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Ed.D. Project Guide

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Doctor of Education Program

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Table of Contents

Introduction to the Project Study

What is a Project Study?

The doctoral study has a purpose and is a process. The purpose of the doctoral study is to demonstrate mastery of the knowledge and skills necessary to serve as educational leaders. The process involves developing a scholarly response to an educational problem. To create a doctoral project study, one must first define the local educational problem, the topic of investigation. There must be evidence from your local situation and the professional literature that there is indeed a problem. Thus the project study involves a critical review of the relevant research and theoretical literature related to a problem and its possible solutions within a specific field of study.

Writing a project study is a recursive, investigative process that begins with a problem that initiates an inquiry in the form of a guiding/research question, leading to the best solution to the problem through data collection and analysis and resulting in a project or product that will ameliorate the problem. It requires you to critically examine the literature to attain a historical and theoretical framework; review current research findings; not only of the problem but also of the project, once it has been established.

Once you formulate an inquiry:

- You will investigate current research related to your problem to gain knowledge of recent studies, developing a thorough understanding of your problem from several points of view
- You will critically examine the basic concepts and ideas that form the historical and theoretical foundation of this problem. In so doing, you will compare, contrast, and analyze the work of key theorists and read other research studies which support and provide evidence for each of the theories. This scholarship will assist you in identifying the issues and its legitimacy, soundness, and logic.
- Based on your analysis of the historical and theoretical readings and your exploration of the current research literature, you will determine what guiding or research question will help establish the solution or project you will undertake: a practical application of the field of study in a school setting. (You are not required to implement this project)
- This project will promote **positive social change** – "process of creating and applying ideas, strategies, and actions to promote the worth, dignity, and development of individuals, communities, organizations, institutions, cultures, and societies" and "results in the improvement of human and social conditions." http://www.waldenu.edu/c/Student_Catalog/8893_9100.htm
- You will critically examine the basic concepts and ideas that form the historical and theoretical foundation of your project. In so doing, you will compare, contrast, and analyze the work of key theorists and read other research studies which support and provide evidence for each of the theories. This scholarship will assist you in identifying the issues within your field of study and its legitimacy, soundness, and logic.
- In a continuing examination of current research, you will look for evidence that supports and/or refutes the precepts of the theories you analyze, and data that supports an idea or response to your original perspective or question.

Examples of practical applications/recommendations might be to:

- Implement a research-based teaching strategy
- Conduct a mini-research project (Note: IRB approval may be necessary.)
- Prepare and/or present a teachers' or parents' workshop
- Write a manual or guide
- Critically examine a current policy, textbook, or curriculum in relation to theories
- Write a grant proposal
- Evaluate a program or curriculum or text books

What are the benefits of writing a project study?

The skills and proficiencies developed and exhibited during the project study process will prepare you for becoming

an effective leader in the educational field.

By writing a project study, you will:

- Develop a comparative analysis of key theories in the field and synthesize the findings for guiding and investigating classroom practice
- Build a foundation of historical and theoretical knowledge as you explore how the concepts, constructs, and principles are interrelated in a field of study about which you are passionate
- Develop scholarship, research, and academic writing processes
- Refine critical thinking processes as you analyze current research studies
- Gain a perspective of how to look at the scholarship and research of others in the field of education
- Become familiar with significant resources (journals, databases, reports, texts, and Web-based sources) in your chosen field
- Refine your depth of understanding in an area of your passion
- Determine the relationship between intent of inquiry and the types of data-gathering instruments and analysis procedures used in various types of research investigations
- Discover practices to enhance the delivery of instruction
- Develop a more critical perspective in reflecting upon classroom practice and investigating the conditions and factors related to effective instruction and student learning
- Provide inquiry-generated, research-based theories and practices for the enhancement of learning, teaching, and leading in the classroom, school, or community learning environments

Why is the Project study a part of the Ed.D. program?

Project studies foster inquiry. A proficient educator must make conscious decisions about the instructional processes used in working with learners. Making educational decisions requires an educator to develop an investigative spirit toward solving problems. Inquiring into learning opportunities, student learning problems, curricular concerns, and other educational issues demands that the educator generate more questions than answers, and each answer to a situation should be met with further questions as the educator digs deeper into learning, teaching, and leading.

Project studies support and maintain a connection between study and practice. One of the primary advantages of writing a project study is that you will be able to thoughtfully think through your ideas and sustain a link between your professional life and your doctoral studies. What you study can create a critical backdrop for your practice; what you experience in the classroom or educational system can drive your research efforts. This critical lens that is shared by the world of theory and practice is most important in informing the knowledge you have, and it is how educators create and maintain productive learning for students.

Project studies foster the skills of the practitioner-scholar. Becoming an independent scholar through writing a Project study is an important way to develop the skills of the practitioner-scholar that you will carry with you beyond the doctoral program. These skills will ultimately evolve into a deliberate way of thinking about curriculum, instruction, management, and learners as you develop a critical perspective and validate your views about issues in education. Through reading and writing about research, you will become an expert on your topic as well as bridge the gap between educational theory and practice.

You will learn library and Web-based skills for locating information, research, and theories. You will be able to clearly articulate ideas that you have analyzed and thought deeply about. You will investigate topics that will provide a foundation for future investigations. You will refine your ability to ask appropriate, probing questions that contribute to your lifelong study of educational issues and guide the quality of your and others' educational practice, problem solving, and decision making.

Through it all, you will gain a deep appreciation for the impact of investigative study and inquiry on learning, teaching, and leading. In using scholarship in practice, you will gain insights that will deepen new and firmly held

perspectives, and attain a clearer understanding of your professional life. Using Project studies as an investigative approach, you will make discoveries about learning, teaching, and leading that can revitalize your work with learners.

What support is available?

Throughout the project study process, you will have the support and assistance of Walden faculty, staff, and services. The Walden Writing Center provides guidance in scholarly writing, academic integrity and APA style. Depending on your writing abilities, your committee chair may request that you consult the Writing Center, be tutored in writing, or take a course to develop your writing. All faculty support and guidance is provided to assure your successful completion of the doctoral program.

Role of the Committee.

Each project study will be assessed by the committee that has been assigned. The committee chair and the second member will advise you during the planning, preparation, and completion of the project study.

Role of the Academic Advisor.

Your Academic Advisor will advise you on policies related to the program and keep you informed of your academic progress and responsibilities throughout. If you have any questions about the next steps in the program or are not sure about degree requirements, contact your Academic Advisor.

Role of the Walden University Librarians.

Librarians are important resources in your doctoral studies. Their role is to help you learn how to identify relevant literature, obtain resource materials, and evaluate information resources. Complete information about the Walden University Library may be found at http://www.lib.waldenu.edu/. You can visit the Walden librarians on the Web for general information or by e-mail or phone as needed.

Keep in mind:

Identifying and obtaining scholarly material is a significant part of your doctoral program. Identifying resources is a basic skill you will need to refine during the creation of your project study. Explore online library catalogs, scholarly citation indexes (also known as databases), and scholarly Web sites to identify theoretical works and research that match the requirements of the project study and your professional and research interests. The material you use might be books, journals, reports, Internet documents, and other resources. For assistance in identifying scholarly material, consult the library Web site or contact your librarians at waldenlb@waldenu.edu.

