



Doctor of Education (ED.D.)
Program Handbook

Effective July 1, 2026

This handbook has been prepared specially to highlight information that will be useful to you during your doctoral work at the WSU College of Education. Most of the information is unique to the doctoral program.

The handbook should be used in conjunction with the Winona State University Graduate Catalog and Academic Calendar.

Winona State University reserves the right to change information, requirements, and regulations published in this Handbook. It is not to be regarded as a contract.

Welcome to the Education Doctorate Program at Winona State University!

We are meeting you at an important time in your professional, personal, and intellectual life. You have made a deeper commitment to your own development and the potential of those that are, and will be, entrusted to the care of your leadership. This is one more step in a journey that will integrate the whole of your experience and the core of your integrity. We meet you with enthusiasm for choosing the College of Education at Winona State University to accompany you.

Education at Winona State University has deep and strong roots in our region and beyond. Our storied past, historical commitment, proud tradition, and quality teaching and learning will feed your continued growth and development. It has been said that we live in a *VUCA* world – *volatile, uncertain, complex, and ambiguous*. We need leaders, like you, to show us the way to our new normal . . .

transformative, visionary educational leadership in community for what is possible. We relish the opportunity to pursue your development as an effective ethical leader for helping to improve the quality of life for everyone through investments in the next generation. As we lead the next generation along, together, as we draw out humanizing potentials in our systems, structures, and processes, we will benefit from being fully present in our journey with, and for, one another.

Please know that your faculty, staff, and administration want nothing more than your success. Because we value quality education, your program will be rigorous, relevant, fast paced, and challenging. We want you to be able to be responsive to emerging realities in a way that makes a difference in your organization, community, and life. We have high expectations for you. We will meet you with high support. We are open, available, and willing to help. Our Education Village is not just a concept for us, it is a way of being together in service to others with excellence.

Once again, please accept a warm welcome to your College of Education and your Doctor of Education journey. We are grateful for you and what you bring to one another, our community, and our lives. Wishing you a rich, challenging, and rewarding educational experience. Who you are matters here.

In support,
Scott Sorvaag, Ed.D.
College of Education Dean



Dean Scott Sorvaag

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Purpose of the Doctor of Education Program Handbook

The purpose of this handbook is to provide an overview about the program, university policies, and the specific procedures and program requirements for the doctorate in education. This handbook should not be a substitute for a student's doctoral program advisor, but a supplement. Students are encouraged to reach out to their doctoral advisor whenever a student has questions or needs guidance.

The contents of this handbook are subject to revisions and updates. Winona State University, the College of Education, and the Educational Doctoral Program have the right to revise any portion at any time, including, but not limited to, policies, programs, grading guidelines, graduation requirements, courses, services, and fees.

Additional information for all graduate students can be found in the WSU Graduate Catalog:
<https://catalog.winona.edu/index.php?catoid=24>

The center of information and assistance for graduate students is the School of Graduate Studies. The school reviews applications for admission, candidacy forms and program plans, comprehensive examinations, applications for graduation, graduate assistantships, and maintains graduate student records.

The School of Graduate Studies, open weekdays - except holidays, coordinates graduate programs. The Graduate Council (an advisory group of graduate faculty) provides guidance and recommendations for graduate programs. (From the WSU Graduate Catalog 2020-2021)

Program Contacts

Chair, Education Studies Department	Joel Traver, Ed.D. Professor jtraver@winona.edu O: 507.457.5607
Recruitment & Admissions Advisor	Samantha Eckerson WSU Graduate Programs & WSU-Rochester Transfer sdeckerson@winona.edu C: 507.703.1894 O: 507.535.3980
Ed.D. Program Director	Steve Baule, Ed.D., Ph.D. Professor steven.baule@winona.edu O: 507-285-7481
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Ed.D. Program e-mail	WSU_EDD@winona.edu

Program Accreditation

The Doctor of Education program is accredited by the Higher Learning Commission (HLC).

Winona State University's Mission Statement

Our mission is to enhance the intellectual, social, cultural, and economic vitality of the people and communities we serve.

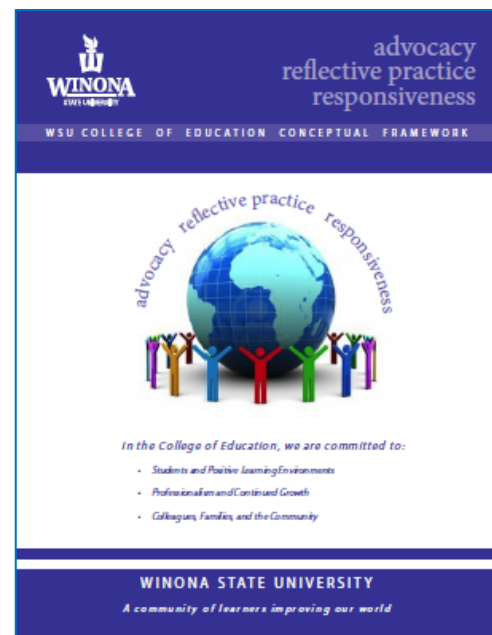
We prepare our graduates to serve generously, lead responsibly and respond imaginatively and creatively to the challenges of their work, their lives and their communities.

A community of learners improving our world.

WSU's Professional Education Unit's Core Beliefs

We exist to prepare professionals to continuously improve student learning in twenty-first century schools. Through a continuum of clinical experiences and relevant and appropriate instructional methods, WSU graduates are prepared in a community of learners with developmentally appropriate content and pedagogical expertise, and professional dispositions to improve students' learning by:

1. actively engaging in a culture of reflective practice and continuous improvement;
2. demonstrating awareness of – and an ability to respond to—broader psychosocial and globally responsive contexts; and
3. advocating for students and their learning through leadership, collaboration, innovation, flexibility, and critical thinking.



College and Program Goals

Charge of the College of Education

WSU's Education Village will prepare educators whose knowledge and skills are closely aligned with the needs of school districts and communities in Southeast Minnesota and beyond.

Our goal is to create a common vision of WSU's Education Village philosophy and mission as a national model to ensure excellence in pre-service and in-service teaching and as an inspiration for excellence in teaching and learning.

Goals of the College of Education

Best & Brightest Students	By attracting the best and brightest students to be teachers from backgrounds that represent the growing diversity of state, regional and national communities.
Clinical Experiences	Require clinical experiences early in the pre-service teacher's college education and continue clinical experiences throughout the program with progressive responsibility.
Technology	Create a state-of-the-art, technology-infused learning environment showplace that prepares teachers to be "teaching and learning change agents."
Learning Feedback	Use data and assessment analytics to provide accurate feedback on learning and ensure that every student can be, and is, successful
WSU Guarantee	Provide robust professional development experiences for in-service teachers and uphold the "WSU Guarantee" that ensures excellence in preparation for all WSU graduates.
Cultivate Skills	Cultivate awareness, knowledge and skills to increase the teacher exposure and development of cultural competencies in schools, communities, and the region.
Noble Profession	Recognize the importance of teaching as the noble profession it is and should be.
Honor Historical Significance	Honor the historical significance of Winona State University's Normal School heritage and it's impact on the city, region, state, nation and the world.
Work Collaboratively	Working collaboratively with community partners to enrich, inform, and promote quality education for Minnesotans.

Goal of the Doctor of Education Program

The Winona State University applied Doctor of Education (EdD) degree program offers an accelerated online degree designed for practicing educators. The program will develop scholar practitioners who can systematically address the challenges of today's education landscape through the application of research-based practices to improve education outcomes at all levels. The Doctor of Education degree (EdD) is designed to prepare educational practitioners for leadership roles in PK-12 schools, community colleges, and universities. The goal of the program is to prepare participating students to be effective scholar practitioners in a wide range of educational settings.

Program Model

The program utilizes an online synchronous cohort model with two face-to-face summer residencies. Core courses are offered in an accelerated eight-week format. Courses in areas of emphasis may be provided in a variety of formats including eight- and sixteen-week terms.

Students will receive instruction in core educational theories, program evaluation methods, and the tools necessary to be contributing scholar practitioners. The program will also nurture the necessary intellectual and professional habits of mind to be successful lifelong learners and contributors to academic and professional knowledge bases.

Learning Outcomes for The Education Doctorate Program

1. Effective educational practitioners understand teaching and learning is at the heart of the organization and demonstrate the ability to foster reflective best practice.
2. Effective educational practitioners demonstrate an ethical and moral commitment to collaborative work that promotes positive learning for all members of the organization.
3. Effective educational practitioners connect the immediate work of organizational improvement to larger philosophical, political, and historical contexts, and organizational missions and visions.
4. Effective educational practitioners establish a commitment to social justice through their work and act in ways that promote and encourage diversity, equity, and inclusion throughout organizations.
5. Effective educational practitioners harness evolving technologies to improve organizations, enhance learning, and build institutional identities.
6. Effective educational practitioners foster continuous organizational improvement grounded in the collection, analysis, interpretation, and application of appropriate data.
7. Effective educational practitioners locate, interpret, and assess relevant educational research and apply it to both problems of practice and the design and conduct of research.
8. Effective educational practitioners can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.

