introduction</li> <li>Research design</li> <li>Population and sample of the study</li> <li>Description of the setting</li> <li>Method of data collection</li> <li>Procedures for collecting data</li> <li>Protection of human subjects</li> <li>Plan for data analysis</li> <li>Budget</li> <li>Summary</li> </ul>	<p><u>Chapter 3: Methodology</u>                      The outline of this chapter varies according to the design of the study                      Typically, the sections for a qualitative design includes:</p> <ul style="list-style-type: none"> <li>Method of inquiry</li> <li>Rationale</li> <li>Outcome</li> <li>Sample</li> <li>Recruitment</li> <li>Research procedures</li> <li>Interviews</li> <li>Standards for Evaluation</li> <li>Budget</li> <li>Summary</li> </ul>
<p><u>Chapter 4: Data Analysis</u> *</p> <p>The outline of this chapter is highly variable                      Typically, it includes sections describing:</p> <ul style="list-style-type: none"> <li>Introduction</li> <li>Data analysis</li> <li>Interpretation of the findings</li> <li>Summary</li> </ul>	<p><u>Chapter 4: Presentation of Findings</u> *</p> <ul style="list-style-type: none"> <li>Data analysis</li> <li>Natural setting</li> <li>Pertinent characteristics of the participants</li> <li>Characteristics of the research design</li> <li>Participants' stories</li> <li>Presentation of essential themes</li> <li>Hermeneutic summary of the essential themes</li> <li>Summary</li> </ul>
<p><u>Chapter 5: Conclusions, Discussions and Recommendations</u> *</p> <ul style="list-style-type: none"> <li>Introduction</li> <li>Conclusions</li> <li>Discussion</li> <li>Recommendations</li> <li>Summary</li> </ul>	<p><u>Chapter 5: Discussion of Findings</u> *</p> <ul style="list-style-type: none"> <li>Overview</li> <li>Relevance and significance of the study</li> <li>Comparison with recent literature</li> <li>Implications for research and practice</li> <li>Personal reflections</li> <li>Summary</li> </ul>
<p><u>List of References</u></p>	<p><u>List of References</u></p>
<p><u>Appendices</u></p>	<p><u>Appendices</u></p>

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

## Dissertation Process

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**Doctoral Seminars I – IV** and **Dissertation I – III** 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 920 DOCTORAL SEMINAR I**

Dissertation Process Overview.  
Complete 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 921 DOCTORAL SEMINAR 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 I**

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 922 DOCTORAL SEMINAR III**

Complete data analysis.  
Complete Dissertation Chapter 4.



### **EDD 975 DISSERTATION II**

Dissertation progress.





**EDD 976 DISSERTATION III**

Dissertation progress.



**EDD 923 DOCTORAL SEMINAR 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

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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 will be approved. To become CITI certified, faculty and students should create an account at [citiprogram.org](http://citiprogram.org) and complete the required training modules. CITI certification is addressed during EDD 920 Doctoral Seminar 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](#).

## Academic Policies

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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 Healthcare Education & Leadership (EdD) 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 in 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. The 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

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### ACADEMIC ADVISOR

The EdD Program Director serves as the academic advisor to all students enrolled in the Doctor of Healthcare Education & Leadership Program. 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

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### **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 graduation ceremony.

### **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. It is common practice to provide a copy of the dissertation to the Dissertation Committee Chair.

### **COLLEGE SURVEY**

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

### **PARTICIPATING IN COMMENCEMENT**

All graduating EdD students are encouraged to participate in the Clarkson College commencement ceremony and doctoral hooding ceremony.

## References

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1. The American Psychological Association (APA) and the APA Style website ([apastyle.org](http://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

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

## CARING

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

## COMMITMENT

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Dedication and accountability to the shared mission of Clarkson College.

## INTEGRITY

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

## EXCELLENCE

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