Once you have identified material you wish to use, you will need to obtain it. If you are affiliated with a local University or college, you will probably be able to use its resources and services. If you are not affiliated with a local University or college, explore its library Web site or contact the librarians to determine if they extend services to unaffiliated patrons. Tips on exploring local library resources and information on obtaining material from Indiana University's Document Delivery Services and commercial resources are available at the Walden Library Web site. You can also contact the Walden Library for guidance on obtaining resource materials.

Development of the project study

Preliminary Thoughts and Guiding Principles

Adopting the project study "mind-set" can focus and direct your efforts throughout the process. Writing reflectively and critically about your topic can generate deeper ideas and broaden your perspective. Keep a questioning lens throughout this process. Think critically and deeply about both the problem and its solution.

Develop an investigative, critical stance as you research.

Look for weaknesses or oversights in proclaimed theories, demand evidence to support claims, question the way things are usually done, and avoid taking anything for granted. Ask questions about the findings, and connections between the theoretical perspective and the conducted study. Ask questions about the theory's application to your practice. Focus on the intent, process, and findings in each of the research studies you read. In the theoretical, philosophical, and historical readings, focus on meaning and argument.

Critical Questions in Scholarship.

Consider the following questions as you read and reflect upon the literature:

- What is meant by the context-specific terminology used in the study?
- Through what lens do other researchers and theorists approach the issue(s)?
- From what perspective is the current study inquiring into the issue(s)?
- What conclusions are drawn?
- In what ways does the data support the conclusions?
- In what other ways could the data be analyzed?
- How would that influence the findings?
- What was the purpose of the research?
- Was the research methodology choice appropriate for the questions asked?
- What questions does the research/theory leave unanswered?
- How might you investigate your questions?
- How would/do the practices of the research play out in your classroom, school, and community values?
- What questions did the research/theory not address that disturb you?
- How do the theoretical, philosophical, and historical underpinnings answer questions related to curriculum? To instructional practice? To attributes of the learner? To the relationship among curriculum, instruction, and assessment? To the purpose of education?

You may question your qualifications to criticize well-respected, published theorists or researchers, especially when you are new to their domain of knowledge. Remember that no theorist has all the knowledge and no one is without blind spots. Many theorists' writings preceded the full testing of their ideas in authentic situations and the corrective influence of alternative points of view. Theorists do not have the advantage of what you know from your experience or from advances made since they and others last investigated. You have at your disposal an array of methodologies and new perspectives in research not available to previous generations of scholars.

Compared with earlier thinkers, scholars today are much more sensitive to how gender and ethnicity influence one's approach to meaning. Contemporary writers are more hesitant to make claims for all people for all times. They increasingly realize that their own cultural contexts and personal value systems help determine what they study, how they study it, and what conclusions they draw. On these grounds, not only may you criticize the ideas of others, you must do so if the collective knowledge is to continue to grow and be trustworthy.

Turn your critical analysis on both the writings of others and your own work as a practitioner-scholar. Share your thinking and writing with other members of your collegial study group in 8080 and/or 8090. Doing so will help develop the insights and inquiring perspective you will need for your doctoral study project. Form writing and critique groups with your colleagues to attain different perspectives and ways of expressing ideas and processes. This requires a great deal of courage and patient reflection, along with a measure of common sense that grows out of experience. Ask colleagues to read your writing (and you theirs) and provide feedback on each other's ideas. Form collegial discussion groups to review, question, and edit manuscripts. Why not? It's what leadership is all about at the school level. Practice makes perfect.

Put your imagination to work for you. Effecting change to improve and to enhance some corner of your professional world begins with a passion, however small. This passion may be set off by something that you find disturbing and that you want to change, or by something that has really excited you. Your passion is what you want to think about—what you find yourself attracted to and what you want to learn more about. To have the stamina to complete the Ed.D., you will have to determine, to discover, or to create your passion—the sooner the better. Once you know what it is, you can begin asking questions and tackling ideas in the appropriate context.

There are no pre-established steps for either creating your passion or finding ways to express and explore it progressively in the successive project studies. This is a journey for the imagination, another talent that improves with practice. Give yourself permission to think outside the box as you work your way through the program. Use your

school environment as your investigative laboratory. Examine it critically and decide what you are passionate about. What more than anything else piques your curiosity? What would you like to spend the next several years thinking about? What is your life's work and what would you like to initiate or continue as a lifelong inquiry? What questions do you want to answer about your passion?

Example of the project study Process

This example illustrates how a teacher's professional interest generated an investigative inquiry.

A 6th-grade teacher (and doctoral student with a master's degree in reading) who is required to implement a directed, scripted reading program with her students has concerns that this program may not be in her students' best interests. The students have been using the program throughout elementary school and are clearly bored with it. In fact, they are not progressing because they are not engaging in the content, and she has been frustrated in her attempts to pique their interest while still using the program. She has seen her students' achievement impacted by disinterest and wants to investigate what she can do about it.

This teacher strongly believes that her students would achieve if she were to integrate pieces of the program with other concepts such as literature circles, grand conversations, and the use of high-interest texts in lieu of the basal anthologies provided. Hoping to support her belief with research-based evidence and ultimately influence the curriculum committee, she decides to investigate through the project study process.

The inquiry: The teacher begins by focusing her inquiry: "In what ways do below-grade-level 5th-or 6th-grade students who have been taught through directed, scripted reading programs for several years benefit from a change of instruction that includes concepts such as literature circles and the introduction of high-interest texts?"

Having formulated her inquiry, the teacher begins looking at current research on the subject to identify studies conducted in the last 3 to 5 years that can inform her search for relevant data. As she gathers this information, she also investigates the theoretical, philosophical, and historical importance of directed, scripted reading programs, carefully gathering different perspectives on other reading instructional approaches. By comparing, contrasting, and critically analyzing the precepts of her focused inquiry, she begins to formulate some ideas that she wants to consider.

As her investigation proceeds, she continues to examine current research, looking for evidence that supports and/or refutes the principles of the theories analyzed. She tests out some issues in her practice, collects data that may or may not answer her investigative questions, organizes and analyzes the data, and determines what has been found out and what more needs investigating.

Eventually, based on her investigation of theories and current research, the teacher will review her original inquiry and make informed decisions that will help guide her instructional practice.

The project study is designed to strengthen the connection between theory and practice. As demonstrated above, it allows you to structure and shape your research to reflect your own interests and purposes. Each completed project study is as unique as your professional responsibilities, hopes, and dreams.

Investigating the Theoretical Framework of the Inquiry

The project study process requires you to engage in a recursive critical investigation of current research and the theoretical, philosophical, historical, and cultural foundations that will ultimately inform a practical application in instructional environments. The guidelines that follow offer suggestions for approaching the research literature.