Department of Education Studies Mission

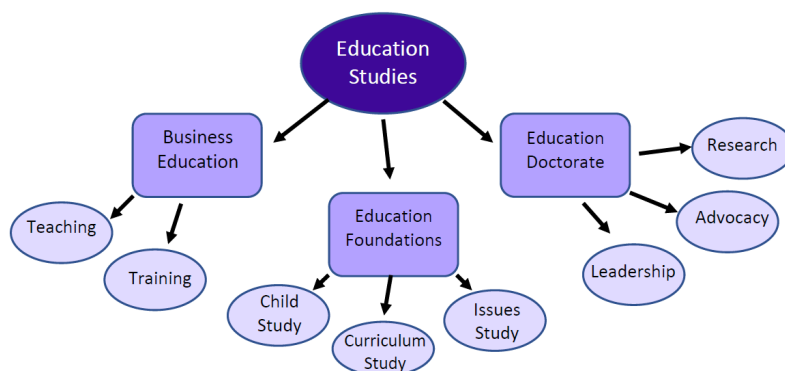
The Education Studies Department empowers our educational community by providing a foundational curriculum that supports our democratic society.

Professional Education Unit Conceptual Framework

As educators we have the following belief statement that guides our practice:

We exist to prepare professionals to continuously improve Birth-to-Grade 12 (B-12) student learning in twenty-first century schools. Through a continuum of clinical experiences and relevant and appropriate instructional methods, WSU graduates are prepared in a community of learners with developmentally appropriate content and pedagogical expertise, and professional dispositions to improve students learning by: (1) actively engaging in a culture of reflective practice and continuous improvement (2)

demonstrating awareness of — — — — — and ability to respond to — — — — — broader psychosocial and global contexts; and (3) advocating for students and their learning through leadership, collaboration, innovation, flexibility, and critical thinking.



In addition, students will be assessed in the following dispositions: Commitment to Professional Self-Reflection and Growth, Commitment to Students and Their Learning, and Commitment to the Profession and Community as determined by the Professional Education Unit.

The academic dispositions necessary to be a successful doctoral student are rated by faculty from each course at the end of each semester. Those students who are identified as needing assistance will collaborate with their advisor to develop a plan of action to remediate any items identified.

Commitment to Inclusive Excellence

WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, dis/abilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

Academic Integrity

The following is taken from the WSU Academic Affairs website on academic integrity: Absolute integrity is expected of every Winona State University (WSU) student in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded on the concept of honesty with respect to the

intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources. While both students and faculty of WSU assume the responsibility of maintaining and furthering these values, this document is concerned specifically with the academic conduct of students.

A WSU student's submission of work for academic credit indicates that the work is the student's own. All outside assistance should be acknowledged, and the student's academic position truthfully reported at all times. In addition, WSU students have a right to expect academic integrity from each of their peers.

[Academic Integrity Policy](#)

[Academic Integrity Reporting Form](#)

Departmental Vision:

Develop strong educational professionals and a strong democratic society.

Departmental Values:

- Service to society
- Healthy interpersonal relationships
- Intellectual competency
- Pragmatic decision making
- Diversity
- Equality

Departmental Strategic Goals:

1. Maintain a climate of mutual trust, open communication, honest and respectful communication between the dean, faculty, staff, and students.
2. Continue to deliver and sustain the Educational Foundations Standards of Effective Practice curricula to meet the unique and diverse needs of all learners.
3. Continue and enhance our rich partnerships with all teacher education programs and local area schools; in particular, LaCrescent School District and Winona Area School District.
4. Examine current and emerging technology proficiency in curriculum, instruction, and assessment.
5. Support COE and Education Studies transition plans into the Education Village.

Core Doctoral Course Descriptions

EDUO 800: Academic Residency Methods of Inquiry (6): (3 credits for each summer residency)

Student pursuing a doctoral degree are required to complete two academic residencies, with each being two weeks in duration in residence on the Winona State University Winona campus. The goal of this on campus experience is to develop academic scholars with advanced skills in methods of inquiry and it is integral to acquiring deeper practice-scholar competencies the skills and dispositions of education. Each residency provides an in-depth, customized experience specific to the pursuit of the education doctorate, and the opportunity to extend and refine knowledge & skills acquired in the curriculum. Students will participate in learning experiences that include a focus on theory development, action research, policy development, organizational administration, and advanced clinical practice, in the emphasis area.

EDUO 801: Current Trends and Issues in Education (3)

This course examines current and emerging issues and trends in education that have the potential to influence the future direction of education. Emphasis will be placed on research and analysis of organizational practices related to improving learner outcomes. Students will be able to identify and analyze issues and trends such as changing national standards, school policy, culture and diversity, technology and instructional learning, school choice, educator compensation and school reform.

EDUO 802: Transforming Education through Technology (3)

This course explores technology tools, applications, media, and environments in education, to stimulate positive changes in education. It also examines how educators can increase productivity by using technology to accomplish 21st century learning objectives for communication, collaboration and creativity among colleagues, staff, parents, students, and the larger community. Students will examine the benefits and possible drawbacks of technology use and learn how to integrate technology effectively achieving education outcomes. Students will also have the opportunity to learn how to incorporate the latest technology and software into the curriculum to support learning.

EDUO 803: Multiple Perspectives of Teaching and Learning (3)

This course is intended to assist online learners to better understand educational practices leading to students' success in today's global society. Current issues at the individual, classroom, school system, community, and national levels will be evaluated using educational theories and related perspectives. The course materials and activities will assist online learners with identifying and evaluating the pedagogical, curricular, administrative, interpersonal, and sociocultural factors impacting quality education for 21st century students. Online learners will have opportunities to reflect on their current educational practices through critical thinking, problem solving, communication and collaboration with the instructor and peers. This course provides the foundation for online learners to better conceptualize ways to positively impact educational policies and practices as future leaders.

EDUO 804: Policy, Politics, and Change in Education (3)

This course explores policy and politics affecting national, state and local educational issues. Through this course, Ed.D. students will critically review current policy issues and policy decisions made at the district, state and federal levels that affect what happens in classrooms and educational organizations. The major emphasis throughout the course will be on methods of analyzing, interpreting, and evaluating policy issues in terms of relevance for the continued improvement and development of education institutions, programs, and services.

EDUO 805: Multicultural Perspectives in Community and Educational Practice (3)

This course explores the complex issues of diversity, equity, and multicultural educational issues. Students will engage in analysis of structural issues involved with power, poverty, and privilege and how

these issues affect learner outcomes. Through the study of research and theory, students will acquire the skills and dispositions needed to build cross-cultural relationships across multiple constituents with the goal of improving student performance, promoting social justice, and creating educational equity.

Doctoral Research Course Descriptions

EDUO 806: Introduction to Educational Research (3)

The purpose of this course is to provide an introduction to empirical research and a variety of research approaches common to the field of education. Upon completing the course, participants will be able to locate, understand, evaluate, and interpret qualitative as well as quantitative educational research and use these skills to identify possible action research projects. Prerequisite: Admission to graduate study. (This course is in the process of being recommended for replacement by Quantitative Research Methods).

EDUO 807: Action Research (3)

The action research course enables learners to focus on the exploration of significant issues in educational settings. This course will introduce students to methods of conducting research in their own practice. The goals of action research are the improvement of practice, a better understanding of that practice, and an improvement in the situation in which the practice taking place. The primary objective of the course is to prepare students to do action research in schools and organizational settings. There are three other goals: 1) the development of professional community; 2) the illumination of power relationships; and 3) students' continuous development of their own professional expertise. (This course is in the process of being recommended for replacement by Qualitative Research Methods).

EDUO 808: Program Evaluation (3)

This course will provide an introduction to the theoretical and practical aspects of program evaluation in education and other institutional settings. Numerous evaluation models will be examined. The focus of the course is on critical analysis and understanding various research design frameworks as applied to educational and related settings. Emphasis areas include program evaluation principles, research design models, and critical analysis

EDUO 809: Data Driven Decision-making (3)

Assessment literacy is the ability to understand the properties of collecting, analyzing, validating, interpreting, and communicating assessment data to improve the teaching and learning process. Participants in this course will enhance their assessment literacy and data-driven decision-making skills as applied to educational and related settings. Special emphasis will be placed on assessment literacy, data-driven decision-making process, data carousel and quadrants, results-oriented goals, and school improvement planning. Prerequisite: Admission to graduate studies. Grade only.

EDUO 810: Qualitative Research Methods (3)

The purpose of this course is to introduce and equip students to the methods and practice of qualitative research in the field of education. Upon completing the course, students will be able to locate, understand, evaluate, interpret, and perform qualitative educational research and use these skills to identify possible research projects.

EDUO 811: Quantitative Research Methods (3)

The purpose of this course is to introduce quantitative research approach along with different types of variables, fundamental statistical concepts and procedures, and different types of quantitative research designs and methodologies. The primary course objective of this course is to help doctoral students to prepare for a dissertation proposal by using quantitative research designs and methodologies. A

dissertation proposal will include (1) the introduction (2) the review of the literature and hypotheses, and (3) the design and methods.

EDUO 898: Dissertation Research Seminar (3)

Dissertation Research Seminar deals with both the theoretical and practical aspects of designing dissertation research and successfully defending the selected research design. This course assists doctoral students in the preparation of a dissertation proposal and facilitates the transition from course work to dissertation writing. This course reviews dissertation proposal components, with particular emphasis on research design, theoretical framework and developing the literature review, the course also focuses on key issues such as dissertation format standards and publication requirements.

EDUO 899: Dissertation

(Minimum of 12 credits; continuous enrollment required until program completion)

This course is designed for candidates who are preparing a doctoral dissertation. This course must be repeated until the dissertation is complete. The preparation of the dissertation should begin early in the program and evolve over the course of study. The dissertation should reflect high-level analytical and research competence and represent an original contribution to the field. The dissertation constitutes the final phase of the program. The first semester after completion of program coursework, students must register for Dissertation Research. Dissertation Research is a variable credit course and students must complete a minimum of 12 credits of dissertation. Students cannot enroll in EDUO 899 until they have passed the proposal defense.

Note: Students must remain continuously enrolled in EDUO 899 until they complete and defend their dissertation. Failure to remain enrolled will cause the student to apply for readmission.

Areas of Emphasis

As a doctoral program is intended to be tailored to the individual needs of the student, the areas of emphasis listed here are commonly considered, but should not be considered exhaustive. Those interested in earning Minnesota K-12 certification as a principal, special education director or superintendent can use their certification courses to fulfill the Area of Emphasis requirement. The area of emphasis normally encompasses at least 12 credits. Study abroad coursework can be considered as a program elective as well.

For more information about specific areas of emphasis contact the appropriate department chair.

Curriculum & Assessment	<p>Potential courses might include:</p> <ul style="list-style-type: none"> • REDG 680 Contemporary Pedagogies for 21st Century Learning • REDG 690 Developing Cultures for Learning • REDG 696 Trends and Issues in Curriculum, Instruction, and Assessment • EDFD 701 Principles and Problems of Curriculum Design • EDFD 702 Educational Standards and Measurements
Organizational Leadership	<p>Potential courses might include:</p> <ul style="list-style-type: none"> • LDRS 612 Systems Thinking • LDRS 614 Change Leadership • LDRS 644 Managing Change Innovation, and Transition • LDRS 743 Leadership and Team Development

Instructional Technology	Create a state-of-the-art, technology-infused learning environment showplace that prepares teachers to be "teaching and learning change agents." Potential options would include completing the Certificate in Innovative Instructional Leadership for 12 credits.
Multicultural Leadership	<p>This could include the completion of the nine credit Multicultural Education Program (MCEP) and one additional course.</p> <ul style="list-style-type: none"> • MECP 600 - Foundations of Multicultural Education (3 S.H.) • MECP 610 - Home, Community, and Work Analysis (2 S.H.) • MECP 620 - Systems of Discrimination and Social Justice (3 S.H.) • MECP 630 - Professional Presentation of Research (1 S.H.)
Special Education	Provide robust professional development experiences for in-service teachers and uphold the "WSU Guarantee" that ensures excellence in preparation for all WSU graduates.
K-12 Licensure/Education Leadership	It is possible to utilize K-12 certification courses for licensure to fulfill the area of emphasis requirement.

To obtain Minnesota certification, contact the graduate K12 licensing officer to review your transcripts to determine the specific Educational Leadership courses required.

Doctoral Program Course Sequence & Projected Time Frames

Time Frame	Courses	Additional Information
Summer I	EDUO 800: Methods of Inquiry (3) Residency I Potential Area of Emphasis Course(s)	Beginning of your program By the end of residency, the on-track student should have a solid idea of their potential topic area and your area of emphasis. These must align.
Fall Ia	EDUO 801: Current Trends and Issues in Education (3) EDUO 802: Transforming Education through Technology (3)	Note on area of emphasis courses. These courses are generally offered in timeframes aligned to their primary program and not in the eight-week format of the EDUO courses. Therefore, planning these courses strategically within your program is important.
Fall Ib	EDUO 810: Introduction to Qualitative Research (3) Potential Area of Emphasis Course(s)	
Spring Ia	EDUO 803: Multiple Perspectives of Teaching and Learning (3) EDUO 804: Policy, Politics, and Change in Education (3)	
Spring Ib	EDUO 805: Multicultural Perspectives in Community and Educational Practice (3) EDUO 811: Introduction to Quantitative Research (3)	
Summer II	EDUO 800: Methods of Inquiry (3) Residency II Potential Area of Emphasis Course(s)	
By the end of Summer II, the on-track student will have selected and confirmed their dissertation committee.		
Fall IIa	EDUO 808: Program Evaluation (3) Potential Area of Emphasis Course(s)	
Fall IIb	EDUO 898: Dissertation Research Seminar (3) Potential Area of Emphasis Course(s)	EDUO 898 is intended to provide support for the doctoral student to complete the first three chapters of their dissertation.
By the end of EDUO 898, the on-track student will have completed the oral defense of their dissertation proposal.		
Spring II	EDUO 899: Dissertation (12) Potential Area of Emphasis Course(s)	The on-track student will apply for approval from the IRB as soon as they successfully complete the dissertation proposal. No work on the study involving human subjects can begin until IRB approval is obtained.
Summer III and Beyond	The student must be continuously enrolled in EDUO 899 until they have successfully defended their dissertation.	
By the end of the Spring II semester, the on-track student will complete the oral defense of their dissertation and register for graduation!		

Time Limitation

All degree requirements including credits to be earned, transfer credits, final examinations, thesis, required research papers, and all other program requirements must be completed within the seven (7) years prior to the awarding of the degree...

Under exceptional extenuating circumstances, a student may submit a petition through their advisor and to the Dean of the Graduate School requesting an extension of the time limitation. Such a request is to contain all pertinent facts, justifying rationale, and a plan for degree completion. The Extension Request to Complete Degree form is located on the [School of Graduate Studies website](#).

Application Process

Complete the following steps to apply for the WSU Education Doctorate program. When completed applications can be submitted electronically and/or mailed to

Winona State University
Educational Doctoral Program
PO Box 5838
Winona, MN 55987-5838

1. Complete the Graduate Application form
2. Submit official transcripts from your undergraduate and previous graduate institutions. Ensure those transcripts are submitted directly from the sending institution(s).
3. Submit immunization record. See [WSU Health Services for more information](#).
4. Submit a resume or curriculum vita
5. Complete a statement of purpose.

The statement should be written in a scholarly fashion and inform the faculty with your background and experience, as well as with your career goals and purpose for doctoral study. Please, note, you should develop this statement of purpose relative to your intended area of study. Your statement should address explicitly the following questions: Given your intended area of study:

- How has your background and experience prepared you for your doctoral studies?
Why do you wish to pursue a doctorate?
 - What are your research and other scholarly interests relative to your doctoral studies?
 - What do you believe you will gain from the knowledge, skills, and dispositions that result from a doctoral experience at WSU?
 - What are your career aspirations following graduate study?
 - How will a doctorate contribute to those aspirations?
6. Submit the application fee. This is a one time graduate fee, so if you have a masters or specialist degree from WSU, you will not need to pay the fee a second time.

Financial Aid

Financial aid information is available at <https://www.winona.edu/financial-aid/>.

Preparing for Doctoral Study

There are many schools of thought about the best way to prepare for a doctoral program. Postgrad.com (2021) offers several points that bear repeating. Some of those appear in our list below:

1. Practice your organizational and time management skills. Time management and strong organizational skills are essential. Be familiar with at least one tool for organizing research materials prior to beginning your residency. Something as simple as Microsoft Edge's Collections can be helpful. Some might prefer more sophisticated curatorial tools like [Zotero](#) or [Diigo](#).
2. Get your academic skills in shape. Particularly if you have not been a student for a while. Read as widely about educational issues in general and your specific areas of interest. If you have been out of school for a while dig into some academic journals and refamiliarize yourself with academic publications.
3. Prepare to work collaboratively and respond appropriately to criticism. Doctoral work included both giving and taking a great deal of constructive feedback. In order to strengthen your work, the faculty will often press you to defend your work and question your perspectives. This is part of the academic process but is often new to those who moved through prior levels of education without struggles.
4. Work on your writing skills. A doctorate in many ways is a writing degree. Don't be afraid to utilize writing centers or look for writing advice.
5. Become familiar with APA formatting. Nearly all academic journals in the social sciences utilize APA formatting. It is the *lingua franca* in many ways for education academics as well as those in nursing and other allied health fields. Utilize the WSU's APA formatted templates and be familiar with Purdue's [OWL](#), Online Writing Lab, and related websites.
6. Keep a journal of questions, issues, or comments to review. Often you will come across information that might have value for your program of study. Keep a log either electronically or in a traditional format so you can review and reflect on that points throughout your program. Scholars in the middle ages often kept a [commonplace book](#) to track important topics, notes, or quotations. The idea still has value.
7. Build a support network. Academic work often seems like individual work, but in fact most academic work is improved through active support and constructive feedback from colleagues, students, librarians, practitioners, among others. Start to build a network of colleagues, faculty, and others on whom you can call when you have questions, need a critical eye, or a supportive shoulder.