Select primary sources. Primary sources are original works. You should plan to read the original works of the major theorists you will study rather than focusing on responses others have made to these works. Historical, theoretical, and philosophical works related to your passion may be found in the bibliographies of secondary sources (see below).

By reading a key theorist's own words, you will gain a better sense of the total picture he or she has developed. You will find the nuances of thought, the evidence for the claims made, the logical development of arguments, and

possibly, the underlying assumptions and values that guide the scholar's thinking. If the original work is not available in a language you can read fluently, read a direct translation. Any commentator who responds to another's work is making his or her own interpretation based on a particular perspective that you may or may not share or find appropriate to your study. Developing your own interpretation and response to seminal thinkers in a knowledge area is an important part of being an independent, practicing scholar.

Locate secondary sources to supplement your ideas. Secondary sources are commentaries on the original writings of others and may be useful in identifying critiques or analyses that have already been made. The Walden librarians can show you how to locate secondary sources using databases and other reference materials. Do not let the secondary sources do your higher order thinking for you; subject them to the same kinds of critique and analysis as you would the primary sources.

Consider the following questions when addressing the work of key theorists in the project study:

- What critical perspectives have you identified in these writings, and how does each scholar deal uniquely with the issues under investigation?
- What are the critical theories in the area, and how does each theory address the concerns of the field?
- What insights for instructional practice can you draw from the above comparative analysis of different theories on the topic?

Investigating Contemporary Research Studies about the Inquiry

Draw upon a wide variety of peer reviewed journals published within the past five years. Familiarize yourself with the range of research sources available on your topic. Conducting a search in an appropriate database will be invaluable. Finding relevant articles in a number of different journals is likely to open up the variety of conceptual perspectives and research approaches that have been taken on the topic. The Walden librarians can help you develop strategies for locating and evaluating journal articles. It is a good idea to locate more than the required number of articles and to include in your reference list only the most relevant and instructive.

Select scholarly articles. The articles you select must meet the quality standards of scholarship, although a pertinent newspaper editorial or other nonscholarly piece may be used to round out the bibliography with your instructor's approval.

Journals use a variety of methods for evaluating and selecting which submitted manuscripts will be published. The most demanding method is the referee process. Refereed journals send submitted manuscripts for evaluation to more than one expert in the field of study. Because of the rigorous nature of this process, articles appearing in refereed journals are considered to be high-quality scholarly material. Other peer review processes may not be as rigorous but still meet scholarly standards and are generally acceptable for doctoral-level work. In all peer review processes, submitted manuscripts are evaluated by at least one expert in the field of study before they are published.

The most reliable method of identifying scholarly articles is to search scholarly databases that cover your discipline. These databases select only scholarly material for indexing, so what you find in these databases will meet the standards of scholarship. This does not mean that you can assume every piece of research in these databases is without flaws. In all situations, you must critically analyze any material you use.

Critically assess the strengths and weaknesses of articles.

Questions you might address include:

- In what way was the research question well-framed and important?
- How well was the research designed as it relates to the existing body of knowledge?
- In what ways did the article make an original contribution to the existing body of knowledge?
- In what ways was the theoretical framework for the study adequate/inadequate and appropriate/inappropriate for the study?
- What is your assessment of the researcher's ability to communicate clearly and fully?
- In what ways is the research design and methodology appropriate for the investigative questions?

- What other approaches could be used to investigate the research question? (This might be a reason to share your ideas and writing with colleagues.)
- In what ways was the sample size sufficient/insufficient?
- In your opinion, what was the adequacy for the controls on research bias?
- In what ways is the research replicable?
- In what ways was the research contextual, providing rich, deep insights into the learning, teaching, or leading processes or interactions?
- What were the limitations in this study?
- What is the extent of the generalizability of the study?
- How was data collected, organized, and analyzed?
- What validity was there for instrumentation/process?
- How were reliability/validity issues handled?
- What were the processes/procedures for triangulation of data findings?
- In what ways was inter-rater reliability handled by the researcher?
- In what ways are the conclusions supported by the results?

Submission of the project study

The Draft

Keep these thoughts in mind as you develop the first draft of your project study.

Use iterations as learning opportunities. A request by a committee member for further iterations (or rewrites) of your work is not an indication of failure but an opportunity to strengthen your work by extending your ideas or reaching a higher standard of thinking or communication. More than one iteration is normal, and several are not unusual. The review of your project study by your committee members is similar to the review process for other scholarly endeavors. A research project, such as a journal article or book chapter, is not only carefully reviewed by the writer, but undergoes further review by peers, colleagues, and editors before it is published. The goal of the review process in each case is to make the final product stronger and clearer.

Using your colleagues as part of the review process reinforces critical aspects of the conceptual framework for the Walden Ed.D. programs. Collegiality and collaboration are the foundations of creative, communal dialogue that may well yield answers for today's questions that tomorrow's researchers—in different contexts—will question.

Self-study your scholarship, research, and practice. Be the first friendly critic of your own work. As an independent scholar, you are responsible for correct spelling and grammar, the application of the conventions of scholarly writing, and the clarity and persuasiveness of your ideas. Polished writing is the end result of multiple drafts and fine-tunings. It is not unusual for the refining and editing of a scholarly paper to take as long as writing the first draft. A good rule is to leave an iteration of your work untouched for a day or two and then reread it with a fresh eye. Reading your work out loud to yourself will also reveal where continuity of ideas or development of an argument might need some adjustment.

Keep thinking about your topic. Keep reflective journals. When you think of an idea, write it down. If you have read something of interest or have an "a-ha" moment and decide that you want to try out a mini-project in your classroom, school, or community, go do it. Remember that you need IRB approval for any data collection. Learn from it. Then, analyze your products and processes. Look critically, from different perspectives, at the data you collect. Experiment with organization. Make your decisions, then change the question and do it again. This is the recursive process of the educational researcher, scholar, and leader. Your doctoral study will most likely serve as the foundation of your professional life following the awarding of your Ed.D. How you present yourself, how you think, how you say what you say, how you write, and how well you investigate your passion will establish your credibility as a learner, scholar, practitioner, and leader. Take advantage of the project study investigations. Use them as opportunities to explore, inquire, and question your own knowledge as well as theorists' and researchers' knowledge. Most

importantly, allow the project studies to frame your growth and development as a leader in education.

Take advantage of collegial dialogue and scholarship review. There are two important learning methods of which we do not take enough advantage. The first is collegial dialogue. When we talk with our colleagues—people we trust—about our ideas, those ideas tend to grow and develop through critical, thoughtful, and rigorous questioning. You are highly encouraged to share ideas with others, especially in the formation of your research questions and methods.

The second professional learning process to take advantage of is scholarship review, commonly referred to as peer review, in which a colleague critiques your work in progress. Peer review offers an excellent opportunity for listening, advising, and offering constructive criticism during the project study process. Use this opportunity to develop strong scholarship review skills. Giving and providing feedback, asking important and sometimes tough questions, and attaining the insights of as many people as possible is a healthy attitude to have in the doctoral program and as a leader in education.

Project study Tips and Guidelines

Maintain an accurate and complete record of your research findings.

As you read, record:

- The author's key ideas
- The exact page(s) where you found these ideas
- Pivotal quotes in the work you might want to use
- Questions, criticisms, and other observations that come to mind

Make your reading an active, creative exercise—and keep a record of it. Good record-keeping will also help keep your writing honest: If an idea is already credited to another writer in your notes, you will not inadvertently claim it as your own.

Develop a filing system

Locating information is the first step in mastering resources; developing a filing and retrieval system is another. Some students use computer software filing systems. Software packages, such as ProCite and EndNotes, allow you to store and manage bibliographic references. They also permit you to collect references from online and Web-based databases, create instant bibliographies and reference lists, and import some text files from online sources. Other students use annotated notes and card files. Whatever system you choose, you will probably need to adapt it along the way to suit your own needs. The primary objective is that you maintain accurate and complete records of the information you have discovered, the research strategy you used to locate the information, and where you found it, so that you can relocate it and have full details for citing it in your work.

Create a sheet with the following information for each article you read:

Review of Research Literature

Title:
Date:
Author(s):
Journal:
Volume: , Number: , Pages:
Statement of the Problem:
Hypotheses:
Research Sample:
Number of Subjects:
Age Level:
SES:
Geographical Area:
Method of Selection:
Procedures:
Instrument(s):

Reliability and How Established:
Validity and How Established:
Time Span of Treatment:
Method of Data Analysis:
Findings:
Interpretation of the Findings:
Conclusions of the author(s):
Recommendations made by the author(s):

Create an annotated bibliography

An annotated bibliography is a bibliography that provides information about each entry: it briefly describes the essence of each work—its genre (research, theory proposal, theory analysis, theory comparison, etc.)—and pertinent details about its content.

For example, research article entries include the purpose of the research, the population studied, the basic research design, and major findings. Theory comparison article entries include the purpose of the article, the primary works/theories being compared, and the major conclusions. Book entries include their major focus, their organizational format, and a summary of their main points.

The following example of an annotated entry uses APA format for the journal citation:

Goldschneider, F. K., Waite, L. J., & Witsberger, C. (1986). Nonfamily living and the erosion of traditional family orientations among young adults. American Sociological Review, 51, 541–554.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of living.

Throughout your journey in the Ed.D. program, you build an annotated bibliography. By the time you reach the point of preparing your doctoral study, you will have assembled a sufficiently extensive bibliography of sources to form the core of the doctoral study literature review. Annotating helps you provide important information about each bibliographic entry. It is also a useful activity in critical thinking and writing since it forces you to distill scholarly information in a clear and concise manner.

Develop your original opinion into a scholarly argument

After you have read the theories and perhaps dipped into some related secondary commentaries, and after you have applied current research to theories, challenge yourself with this simple question: What is my opinion of this theory and research within the parameters I have set for this study? This will give you a starting place. Now you need to expand those original opinions and hunches into a scholarly argument. Here is how an original intuition might develop into a scholarly argument:

Original hunch:
Lawrence Kohlberg's theory of moral development seems right when I read it, but it doesn't seem to explain what my clients do.

Getting to the bottom of your hunch by asking some questions:
What do I mean when I say a theory is "right"? What do I mean when I say that my clients don't fit the theory?

Formalizing the hunch:
What makes Kohlberg's theory convincing? What does Kohlberg's theory fail to account for?

Making a list of answers for each question:
Kohlberg's theory was built on a longitudinal study over many years and in many different cultural settings; it was built on the established philosophical foundation of Platonic idealism; his studies were replicated and his findings confirmed by others; etc. On the other hand, my clients do not always approach a moral choice so reasonably—their choices are often more intuitive, and making the right choice seems less important to them than pleasing others; they are easily persuaded to change their decisions; etc. Gilligan's work illustrates these same discontinuities.

Build the project study thoughtfully

If you think of writing the paper as telling a story, you know you need to follow that story line from beginning to end. Or, to put it another way, in the paper you make a case, building it point-by-point from the beginning.

A common mistake that beginning project study writers make is organizing content as a series of book summaries of each of the key theorists—followed by a few pages that deal with the higher order objectives of synthesizing, comparing, contrasting, evaluating, and integrating, and then adding the current research. This approach fails to tell the story or make the case throughout. Furthermore, it fills the paper with the recapitulation of somebody else's thinking—and that is lower order thinking. Consider scholarly writing as an account that involves comparing, contrasting, evaluating, synthesizing, or integrating the ideas of many theorists/authors topic-by-topic, not book-by-book.

Do not include anything that does not relate to the case you are building. Some of the theories and research you study will be fascinating in any number of ways and will tempt you to explore them in all their ramifications, but resist this temptation. You have a task to do, a destination to reach, an inquiry to answer. In the end, you will probably know more about the topic than appears in your paper because you will have selected from what you know only those points that relate to your story line. This does not mean, of course, that you will leave out anything a theorist or researcher might say that would undermine your inquiry—that you must deal with—but leave out what is unrelated to your topic. Faithfully represent the complexity of the author's ideas, but do not attempt to reproduce the theory in all its details—the author has already done that for us!

Use direct quotes where pivotal or fundamental points are made by the author. These quotes should be brief, properly cited, and accurately reproduced. Also, they should be woven into your story line to make a point. Most often, you will need to make connecting and interpreting comments to capitalize on a quote's significance to your argument.

Use paraphrases when large sections of an author's work are needed to establish your case. A succinct summary of a theorist's ideas is sometimes needed as a foundation for your argument. Again, these should be properly referenced and used to some purpose. Phrases directly quoted from the writer can be woven into the paraphrase, in which case they should be denoted by quotation marks and referenced separately.

Use secondary sources to enrich your critique and analysis. The theories you will examine in your theory analysis are chosen because they are foundational to the field of inquiry. Some may have been developed by an earlier generation of thinkers who have since passed from the scene. Given their significance and longevity, later scholars will have published commentaries and evaluations of the original works. To become part of the conversation, you need to know what central issues have been identified, especially those that relate to your theme. Again, use these ideas in the same way you use the original sources: with due acknowledgment, with critical commentary, and as support for your own argument (and not as a substitute for it).

Aim for quality and integrity in your scholarship. As a doctoral student, you are an active participant in the scholarly enterprise. The integrity of scholarship as a whole ultimately depends on the integrity of individual scholars, especially since scholarship is a community activity shared among peers and colleagues. You must be sure to acknowledge all sources you use for ideas or wording. Accurately citing sources is critical to the integrity of your work; be sure to check the APA Manual for proper citation methods. Evaluate the work of others respectfully. Represent the findings of others accurately. And, for your own development as a member of the community of scholars, strive to make each project study reflect your best endeavors.