Residency

The residency is intended to build a foundational base in both research and academic writing skills for students within the cohort as well as develop a collaborative scholarly culture between the doctoral students and the faculty of the WSU College of Education. The specific student learning objectives are:

1. Build a collaborative cohort of academic learners
2. Identify areas of investigation related to education that are researchable
3. Given a prompt, write academic papers using APA formatting and relevant resources
4. Acquire the technology skills needed to negotiate modern technology-rich learning environments
5. Identify a theoretical perspective that supports the area of investigation
6. Develop a research introduction that situates the problem in a national, state, and local context
7. Draft a problem statement
8. Develop specific research questions and related hypotheses, if applicable
9. Describe the empirical research that articulates the scope of an identified problem
10. Develop the necessary search skills to retrieve relevant resources
11. Prepare and submit IRB paperwork

The residency is an eight week online three credit course that includes a weeklong intensive experience held on the WSU Campus annually in July. Specific information on the residency and the logistics of the residency are provided annually on or about May 1.

Establishing your Doctoral Committee

The doctoral committee consists of a minimum of three members. All members appointed must be WSU faculty or have similar full time faculty status at another institution. The appointment of a committee member not meeting the aforementioned criteria can be granted on a case-by-case basis with permission of the Dean of the College of Education.

The chair of the committee must be a WSU faculty member holding doctoral graduate status. It is highly recommended, but not required, that one member of the committee be from a different department than the chair. At least 66% of the committee members must have full graduate status at WSU. The other members must have Graduate Status Level II. Exceptions may be made on a case-by-case basis by the Dean of the College of Education.

The committee is recommended by the chair and the student. The committee is then approved by the Dean of the College of Education. A faculty member may not serve on a committee for a student who is seeking a degree higher than the faculty member has attained. The committee must include at least two additional committee members beyond the chair. It is in the student's best interest to involve the chair in the selection of the other committee members to ensure a high functioning committee. Generally, one of the other committee members will serve as the primary methodologist of the type of research to be conducted and the other, if not the chair, would be a content area expert.

Committee Chair:

The committee chair must be a full-time doctoral graduate student faculty member of the College of Education.

When selecting a chair, consider the following:

- Select a chair who will help you develop a plan to meet your professional and academic goals and shares academic interests with you.
- Select a chair with proven experience in working in your area of research and/or your methodology.
- Ensure that your chair has strong working relationships with the other faculty, so faculty dynamics do not influence your success.
- Look for a chair who have the time to devote to providing significant constructive and timely feedback. Consider their other obligations and teaching load, etc. Discuss with the potential chair what they anticipate being the turnaround time for feedback.

Do not be hesitant to question potential chairs and committee members. The selection of the chair and the committee is probably the most important decision that you will make in your academic career. A strong chair and a committee that works well together can be the difference between an exceptional experience and a difficult one.

Duties of the Chair: (See Appendix E for a complete list).

- The chair will serve as the doctoral student's advisor upon approval of the committee.
- The chair manages the student's program and dissertation phases including alignment with the degree and area of emphasis.

- The chair, in conjunction with the student, schedules committee meetings and defense dates.
- The chair leads the proposal defense.
- The chair assists the student in navigating through the IRB process.
- The chair leads the oral dissertation defense.

Committee Members:

The student working with the chair should identify at least two additional faculty members to serve on the dissertation committee. In general, at least one should be from a different department than the chair. Usually, the first committee member is selected for their methodological expertise and assists the student in ensuring the research problem, purpose, research questions, and overall research design align effectively.

The second committee member is selected based upon their subject matter expertise to compliment that of the chair. Often the second committee member is also primarily responsible for ensuring the dissertation meets APA formatting requirements.

Committee Responsibilities: (See Appendix E for a complete list).

The committee will approve the student's dissertation proposal (See Appendix B). This will need to be done prior to submitting the project to the WSU Institutional Review Board (IRB). Generally, the chair reviews submissions and then if satisfied forwards them to the other committee members for further comment and review.

The committee, primarily through the chair, will provide support to the student through the research phase itself.

The committee will review the finding and conclusions prior to submitting the final document for defense. Once the committee has approved the final dissertation (See Appendix C), the chair and the student will schedule the oral defense (See Appendix D).

The committee will all participate in the oral defense and then deliberate and render a decision regarding the student's status. The dissertation defense can result in one of three decisions:

- Pass (no changes (or only minor technical changes) necessary to the dissertation)
- Pass with Revisions (meaning that the dissertation will need to be revised prior to final approval)
- Not Approved (the dissertation may need major revisions, or a new study may be required)

An exceptional student may be Passed with Distinction if all committee members, and the program leadership agrees that the student's dissertation and defense merit such recognition. See the rubrics in Appendices C&D for more information.

Responsibilities of the Doctoral Candidate:

The candidate is expected to engage in active preparation of the dissertation process from the onset of the doctoral program. Candidates are responsible for choosing a topic, submitting proofread drafts of materials to the chair, preparing adequately for meetings, thoroughly reviewing dissertation policies and procedures, and communicating on a regular basis with the chair. The candidate is expected to always maintain a respectful and professional attitude.

Candidates are expected to maintain contact with the chair and committee throughout the dissertation process to ensure that the research and writing adhere to the agreed-upon plan. As the project is the candidate's responsibility, they must frequently keep the chair informed of progress. All communication for the dissertation process should be conducted via WSU e-mail. The candidate should contact the chair in the event of any significant changes in their personal or professional life which may interfere with program completion. Meetings may be scheduled with your chair, methodologist, or the whole committee. In order to document this part of the dissertation process, immediately following a meeting

(within 48 hours) the candidate should provide a detailed summary of the meeting to the chair and committee members. This will help ensure everyone works off of the same expectations.

Process for a Doctoral Student to Change their Dissertation Committee

If a student wishes to change their dissertation committee, the following process will be used as outlined below:

1. The student must submit a letter requesting a change in their committee to the Director of the Ed.D. Program including a rationale for the potential change.
2. The Director will collaborate with the Education Studies Department Chair to determine if the change is in the best interest of the student.
3. If the change is determined to be in the best interest of the student, the Department Chair will notify impacted faculty of the change. The Director will assist the student in obtaining new committee members.

If the change is determined to not be in the best interest of the student, the Director will inform the student as to the rationale for the decision.

4. If the student does not agree with the decision in #3 above, they may appeal to the Dean of the College of Education.

Proposal Development

The dissertation proposal comprises the first three chapters of the dissertation, the introduction, literature review, and the methodology. Students will normally complete their proposal as part of EDUO 898, Dissertation Research Seminar. This must be completed and approved by the student's committee prior to enrolling in EDUO 899, Dissertation. The proposal will be evaluated against the same standards used for the final dissertation itself. (See Appendix C). The doctoral program will provide a MS Word based template for the proposal and dissertation within the LMS residency course shells. It is highly suggested that candidates take advantage of those templates.

Proposal Defense

The next step in the thesis process is the development of a dissertation proposal. The proposal is required for the dissertation proposal with your committee. A student will work with the chair on the proposal prior to disseminating to other committee members.

A dissertation proposal is a comprehensive presentation of the plan for the dissertation project. It should include an introduction, the main research problem, research questions/hypotheses, a review of relevant literature, and the proposed methodology. It should also include a proposed timeline for the project. Proposals for the dissertation proposal defense are expected to represent a complete draft of the first three chapters for the dissertation. The committee will use the oral defense as an opportunity to review the coursework previously completed by the student. This generally involves deep probing questions about the proposal's methodology and how it relates to the existing and emerging knowledge bases.

The committee chair is responsible for scheduling the proposal defense. Once the student has completed the proposal and defended it before their committee, their status changes from doctoral student to a doctoral candidate. It is important that the details of the research plan be specified in the proposal and IRB approved before the data are collected.

See Appendix B for the Proposal Approval Rubric and Signature Form.

Institutional Review Board (IRB) Approval

Following the academic approval of the proposal, the proposal must be submitted to the Winona State University Institutional Review Board (IRB). IRB maintains a Human Research Protection Program to protect the rights and welfare of those persons who volunteer to participate in the research activities of our faculty, students, and staff. While the definitive responsibility for the ethical treatment of all human participants rests with the individual researcher who has secured the privilege to conduct research through Winona State, the IRB acts as a regulatory oversight group committed to promote the ethical and responsible treatment of volunteer human participants in a research study through performing ethical reviews of research studies, to ensure research compliance with all federal, state, and local regulations as well as all institutional policies and procedures in addition to offering education and guidance related to human subject research for the University community. Dissertation chairs are listed as co-researchers on the IRB application.

The [Winona State University IRB](#) is guided by [The Belmont Report](#) and the focus upon respect for persons, beneficence, and justice. Students should register for the WSU IRB at [IRBNet.org](#) and access the forms and templates within the IRBNet library.