Write and reflect. Write and reflect. When the reading and planning are complete, you may find yourself staring at a blank computer screen, not sure how to craft that first sentence. The most effective preparation for writing is to outline and organize your paper before you begin. Familiar techniques such as concept mapping, webbing, or clustering can help you see connections between ideas. Even listing information can help you "get it all down." And, freewriting, in which you simply let thoughts flow as you write, is another way to jump-start your thinking. You may find it helpful to skip the opening and write a portion of the paper that flows more easily for you. The text of your paper does not have to be written in the order in which it is presented. Whether or not these or other strategies work for you, ultimately you will need to just write. Sooner or later, the ideas will begin to take shape and whole paragraphs will start to appear. Getting something down in writing gives you ideas about how to improve what you have said and where to go from there.

*Understanding Plagiarism

Plagiarism is a very serious matter at Walden University. Please be aware that the University monitors student work for evidence of plagiarism. Ed.D. faculty members use Turnitin® as a filter for plagiarism in student ork. This program identifies the percentage of "copied" work from other sources found within a database, along with the original source copy.

If a large portion of your paper is not original (presents the words or ideas of another person), the quality of your paper is not the best it can be—even if you have quoted and referenced your sources properly. Your paper should contain mostly your own thoughts and words. However, your ideas must be based on your understanding of the information and thoughts of recognized authorities, especially when you are researching a topic unknown to you.

Use proper paraphrasing format and citations to recognize your information sources. Then, present what the information means to you in the context of your paper's topic and purpose. Alternatively, you might present a comparison of several views related to your topic, for example: "The research literature on this topic can be grouped into three different perspectives. . . ."

If a large portion of your paper is not original (presents the words or ideas of another person), and you have not properly credited your sources, you have plagiarized—willfully or otherwise. Since you are required to search widely for information sources to learn what is known about your topic, the argument that you did not know someone else used the same words is not valid.

Problems often arise when students use secondary sources (the Internet, book reviews, digests, etc.) rather than primary sources. When citing an Internet source, the URL you provide should point directly to the source document, not to a general Web site. If you use secondary sources to discover what the primary sources are, you should then read the primary sources to be sure the secondary sources did not present the information out of context. Otherwise, your writing is similar to perpetuating a rumor and does not make a positive contribution to the professional body of knowledge.

In general, the overall quality of your scholarly writing will be greatly enhanced if you use primary information sources and appropriate paraphrasing. Reserve the use of direct quotes for the few times when the original author's words are the best way to say something. Consult APA for proper quotation and citation of sources, including paraphrasing and formatting of block quotations of 40 or more words. Finally, use peer editing as a resource to help you recognize and avoid plagiarism.
**Used by permission of Elizabeth A. Rivers.*

Program Actions Resulting from Plagiarism

Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source. For example:

- Wholesale copying of passages from works of others into an assignment, paper, discussion posting, or thesis or dissertation without acknowledgment
- Using the views, opinions, or insights of another without acknowledgment
- Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment

If a faculty member determines that you have plagiarized on a paper, you will be asked to rewrite your paper. If the subsequent paper is plagiarized, you will receive an F on the paper in question. Any further plagiarism and you will have to retake the course. All plagiarism transactions will be placed in your permanent file at Walden.

Should you plagiarize a second time in either your doctoral project study proposal and/or final paper, you will be removed from the University.

Double-check your understanding of plagiarism by taking the quiz at:
http://education.indiana.edu/~frick/plagiarism/item1.html