After IRB approval, the student can begin conducting their study under the direction of their committee.

Conducting the Study

After the approval from the IRB, the student should conduct the study as outlined in the proposal. If there are changes to the study, it is imperative to notify the committee and if necessary, the IRB, if further permissions are required. The doctoral candidate will enroll in EDOU 899 until the study is completed and the final dissertation approved.

Once the study is complete, the doctoral candidate will complete the results and findings and conclusions chapters (4 & 5) of the dissertation and revise chapters one to three as necessary. Once the dissertation is drafted, it will need to be approved first by the chair and then by the other committee members. Once the entire committee has improved a final draft, the chair and the candidate will schedule a date for the oral defense.

The dissertation will be evaluated against the Dissertation Rubric. (See Appendix C).

Dissertation Defense

The oral defense is a tradition in academia. It is not to be feared. It is a time for the doctoral candidate to share their learning and insights with the committee, as they should now be the “expert on this topic.” The defense must be presented to the entire committee and typically includes a formal slide presentation. The number of slides should be limited to about 20 slides.

The following topics should be included:

- Introduction
- Problem Statement

- Purpose Statement/Method and Design/Population & Sample
- Research Questions/Hypotheses
- Theoretical/Conceptual Framework & Literature Review Synopsis
- Instrumentation & Data Collection
- Data Analysis Process
- Findings (Note that the emphasis of the slides and presentation should focus on the study findings, for example, for a qualitative study include 1 or 2 resultant themes per slide)
- Recommendations for Leadership/Practitioners
- Recommendations for Further Research
- Conclusion
- References

Following the presentation all three committee members will ask questions designed to demonstrate the student's knowledge of the subject matter, the appropriateness of the study as conducted, and the alignment between the purpose of the study and the findings. The committee questions and defense should also focus on the study's contribution to the body of knowledge and on the student's future plans for publishing, presenting, or otherwise disseminating the results of the study. At the end of the discussion, the student will be excused while the committee deliberates.

The oral defense location, date, and time must be provided to the director of the Ed.D. Program and the WSU Graduate School office at least two weeks prior to the date so that all interested parties can be notified prior to the defense. If the defense is to be done virtually, the Zoom link must also be included.

As mentioned earlier, the dissertation defense can result in one of three decisions:

- Pass (no changes (or only minor technical changes) necessary to the dissertation)
- Provisional Pass (meaning that the dissertation will need to be revised prior to final approval)
- Not Approved (the dissertation may need major revisions, or a new study may be required)

Students wishing to graduate in Spring should submit their complete pre-defense dissertation draft to their full committee no later than April 15. For Fall graduates, submissions must be received no later than November 15.

Distribution of Final Dissertation

After the committee approves the final version of the dissertation, students submit the final committee approved dissertation to the Department of Education Studies. The director and chair will determine if the paper needs to be sent out for editing. The department will submit the final approved version to OpenRiver. [OpenRiver](#) is the institutional Repository for Winona State University. OpenRiver is coordinated by the Darrell W. Krueger Library. Our Institutional Repositories (IRs) work to bring together our university's research and creative output under one umbrella, with an aim to preserve and provide access to that research and creative endeavors. OpenRiver showcases of our university's scholarly and creative works.

The award of the Ed.D. is not posted to a student's transcript until the final post-defense version of the dissertation is submitted to OpenRiver after approval by the department. Therefore, if there are delays, the degree may be posted in the next academic term. Generally, students have about 30 days to make corrections or edits to ensure that their degree is posted in the same term in which they defended.

Instructions for OpenRiver: WSU Digital Repository Submittal

Once your dissertation is approved, your next step is to submit it to the WSU Krueger Library's *Open River* – Digital Repository.

Before uploading your files, you will need to have a PDF file and descriptive information for the upload process.

Prepare your files

- Insert a title page. See the sample on page 45 and make sure to customize it with your type of capstone/thesis, name, and date. For the date, use the date of your oral defense.
- **Save your document as a PDF.** When saving your document in Word select Save As [and select PDF (*.pdf) as the file type] or Save as Adobe PDF. Check to make sure each page of your PDF looks as it should.

Descriptive Information for OpenRiver

- Title of your dissertation
- Author first name, last name, middle name or initial (optional)
- Affiliation= Winona State University
- Email address= use your WSU email address
- You will add other descriptive information in OpenRiver such as: year submitted (YYYY=2024 or 2025), Abstract (optional), Keywords (add terms which best describe your paper/work for better find-ability).
-

Instructions for OpenRiver submittal (this is a requirement of the program)

- 1) Create an individual account with OpenRiver - <https://openriver.winona.edu/>
Select "My Account" from the horizontal navigation bar to create an account. This login information is not connected to your starID, however you can use your WSU email address and create a unique password.
- 2) Login to OpenRiver with your new login.
- 3) From the OpenRiver homepage left vertical navigation, under "Author Corner" select "Submit Research"
- 4) Under Departments > College of Education - Dissertations
- 5) Read and accept the Submissions Agreement by checking the box at the end of the document and next click the Continue button.
- 6) The form provides each field you need to fill in with information under the field title to help you.
- 7) Once the form is completed the last step is to attach your file. Go to the Upload Full Text field. Select the radio button Upload file from your computer. A Browse button will appear. Use the Browse button to find the location of your file. You can add additional files via the Additional Files field.

8) Last step is to scroll down and click the Submit button. Click the Submit button only once. Maintain an Internet connection until you receive a message that the upload is complete.

Your dissertation will not immediately appear online in OpenRiver. The reason is the Library confirms with Education Studies Department that your work has been officially approved by your department before making it live in OpenRiver.

Once this final confirmation is complete your dissertation will be published to OpenRiver online. This final step will make your dissertation live and you will receive an email notification to the email you input into OpenRiver.

If you have questions please contact Kendall Larson at klarson@winona.edu

Appendix A: Glossary

ABD (All But Dissertation): Term used to describe a doctoral student who has completed all coursework and has successfully defended their proposal but has not completed his/her dissertation.

Academic Year: The academic year at the Winona State University consists of Fall and Spring semester. Fall semester begins in August and ends in December. Spring semester begins in January and ends in May.

Appointment: Term used to refer to a student or candidate appointment to a teaching assistantship (TA) or research assistantship (RA). See also Assistantship.

Assistantship: Graduate assistantships usually require students to work as teaching assistants (TAs), research assistants (RAs) and assistants to professors within their department or field of study. The amount awarded will vary depending on the funds that support them. RAs are typically paid through grants while TAs are usually paid through state funds. TAs are considered members of the faculty.

Chair: A term used to describe the person serving as the director of a student's thesis/dissertation committee. This person is a full-time member of the University's graduate faculty and oversees the work and progress of an assigned graduate student, serving as a mentor who guides the development of the program of study and oversees the student's dissertation study.

Committee: The group of individuals selected by the graduate student or candidate, in collaboration with his/her major professor (MP), to review and approve their dissertation. A dissertation committee consists of the MP and at least three other faculty members. At least 50% of the committee must be individuals appointed to the graduate faculty.

Curriculum Vita (CV): A special type of resume traditionally used within the academic community. The CV includes earned degrees, teaching and research experience, publications, presentations, and related activities. Compared to a traditional resume, a CV tends to be longer with more details associated the academic profession.

Defense: This is the formal process by which the graduate student explains and defends for informed questioners the accuracy and significance of the proposed research (proposal defense) or their final dissertation (dissertation defense). See also Proposal Defense and Dissertation Defense.

Discipline: A broad field of study, such as counseling psychology, educational psychology, cultural studies and social thought, or language, literacy, and technology.

Dissertation: A dissertation is a substantial work of independent original research, at the doctoral level, that contributes to the current body of knowledge in a scholarly field. The design and structure of each dissertation may vary. Most dissertations include the following: abstract, introduction (includes statement of problem and research questions), literature review, methodology and methods, findings, discussion, recommendations, limitations, and references (not necessarily in this order). Other sections may or may not be necessary depending upon the individual research project. Your chair (i.e., major professor) will provide guidance. All College of Graduate Studies guidelines shall be followed.

Dissertation Defense: Historically, the successful defense of a dissertation represents the acceptance of a candidate into the community of scholars as a peer as determined by the doctoral committee. As the capstone event in a doctoral program, the dissertation defense occurs when candidates have completed their study plan as well as all aspects of work described in the proposal defense form. The defense itself shall involve a public presentation of work and findings and an oral examination of the candidate by the full doctoral committee. Defenses are public events and are advertised a minimum number of days in accordance with COGS guidelines. Candidates proceed to defense once the written or produced document is determined to be in final form. The committee may instruct the candidate to revise the dissertation document after the dissertation defense.

Doctorate Degree (Doctorate): The overarching term used to describe either the Ed.D. (Doctor of Education) or the Ph.D. (Doctor of Philosophy) degrees. Those who successfully defend their dissertation study and complete the degree requirements to earn the Ed.D. or Ph.D. are entitled to use the title "Doctor."