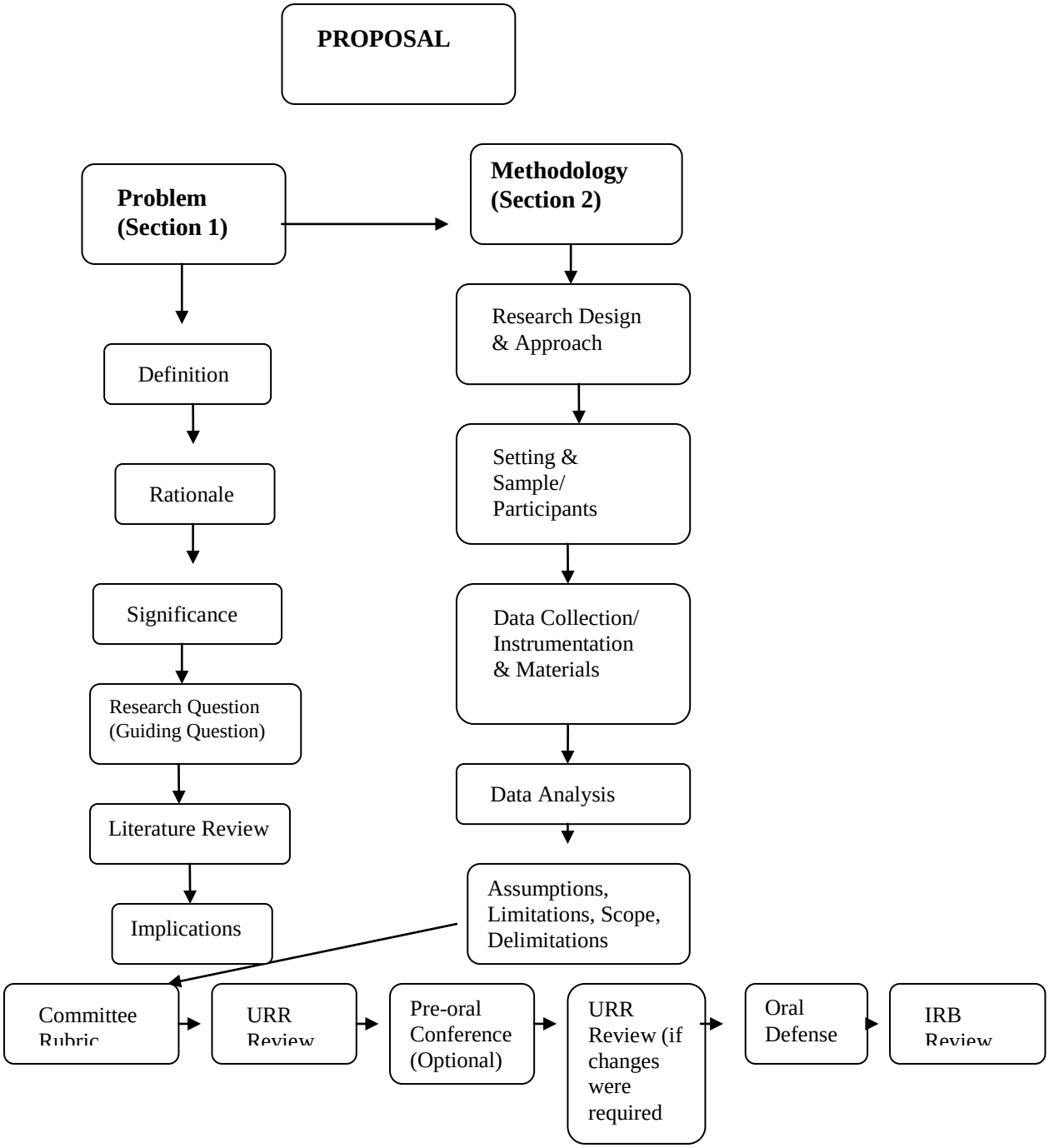
The Project Study

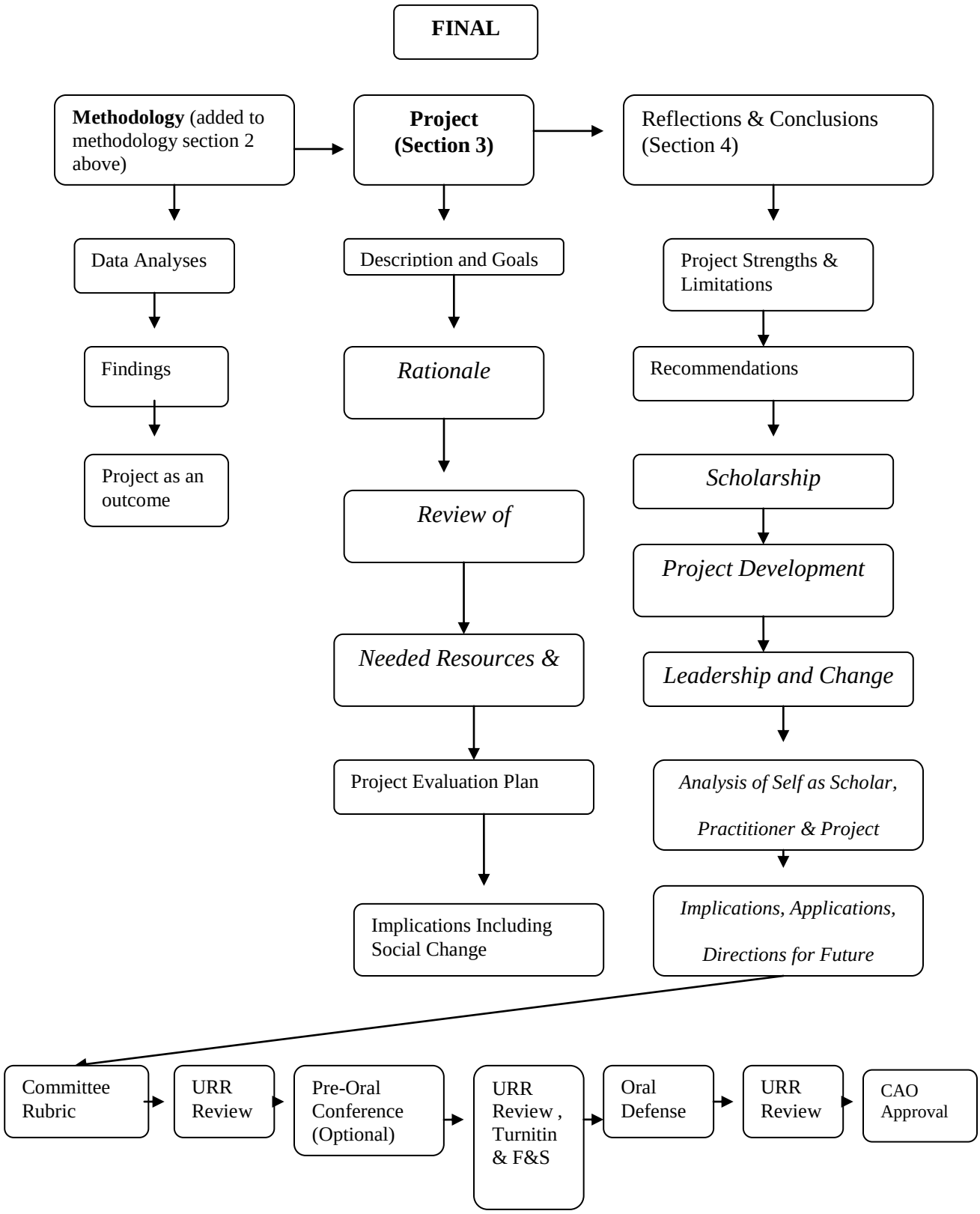
The final phase of study for Walden doctoral students begins with the preparation of a doctoral study proposal. The doctoral project study engages students in designing and developing a project to address a problem in their local contexts. The project is informed by wider educational scholarship, both research and theory.

The doctoral study should emerge from the issues, problems, and passions that are a part of the doctoral student's work setting. The doctoral study demonstrates a student's skill and ability to examine, critique, and synthesize knowledge so that new ideas can be tested; best practices identified, established, and verified; or theoretical or policy constructs evaluated and advanced. The doctoral study aims directly at the improvement of educational practice in the day-today environments where teacher leaders and administrators work. The same standards of rigor apply for the doctoral study as for the dissertation, and it is required that the doctoral study reflects a high level of conceptual manipulation of ideas and be an original contribution to knowledge with evidence of research and practical applications.

In the pages that follow, you will find a flow chart for the project study followed by the description and outline of the project study.

Project Study Flow Chart




FINAL
Methodology (added to methodology section 2 above)
Project (Section 3)
Reflections & Conclusions (Section 4)
Data Analyses
Findings
Project as an outcome
Description and Goals
Rationale
Review of
Needed Resources &
Project Evaluation Plan
Implications Including Social Change
Project Strengths & Limitations
Recommendations
Scholarship
Project Development
Leadership and Change
Analysis of Self as Scholar, Practitioner & Project
Implications, Applications, Directions for Future
Committee Rubric
URR Review
Pre-Oral Conference (Optional)
URR Review , Turnitin & F&S
Oral Defense
URR Review
CAO Approval

DESCRIPTION AND OUTLINE OF A DOCTORAL PROJECT STUDY PAPER

The project option of the doctoral study project engages students in designing and developing a project to address problems in their local contexts. This project is informed by wider educational scholarship, both research and theory. In addition, students submit a scholarly paper that explains and addresses a range of issues related to the project.

Paper and Project: Project studies consist of both a scholarly paper and the project itself. Most of this rubric relates to the scholarly paper (Sections 1-4) since it is standardized (that is, all papers must meet the same criteria), whereas projects (appendices) differ greatly based on what genre is used. Students and committee members are asked to pay considerable attention to the few quality indicators provided for the project itself in the first appendix of the final project study. Sections 1 and 2 must be completed for the proposal and sections 3 and 4 as well as the project are completed for the final capstone.

Research Requirement: All project study proposals and final project studies MUST include data collection and analysis. The rubric details how these will be included in Section 2 of the rubric.

Institutional Review Board (IRB): All project study proposals MUST be submitted to the Institutional Review Board. Students may not begin working on the project, including the collection of any data other than public data, until IRB approval has been received.

Public Data: Public data are data to which every citizen has access. For instance, if you have access to data through your school computer and/or a password but not through your home computer, these would not be considered public data. If you are utilizing public data to define the problem, you will need to clarify the public nature of the source of the data and identify the public agency or office responsible for the collection of these data.

APA Style: The scholarly paper must be written in APA style. The project should be written in the style that is appropriate to its genre.

Literature Review: Students need to reach saturation in their literature review, meaning that they must have addressed all scholarship relevant to their project. For some it will take fewer articles and for some it will take more. It is up to the student's committee to decide if saturation has taken place. University Research Reviewers (formerly known as academic reviewers) are likely to question a study that includes fewer than 50-75 current peer-reviewed articles, unless an explanation is provided. If there is no explanation or the explanation is not considered valid, the student will be asked to include more articles. The University Research Reviewer may also question excessive citation of a single citation.

Methodology: The methodology is in section 2.

Section One: The Problem

- Introduction
    - provide an overview of the Doctoral Project Study and of the contents of this section

- Definition of the Problem
    - Describe the local problem that prompted your study.
    - Describe the details of how the problem unfolds in the local context.
    - Describe the details of how the problem unfolds in the larger population or education situation.

- Rationale for Choosing the Problem (why did you choose this particular problem)
    - *Evidence of the Problem from the Professional Literature* (what does the research literature say about this issue. Clearly demonstrate that the problem exists in a larger context.)
    - *Evidence of the Problem at the Local Level* (what do school, district, community, state, nation, and/or international data indicate about this issue?)

- Special terms associated with the problem are defined and cited.

- The significance of the problem is clearly discussed.

- The problem is stated clearly in the form of a guiding or research question.
    - This would include one-two paragraphs briefly summarizing past research on the topic (no references needed), specifying the local problem, a gap in past research if applicable and the type of research needed to address the local problem.

- Review of Literature addressing the problem:
    - The theoretical base/conceptual framework related to the problem is discussed in a manner that justifies the investigation of this problem as a worthwhile scholarly endeavor.
    - Critical review that documents the broader problem associated with the local problem addressed in the study is drawn primarily from recent articles published in acceptable peer-reviewed journals or sound academic journals and texts, or there is a justification for using other sources. Literature from diverse perspectives, cultures, gender, etc. is included as appropriate.
    - Saturation has been reached in the literature review. Search terms (including Booleans) and efforts to find related research are explained.
    - Any relevant public data are discussed.

- Implications
    - Discusses implications for possible project directions based on anticipated findings of the data collection and analysis
- Summary (summarize the most important points of Section One and provide an overview of the content of the remaining sections.

Section Two: **The Methodology**
(needed for the proposal)

- Introduction
    - provide an overview of the Doctoral Project Study and of the contents of this section
- In the following section three designs are outlined; quantitative, qualitative and mixed methods. Choose the one design that best suits your guiding or research question.

Quantitative Design

- Describe the research design and approach including:
    - an introduction that describes the research or evaluation design and approach,
    - a justification for using the design and approach, and
    - an explanation showing how the design derives logically from the problem

    - If the research question involves an evaluation, the research design and approach include:
        - the description of the type of evaluation that will be conducted (goal-based, outcomes based, formative or summative),
        - the justification for using this type of evaluation,
        - the overall goal(s) for a goal-based evaluation,
        - the outcomes and performance measures that will be utilized as indicators (for an outcomes-based evaluation),
        - the overall evaluation goals.

- Presents description and defense of the setting and sample including:
    - the population from which the sample will be or was drawn,
    - the sampling method used (random, purposive, convenience, etc),
    - the sample size (support by using a power analysis or a reference to a statistical text)
    - the eligibility criteria for study participants, and
    - the characteristics of the selected sample.

- Presents descriptions of instrumentation or data collection tools including:
    - name of instrument,
    - type of instrument,
    - concepts measured by instrument,
    - how scores are calculated and their meaning,
    - processes for assessment of reliability and validity of the instrument(s) and the results of those processes published in previous studies (test-retest reliability, internal consistency, validity),
    - processes needed to complete instruments by participants; (full version of multi-item instrument included as an appendix; single-item measures included in the body of this section.)
    - where raw data are or will be available (appendices, tables, or by request from the researcher), and
    - explanation of the data used to measure each variable in the study.
- Data collection and analysis includes an explanation of descriptive and/or inferential analyses to be used in the study, such as:
    - description of data collection processes
    - nature of the scale for each variable (nominal, ordinal, interval)
    - statement of hypotheses related to the research/guiding question, and description of parametric, nonparametric, or descriptive statistics.

- Assumptions, limitations, scope and delimitations provides descriptions of:
    - facts assumed to be true but not actually verified (assumptions),
    - potential limitations of the study (weaknesses), and
    - the variables (scope) and the boundaries of the study(delimitations).
    - (These can be presented as a numbered list or in paragraph format.)

- If this is an evaluation, limitations of the evaluation are reported.

- Measures that will be taken for protection of participants' rights are summarized, including issues of confidentiality, informed consent, and protection from harm.

Qualitative Design

- Describe the qualitative research design and approach including:
    - an introduction that describes how the research or evaluation design derives logically from the problem and research (guiding) question.
    - a description of the qualitative tradition or research design that will be used.
    - a justification of the choice of research design, with explanations why other likely choices would be less effective.

    - If the study is an evaluation, the design and approach also includes:
        - the description of the type of evaluation that will be conducted,
        - justification for using this type of evaluation,
        - the overall goal(s) (for a goal-based evaluation),
        - the outcomes and performance measures that will be utilized as indicators (for an outcomes-based evaluation),

        - the overall evaluation goals.

- Provides description and justification of participants including:
    - criteria for selecting participants,
    - justification for the number of participants, balanced with depth of inquiry (in general, the fewer the participants the deeper the inquiry per individual),
    - procedures for gaining access to participants,
    - methods of establishing a researcher-participant working relationship,
    - measures for ethical protection of participants: measures taken for protection of participants' rights are summarized including issues of confidentiality, informed consent, and protection from harm.

- Provides description and justification of the data collection including:
    - choices about which data to collect are justified,
    - data to be collected are appropriate to the type of evaluation and to the qualitative tradition chosen,
    - a specific plan around the number and anticipated duration of interviews/observations/focus group sessions,
    - how and when the data are to be collected and recorded,
    - the process by which the data will be generated, gathered and recorded is described,
    - the systems for keeping track of data and emerging understandings (research logs, reflective journals, cataloging systems),
    - procedures for gaining access to participants,
    - the role of the researcher (including past/current professional roles at the setting, past/current professional relationships with the participants, how these past/current roles and relationships are likely to affect data collection, and the researcher's experiences or biases that are related to the topic.)

- Provides discussion and description of data analysis, including:
    - how and when the data will be analyzed
        - if a software program will be used in the analysis,
        - the coding procedure for reducing information into categories and themes,
    - evidence of quality and procedures to assure the best possible accuracy and credibility of the findings (e.g. member checks, triangulation, peer debriefing, clarifying researcher bias, etc.),
    - procedures for dealing with discrepant cases.

- If this is an evaluation, limitations of the evaluation are reported

Mixed Methods Design

- Provides explanation for the mixed method research design and approach, including:
    - an introduction that describes the intent of mixing qualitative and quantitative data in a single study and identifies the qualitative and quantitative components,
    - the strategy for data collection (concurrent or sequential),
    - the multiple forms of data collection and analysis,
    - justification for using the design and approach,
    - when and where (data collection, analysis, interpretation) the integration of the approaches will occur.

    - If this is an evaluation, the mixed method design and approach also include:
        - the overall goal(s) for a goal-based evaluation),
        - the outcomes and performance measures that will be utilized as indicators,
        - (for an outcomes-based evaluation), and

        - the overall evaluation goals.