Doctoral Dissertation Proposal Form: This internal EHHS form outlines the scope of work that will be performed by the candidate to complete his/her dissertation. It accompanies the report of preliminary examination and is signed by the major professor, committee members, and the Department Chair (as determined by the appointment of the major professor). See also Proposal Defense.

Ed.D.: Doctor of Education. See also Doctorate Degree.

FAFSA: (Free Application for Federal Student Aid): The needs analysis annual application for federal student aid programs. The FAFSA is due around Oct. 1 of every year for the following year.

Financial Aid Package: A "package" is any combination of scholarships, grants, loans, and work funds used by the institution to assist the student in meeting the cost of education. Contact Financial Aid for more information.

Forbearance: Permitting the temporary cessation of repayments of loans, allowing an extension of time for making loan payments, or accepting smaller loan payments than were previously scheduled.

FTE (Full Time Equivalency): The number of hours an employee is expected to work. Forty hours per week is full time or 1.0 FTE. Twenty hours per week is half time or .50 FTE. Full-time graduate assistantships are considered half-time employment (20 hours per week).

Full-Time Enrollment (Academic Year): The Winona State University defines full-time enrollment as 9 or more credits per semester. Note: in order to be eligible for financial aid you must be enrolled in a minimum number of graded credits. Be aware of this number for academic year and summer terms.

Graduate Assistant (GA): A full-time graduate assistant is required to work 20 hours per week during the semester in which they receive the assistantship.

IRB (Institutional Review Board): The Institutional Review Board protects the rights of humans in research and ensures confidentiality of data. History has demonstrated the need for appropriate oversight of human subject research and has led to the regulations we have today. The Institutional Review Board (IRB) for the Winona State University is responsible for the review and approval of research projects involving human subjects conducted by Winona State University faculty, staff and or students. Such research projects shall be approved by the IRB prior to initiating any portion of the research activity. It is essential that graduate students who use data from human subjects for dissertations be fully aware of and comply with this policy.

Preliminary Examinations (Prelims): The comprehensive exam or project that the doctoral student must pass for advancement to candidacy. Typically attempted at the conclusion of all formal coursework, the preliminary examination can take one of three forms; A written examination, an oral examination, or a project/product. The major professor and doctoral committee develop the preliminary examination.

Program Advisor: Another term used to describe the major professor (MP). See also Major Professor.

Proposal Defense: Doctoral candidates meet with their entire committee to propose a research project that will fulfill the dissertation project requirements.

Research Assistantship (RA): Graduate students or candidates can be hired by the institution to work with faculty on a research project(s). These projects are usually funded by grants or outside agencies. See also Assistantship

Study Plan: The doctoral study plan is a complete listing of courses and credits (including dissertation research credits) that a student must complete in order to complete a doctorate degree. The program of study is tailored for each student and determined in consultation with the chair.

Stipend: A grant of money to a graduate student for use toward expenses above tuition and fees. Graduate fellowships sometimes pay both tuition and a stipend, which can be applied toward living expenses.

Teaching Assistantship (TA): Full-time teaching assistantships require 20 hours of work per week. Primary responsibilities are to involve teaching or activities that support teaching. Teaching assistantships are awarded per semester and usually start with the fall semester. See also Assistantship.

Appendix B: Rubric for Defense of Dissertation Proposal

Winona State University Doctor of Education Program Assessment Rubric for Defense of Dissertation Proposal

Student Name	Date of Meeting
Proposal Topic:	

Purpose: The purpose of the oral defense of the dissertation proposal is to determine whether the EdD candidate is adequately prepared to execute the dissertation research. The candidate must achieve a "pass" in each of the criteria to move forward with their project. A "fail" in any one or more of the categories will require the candidate to make improvements to the proposal and present again to the committee for approval before proceeding with the dissertation process.

Criteria	Pass	Fail	Comments
Student demonstrates ability to state a problem clearly and well - conceptualized	Demonstrates an excellent ability describe research problem.	Demonstrates no or little ability to describe research problem	
Student demonstrates ability to integrate relevant literature.	Demonstrates an excellent understanding of relevant literature.	Demonstrates no or little understanding of relevant literature	
Student demonstrates knowledge of appropriate research strategies and methods.	Demonstrates an excellent knowledge of research and methods	Demonstrates no or little knowledge of research and methods	
Student demonstrates ability to orally present problem, objectives, approach, and plan for dissertation research.	Demonstrates an excellent ability to present orally the proposed dissertation research.	Demonstrates no or little ability to present orally the proposed dissertation research	
Student demonstrates ability to respond to questions about dissertation research.	Demonstrates excellent ability to respond to questions about proposed dissertation research	Demonstrates no or little ability to respond to questions about proposed dissertation research	
General Comments			

**Winona State University
Dissertation Proposal Approval Signature Sheet**

Student Name		ID#
Title of Dissertation Proposal		Date of Meeting
The oral defense of this dissertation proposal was completed, and the committee evaluated this proposal defense overall as:		
Pass	Pass with Revisions	Not Approved
Committee Comments		

Doctoral Committee Members Present		
Dissertation Chair/Advisor	Signature	Date
Committee Member	Signature	Date
Committee Member	Signature	Date
(Additional Committee Member)	(Signature)	(Date)
Student	Signature	Date
Please return this completed form to the EdD Program Coordinator!		

Appendix C: Dissertation Rubric¹

CHAPTER 1: INTRODUCTION	Does Not Meet Criterion	Meets Criterion	N/A
INTRODUCTION			
The dissertation topic is introduced, and the introduction reflects the chapter contents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BACKGROUND OF THE PROBLEM			
Discussion reflects why the research problem is of important social concern or theoretical interest and is supported with peer reviewed literature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PROBLEM STATEMENT			
The problem is clear, concise, reflective of the purpose statement, and is cited. Recent citations within the last five years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PURPOSE OF THE STUDY			
The purpose is clear and aligns with the problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research method and design are stated and are appropriate to the proposed study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The study objectives are clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geographic location of study is identified without compromising confidentiality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Quantitative and mixed method:</i> Research variables are identified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Qualitative:</i> Central phenomenon or Center of interests are identified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
POPULATION AND SAMPLE			
Population(s) and justification for participant sample size or other sources of proposed data are identified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SIGNIFICANCE OF THE STUDY			
Discusses why the study is important and what this research may contribute to knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NATURE OF THE STUDY			
Discusses the appropriateness of the research <i>method</i> (quantitative, qualitative, or mixed).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discusses the <i>design</i> appropriateness and how the design will accomplish the study objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RESEARCH QUESTIONS / HYPOTHESES			
Research questions align with the problem and purpose of the study. Research questions fully encompass the purpose; they are not broader or narrower than the stated objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹ Based upon University of Phoenix. (2020). Doctoral dissertation rubric. College of Doctoral Studies.

<i>Quantitative and mixed-method studies</i> : Hypotheses are well developed, include both null and alternate hypotheses, and the null and alternate statements are testable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
THEORETICAL OR CONCEPTUAL FRAMEWORK			
Discussion reflects theories and/or concepts that align with and are relevant to the study topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DEFINITIONS			
Definitions are provided for unique terms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASSUMPTIONS, LIMITATIONS, AND DELIMITATIONS			
Assumptions, limitations, and delimitations of the study are described, and the generalizability of the study findings is discussed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CHAPTER SUMMARY			
Discussion summarizes key points presented in Chapter 1, includes citations, and includes a transition to Chapter 2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CHAPTER 2: LITERATURE REVIEW	Does Not Meet Criterion	Meets Criterion	N/A
INTRODUCTION			
Discussion reflects brief overview of what is contained in the chapter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TITLE SEARCHES AND DOCUMENTATION			
Describes the approach used to search for relevant documentation including key words used to search for publications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HISTORICAL CONTENT AND CURRENT CONTENT SECTIONS			
Organization is presented in a logical and flowing manner from broad topics to narrow, making use of appropriate APA heading levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The literature review topics align with the proposed study; all relevant topics, sub-topics, and/or variables are discussed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Historical content reflects sources over five years old; current content reflects sources less than five years old.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussion <i>synthesizes</i> (not a study-by-study summary) the literature rather than discussing sources individually.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A balanced discussion of alternative viewpoints is provided. The literature compares and contrasts different points of view regarding existing research in the field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
THEORETICAL OR CONCEPTUAL FRAMEWORK LITERATURE			
Expands on the Chapter 1 framework by discussing germinal and current literature relevant to the selected theories or concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
METHODOLOGY LITERATURE			
Addresses methodologies accomplished in previous research within the selected topic and support that the selected methodology will add to the body of knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RESEARCH DESIGN LITERATURE			
Expands on Chapter 1 discussion of the selected design and includes literature from several design methodologists including the germinal methodologists associated with the design.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CONCLUSION			
Discussion reflects conclusions <i>derived from analysis of the literature</i> and includes citations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CHAPTER SUMMARY			
Discussion summarizes key points presented in Chapter 2, includes citations, and includes a transition to Chapter 3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LITERATURE REVIEW OVERALL DEPTH AND BREADTH			
The literature review demonstrates significant depth and breadth; Chapter 2 includes 30 to 50 pages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CHAPTER 3: RESEARCH METHODOLOGY	Does Not Meet Criterion	Meets Criterion	N/A
INTRODUCTION			
Introduction reiterates the purpose statement and provides a brief chapter overview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RESEARCH METHOD AND DESIGN APPROPRIATENESS			
Elaborates on the Chapter 1 discussion of rationale for research method (quantitative, qualitative, or mixed) appropriateness, including a discussion of why the selected method was chosen instead of another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elaborates on the Chapter 1 discussion of rationale for proposed research design appropriateness. Compares the appropriates of the proposed design to two or three alternate research designs. The discussions are supported by citations from methodological theorists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussion of how the proposed design will accomplish the study goals and why design is the optimum choice for this specific research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RESEARCH QUESTIONS/HYPOTHESES			
The restated research questions and hypotheses are consistent with those presented in Chapter 1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
POPULATION AND SAMPLE			
Population: Elaboration of population information given in chapter 1. Description matches the overview discussion given in chapter 1. For studies without primary data, the section discusses the proposed sources of the study data, such as archival data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sample: Elaboration of information given in chapter 1. Discussion supports the proposed participant number and how the sampling number was determined. For studies without primary data, the section discusses the proposed sampling of the secondary sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INFORMED CONSENT AND CONFIDENTIALITY			
Discusses how informed consent will be obtained from participants and describes any signed permissions already obtained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describes how any confidential data will be stored and later destroyed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discusses the process of removing identifiers from within confidential data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INSTRUMENTATION			
Describes any instrumentation to be used to collect primary data such as qualitative questionnaires, interview protocols, or surveys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discusses the role of the researcher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Includes a table to indicate how the instrumentation items align to the research questions or hypotheses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FIELD TEST OR PILOT STUDY			
<i>Qualitative and mixed-method studies:</i> Describes the field test conducted on qualitative instrumentation and whether the results of the field test were used to revise the instrumentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Quantitative and mixed-method studies:</i> Describes the pilot study to be conducted on original quantitative instrumentation following IRB approval.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CREDIBILITY AND TRANSFERABILITY OR VALIDITY AND RELIABILITY			
<i>Qualitative and mixed-method studies:</i> Describes how narrative data will be demonstrated to have credibility and transferability or trustworthiness. Describe triangulation of narrative data sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Quantitative and mixed-method studies:</i> Describes the existing validity and reliability data for any quantitative instrumentation or describes the pilot study to be conducted on original quantitative instrumentation following IRB approval.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DATA COLLECTION			
Discussion provides a complete description of the processes to be used to collect any primary or secondary data and describes each phase of data collection process clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussion includes how any participants will be recruited for participation and describes any permissions required to collect primary or secondary data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DATA ANALYSIS			
Proposed data analyses techniques are clear and appropriate to the research design. A sufficient level of detail is provided. For example, quantitative analysis includes information on the statistical tests to be performed, Alpha levels for hypotheses testing, and whether the testing will be one-tailed or two-tailed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CHAPTER SUMMARY			
Discussion summarizes key points presented in Chapter 3, includes citations, and includes a transition to Chapter 4, which will be added later.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CHAPTER 4: ANALYSIS AND RESULTS	Does Not Meet Criterion	Meets Criterion	N/A
INTRODUCTION			
The dissertation topic is introduced and the introduction reflects the chapter contents.		<input type="checkbox"/>	<input type="checkbox"/>
RESEARCH QUESTIONS/HYPOTHESES			
The research questions and hypotheses are presented and are consistent with those presented in previous chapters.		<input type="checkbox"/>	<input type="checkbox"/>
DATA COLLECTION			
Discussion reflects a detailed description the informed consent and data collection process used.		<input type="checkbox"/>	<input type="checkbox"/>
DEMOGRAPHICS			
The participant demographics are described while maintaining participant confidentiality.		<input type="checkbox"/>	<input type="checkbox"/>
PILOT STUDY (<i>Include only for original quantitative instruments</i>)			
Reliability and validity are reported for any original quantitative instruments.		<input type="checkbox"/>	<input type="checkbox"/>
DATA ANALYSIS			
Discusses why the study is important and what this research may contribute to knowledge.		<input type="checkbox"/>	<input type="checkbox"/>
RESULTS			
Results are reported clearly. Any resultant themes are stated in short, complete sentences, and hypotheses testing results are stated in statistical terms <i>and</i> clearly describing whether the null statement was supported or not supported.		<input type="checkbox"/>	<input type="checkbox"/>
Qualitative themes are supported by sufficient examples of participant direct quotes.		<input type="checkbox"/>	<input type="checkbox"/>
CHAPTER SUMMARY			
Discussion summarizes key points presented in Chapter 4, reiterates the results, and includes a transition to Chapter 5.		<input type="checkbox"/>	<input type="checkbox"/>
CHAPTER 4 FORMATTING			
Chapter 4 does not include any citations (<i>Note that no citations should be needed to discuss the analysis and results</i>).		<input type="checkbox"/>	<input type="checkbox"/>

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS	Does Not Meet Criterion	Meets Criterion	N/A
INTRODUCTION			
Discussion reflects a brief overview of what is contained in the chapter.		<input type="checkbox"/>	<input type="checkbox"/>
RESEARCH QUESTIONS/HYPOTHESES			
The research questions and hypotheses are presented and are consistent with those presented in previous chapters.		<input type="checkbox"/>	<input type="checkbox"/>
DISCUSSION OF FINDINGS			
Each result from Chapter 4 is compared and contrasted to several, such as three to five, sources of existing literature.		<input type="checkbox"/>	<input type="checkbox"/>
LIMITATIONS			
The limitations discussion focuses solely on issues discovered while conducting the study and out of the researcher's control.		<input type="checkbox"/>	<input type="checkbox"/>
RECOMMENDATIONS TO LEADERS AND PRACTITIONERS			
The study recommendations are clear and actionable and align with the research findings.		<input type="checkbox"/>	<input type="checkbox"/>
Recommendations align with the research design. For example, grounded theory studies include a theory or theoretical model and action research studies include an actionable plan.		<input type="checkbox"/>	<input type="checkbox"/>
RECOMMENDATIONS FOR FUTURE RESEARCH			
Recommendations address the need for additional studies that emerged as a result of the current study and include potential contributions to methods and designs that will further advance the topic knowledge.		<input type="checkbox"/>	<input type="checkbox"/>
CHAPTER SUMMARY			
Discussion summarizes key points presented in Chapter 5, reiterates the research question findings, and includes a cogent statement regarding what the study has contributed to the body of knowledge.		<input type="checkbox"/>	<input type="checkbox"/>

DISSERTATION ALIGNMENT, FORMATTING, AND WRITING	Does Not Meet Criterion	Meets Criterion	N/A
CONSISTENCY THROUGHOUT THE DOCUMENT			
Chapters 1 through 5 reflect the actual sample size and the actual processes used for data collection and analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ORGANIZATION AND FORMATTING			
Abstract contains 150 to 250 words formatted as a single unindented paragraph. Abstract includes the study objectives, methodology, sample description, and study findings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Document is well organized and correctly formatted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Document adheres to APA guidelines for figures, tables, citations, and references.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Only appendices referenced in the document are included and all appendices maintain confidentiality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WRITING STYLE, COMPOSITION, AND CLARITY			
Document communicates the conducted study clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dissertation is written in past tense with no first-person language except in a researcher reflection, if applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar, punctuation, sentence structure, and spelling are correct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing is clear, precise, and avoids redundancy. There is a focused discussion of section topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flow of words is smooth and comprehensible. There is a logical flow of ideas between sections with smooth transition between paragraphs, topics, sections, and chapters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written in scholarly language; accurate, balanced, objective, tentative, without conclusive/definitive statements, reflection of researcher's opinion, clichés, or hyperbole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The writer's voice is clear and consistent throughout the document.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix D: Rubric for Evaluating Dissertation Defense

Oral Defense Rubric

Student Name:	
Degree:	Ed.D.
Date of Oral Defense:	
Title of Dissertation:	
Committee Chair:	
Committee Members:	

Defense Rubric

Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Overall quality of presenting research methodology and design used in the study	<p>Arguments are unclear and may contain one or more logical fallacies.</p> <p>Objectives have some definition but lack clarity and are uncertain in conceptualization.</p> <p>There is a fundamental understanding of subject matter expressed, but key points lack clarity and expressions are superficial.</p> <p>Foundational points of originality are noted as present.</p> <p>Emergent creativity is noted but it is not developed. Insights are quite basic.</p>	<p>Arguments are coherent and clear.</p> <p>Objectives are clearly defined and measurable in terms how they are met.</p> <p>Demonstrates developed critical thinking skills and clear logic.</p> <p>Reflects a strong understanding of subject matter and associated literature.</p> <p>Demonstrates clear understanding of theoretical concepts.</p> <p>Demonstrates substantial originality.</p> <p>Displays ample creativity and meaningful insight</p>	<p>Arguments are superior and compelling.</p> <p>Objectives are clearly defined.</p> <p>Exhibits critical thinking skills that incorporate strong and comprehensible logic.</p> <p>Exhibits advanced mastery of subject matter and associated scholarly literature.</p> <p>Demonstrates masterful comprehension of theoretical concepts.</p> <p>Demonstrates exceptional originality.</p> <p>Displays exceptional creativity and insight.</p>
Contributions to student's discipline	<p>Some evidence of discovery.</p> <p>Expansion of previous research to a minor degree.</p>	<p>Displays evidence of discovery.</p> <p>Builds upon previous research in the field.</p> <p>A substantial theoretical and/or applied significance for the field.</p>	<p>Exceptional evidence of discovery.</p> <p>Greatly extends previous research.</p> <p>Exceptional advanced theoretical and/or applied significance.</p>

	Minor theoretical and/or applied significant is present. Minor publication impact.	Reasonable publication impact.	Outstanding publication impact.
Quality of Writing	<p>Writing has some comprehensible areas but is inconsistent and redundant.</p> <p>Errors in grammar and spelling are periodic but disruptive to content flow</p> <p>Presentation of content in terms of concepts and ideas is inconsistent</p> <p>Statements, claims and propositions are inconsistently documented.</p>	<p>Writing provides clear exposition and logical progression of ideas.</p> <p>Minimal grammatical and spelling errors apparent.</p> <p>Organization is clear and fully supports presentation of content.</p> <p>Appropriate documentation of sources and includes appropriate citation of references used</p>	<p>Writing is of publication quality.</p> <p>No grammatical or spelling errors are present.</p> <p>Organization is excellent.</p> <p>Documentation from scholarly literature is excellent with accurate citations and references provided.</p>
Quality of Presentation	<p>Presentation has a basic organization but there are inconsistencies in logical flow.</p> <p>Ideas are articulated with some clarity but have points of confusion.</p> <p>Communication has an inconsistent logical flow.</p> <p>Visuals correspond partially to oral content but there are conflicting points</p> <p>Presentation is somewhat brief and leaves some pertinent points unaddressed.</p>	<p>Presentation is well organized.</p> <p>Ideas are articulated clearly with appropriate definition and explanation.</p> <p>Communication flows logically throughout. Slides and handouts clear.</p>	<p>Well organized professional presentation.</p> <p>Eloquent articulation of ideas throughout.</p> <p>Excellent communication skills and logical communication flow.</p> <p>Slides and handouts are outstanding.</p>
Overall Assessment	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Comments			

Appendix E: Dissertation Committee Responsibilities²

The Dissertation Chair

The dissertation committee chair helps steer the student through the intellectual stages and institutional requirements of doctoral degree work. The committee chairperson leads the committee members as they work with students on their dissertation. As a result, the chairs are primarily responsible for ensuring that such projects meet all of WSU's requirements including those pertaining to content coverage, methodology, research ethics, and form and style. Moreover, they are responsible for making sure that the work of committee fulfills expectations of service to the student, the academic discipline(s), and professional field(s) of practice involved. Chairs must lead, monitor, coordinate, and assess the progress of the capstone research from start to finish.

In order for the chair to provide effective leadership of capstone committees, committee members must individually apprise the committee chairperson of their respective expertise, if not already known or any special knowledge that they may be able to contribute to the student's study. Committee members must contact the committee chair before beginning to work with students.

The outline that follows provides a generally applicable guideline to a chair's key responsibilities.

The Student – Advisor Relationship

- Coach the student about your working style and what the student can do to contribute to a good working relationship.
- If you become aware of significant problems or weaknesses (e.g., in the student's writing, research-related skills, or personal life), refer the student to appropriate resources.
- Be aware of students' individual situations and working style. Occasionally assess how they are doing (e.g., whether they are working well with you and seeking appropriate mentoring from others).

The Dissertation

- Help the student to select and refine the dissertation topic, avoiding overly ambitious goals and expectations.
- Help the student formulate a long-term plan for the research and writing of the dissertation, including a timetable and tentative completion date. Ask the student to revise the plan, as needed.
- Reach agreement with the student as to how often he or she will consult with you and submit work for you to critique.
- Seek a progress report from the student at least once a month.

Supervising the Student's Research

- Emphasize data collection and record keeping.
- Go over ethical issues, including human subject protections and how to navigate the IRB process.
- Build backup ideas into any research project.
- Follow the student's development and recommend revisions when appropriate.
- Be aware of conflicts in a research group, and when they arise, take steps to mediate.

² Adapted from Walden University's Doctoral committee members roles and functions and Rackham Graduate School's Checklist for dissertation chairs.

The Oral Defense

- Be sure the student and the committee know the program policy requires that the oral defense must be conducted as a public event, (except for the Committee's private deliberations either before or after the defense), open to all interested persons. It is the chair's responsibility to provide the director of the Ed.D. Program and the WSU Graduate Studies office the location, date, and time of the oral defense.
- Before the student schedules the oral defense date, be sure the student knows the date in the term of final registration by which the defense must be held. Also, the student must be able to give the entire dissertation to the committee sufficiently in advance of the meeting. This must be at least a minimum of two weeks before the defense but can be more if required by the agreement of the committee.
- If the student is unable to meet the deadline for distributing the dissertation, ask the student to postpone the defense unless you are certain all committee members have critiqued earlier drafts and, therefore, should be able to submit the oral defense evaluation forms on time.
- Prepare the student for the oral defense, work with the committee to establish the timeframe and location for the defense.
- If there appear to be serious concerns about the student's work, advocate for a delay in the oral defense. Dissertations should be approved based on the quality of the work, not because of other pressures.
- Before the defense begins, the committee must review all the members' written evaluations and identify the topics they will raise and their sequence. If any of these activities has not been done in advance, excuse the student and others from the room to do so.
- At the defense, make sure it is clear which committee member(s) will sign off on any required revisions.
- Ensure all the necessary rubrics and paperwork are completed for the student's defense and graduation.

Supporting the Student's Career

- Encourage students to do tasks they will need to do after to expand their responsibilities or earn a promotion.
- Encourage students to attend professional meetings and conferences, and when the two of you attend the same meeting, actively help them to network.
- Speak honestly to students about their strengths and weaknesses.
- If appropriate to your field, call people to help students seek positions and be deliberate and careful about treating them fairly in this regard.
- Prepare students to consider the full range of career possibilities appropriate to their field.
- If the student's dissertation is outstanding, consider nominating it for an appropriate award.

Dissertation Committee Member Responsibilities

The committee will approve the student's dissertation proposal (See Appendix B). This will need to be done prior to submitting the project to the WSU Institutional Review Board (IRB). Generally, the chair reviews submissions and then if satisfied forwards them to the other committee members for further comment and review.

The committee, primarily through the chair, will provide support to the student through the research phase itself.

The committee will review the findings and conclusions prior to submitting the final document for defense. Once the committee has approved the final dissertation (See Appendix C), the chair and the student will schedule the oral defense. (See Appendix D).

The committee will all participate in the oral defense and then deliberate and render a decision regarding the student's status. The dissertation defense can result in one of three decisions:

- Pass (no changes (or only minor technical changes) necessary to the dissertation)
- Pass with Revisions (meaning that the dissertation will need to be revised prior to final approval)
- Not Approved (the dissertation may need major revisions, or a new study may be required)

An exceptional student may be Passed with Distinction if all committee members agree that the student's dissertation and defense merit such recognition. See the rubrics in Appendices C&D for more information.

General Responsibilities of the Dissertation Committee Members Include:

- In cooperation with the Chair, advising the candidate from the proposal stage through the final defense of the dissertation
- Provide subject matter expertise as requested by chair or candidate
- Reading drafts and providing meaningful feedback at each stage of the dissertation process
- Guiding the candidate in the selection of methods/procedures for data collection and analysis
- Assisting the candidate in data collection and analysis
- Corresponding with the chair and candidate as needed for clarification/resolution of methodological issues during the dissertation process

One of the committee members will generally serve as the Methodologist (if not the chair). That committee member will be expected to:

- Provides feedback to student on the following:
 - Proposed research design including appropriateness for addressing the problem statement and research questions or for testing stated hypotheses
 - Selection of specific methodology
 - Selection of a sample of appropriate characteristics and size
 - Oversee implementation of the selected methodology, assuring compliance with the following:
 - Program/professional norms
 - Generally accepted ethical and moral principles regarding human subjects
- Provides constructive criticism about the following:
 - Data collection and analysis
 - Presentation of the data and the conclusions drawn from the analyses

One of the committee members will generally serve as a Content Expert. That committee member will be expected to:

- Assists students with the following:
 - Conceptualizing the research issues
 - Preparing a literature review that provides a comprehensive summary of current knowledge and identifies the gap therein
 - Identifying all variables and potential relationships
 - Articulating a clearly defined research question
 - Establishing the significance of the topic and the potential of the study to contribute to positive social change
- Provides feedback on the following:
 - Degree to which assumptions and limitations impact upon the research conclusions
 - Comprehensiveness of the literature review and theoretical base of the study (if appropriate)
 - Potential for research outcomes to contribute to positive social change
 - Overall significance of the research findings or outcomes

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