- Provides a description and justification of the setting and sample including:
    - population from which the sample will be or was drawn,
    - sampling method including the sampling frame used,
    - sample size,
    - eligibility criteria for study participants, and
    - characteristics of the selected sample

- Provides a description of strategies for the context and sequential or concurrent strategies.
    - The qualitative sequence includes:
        - procedures for gaining access to participants,
        - a specific plan around the number and anticipated duration of interviews/observations/focus group sessions,
        - methods of establishing a researcher-participant working relationship,
        - data triangulation is built into the data collection and analysis,
        - role of the researcher in the data collection process. (including past/current professional roles at the setting, past/current professional relationships with the participants, how these past/current roles and relationships are likely to affect data collection, and the researcher's experiences or biases that are related to the topic.)

    - The quantitative sequence of the design includes,
        - descriptions of instrumentation or data collection tools, including:
            - name of instrument and/or data to be collected,
            - type of instrument and/or data to be collected,
            - concepts measured by instrument and/or data to be collected,
            - how scores/responses are calculated/rated and their meaning,
            - processes for assessment of reliability and validity of the instrument(s),
            - processes needed to complete instruments by participants,
            - where raw data are or will be available (e.g., appendixes, tables, questions, or by request from the researcher), and
        - explanation of the data used to measure each variable in the study.

- Presents description and explanation of data analysis and validation procedures, including:
    - analysis procedures within the design,
    - analysis which occurs within the quantitative approach and the qualitative approach, and/or between the two approaches,
    - validity and trustworthiness of both the quantitative data and the qualitative findings,
    - procedures for integration of qualitative and quantitative data,
    - integration of the findings from the two approaches.

- Measures taken for protection of participants' rights are summarized and includes issues of confidentiality, informed consent, and protection from harm.

- If an evaluation, the limitations of the evaluation are reported clearly

Section Two: The Methodology (needed to be added for the Final Paper)

- This section will be added to the previous methodology section that was completed for the proposal. All three designs are presented below. Choose the design that matches the one that was used in the proposal.

Quantitative Results

- Measures obtained are reported clearly, following standard procedures.

- The presentation, interpretation, and explanation of the data analyses
    - are consistent with the project and its underlying theoretical/conceptual framework, and
    - do not contain any evident statistical errors.

- The tables and figures are
    - self-descriptive, informative, and conform to APA format,
    - referred to within the text included in the section with included comments immediately adjacent to the table or figure,
    - properly titled (APA), and
    - show copyright permission if not in public domain

- Outcomes are logically and systematically summarized and interpreted in relation to the problem and research (guiding) question. The project as an outcome is described.

Qualitative Results:

- The process by which the data were generated, gathered, and recorded is clearly described.

- The presentation, interpretation, and explanation of the data analyses includes:
    - a clear description of the systems used for keeping track of data and emerging understandings (research logs, reflective journals, cataloging systems),
    - the findings which build logically from the problem and/or the project,
    - the patterns, relationships, and themes which are supported by the data,
    - all salient data which are accounted for in the findings including an explanation of any outlying or disconfirming data,
    - a discussion on evidence of quality showing how this study followed procedures to address accuracy of the data (e.g., member checks, triangulation, etc.)
    - appropriate evidence which is included in the appendixes (sample transcripts, researcher logs, field notes, etc.).

- Outcomes are logically and systematically summarized and interpreted in relation to the problem and research (guiding) question. The project as an outcome is described.

Mixed Methods Results:

- The process by which the data were generated, gathered, and recorded is clearly described.

- The presentation, interpretation, and explanation of the findings includes:
    - a structural approach that is appropriate and consistent with the chosen strategy (sequential, concurrent, or transformative),
    - a clear description of the systems used for keeping track of data and emerging understandings,
    - findings that build logically from the problem and/or project and are presented in a manner that addresses the problem or project,
    - a discussion of findings that are consistent with the problem or project and the underlying theoretical/conceptual framework of the project,
    - clearly reported findings that are supported by the data
    - no evident statistical errors

- The tables and figures are:
    - self-descriptive, informative, and conform to APA format

- referred to within the text included in the section with included comments immediately adjacent to the table or figure,
- properly identified (APA)
- show copyright permission if not in public domain

- A discussion on evidence of quality shows how this study followed procedures to assure accuracy of the data (member checks, triangulation, etc) and appropriate evidence occurs in the appendixes (sample transcripts, researcher logs, field notes, etc.).

- Outcomes are logically and systematically summarized and interpreted in relation to the problem and research (guiding) question. The project as an outcome is described.

Section Three: **The Project**
(This includes a detailed explanation of the project but the product artifacts are to be placed in the appendices)

- The introduction includes (provide an overview of the contents of this section)
  - a brief description of the project,
  - the goals of the project.
  - a scholarly rationale of why the project genre was chosen including considerations of the data analysis in section 2.
  - a scholarly rationale of how the problem will be addressed through the content of the project.

- The review of the literature* addressing the project is complete and clear and includes the following:
  - Analysis of research and/or theory, explaining how the genre is appropriate to the problem and criteria from the research and/or theory used to guide development of the project.
  - A thorough, critical, interconnected analysis of how theory and research support the content of the project, including discussion of findings from section 2.
  - The review is drawn primarily from recent articles published in acceptable peer-reviewed journals or sound academic journals and texts, or there is a justification for using other sources. Literature from diverse perspectives, cultures, gender, etc. is included as appropriate.
  - Saturation has been reached in the literature review. Search terms (including Booleans) and efforts to find related research are explained.

  *The review of the literature should not repeat ideas from the section 1 review.

- Implementation
  - Discussion of the project includes a thorough description of:
    - Needed resources, existing supports and potential barriers.
    - Proposal for implementation, including time table.
    - Roles and responsibilities of student and any others involved.

- Discussion of the project includes a thorough discussion of a project evaluation plan (unless the project itself was an evaluation). The evaluation design and approach include:
  - The description of the type of evaluation that will be conducted (goal-based, outcomes based, formative or summative)
  - Provides justification for using this type of evaluation
  - The overall goal(s) of the project (for a goal-based evaluation) or The outcomes and performance measures that will be utilized as indicators (for an outcomes-based evaluation)
  - The overall evaluation goals.
  - Includes key stakeholders

- The project implications discussion include:
    - Possible social change implications
    - Importance of the project to local stakeholders and in a larger context.

Section Four: Reflections/Conclusions

- Introduction

- The discussion, in a scholarly manner and grounded in the appropriate literature, includes:
    - Project's strengths in addressing the problem
    - Project's limitations in addressing the problem

- Recommendations for ways to address the problem differently are based upon work of the study.

- The discussion includes an analysis of what was learned about:
    - Scholarship (What did you learn about research?)
    - Project development and evaluation (What did you learn about planning and design?)
    - Leadership and change (How would you approach this project differently if you were to plan/do it again?)

- The discussion includes an analysis of what was learned about self as a:
    - Scholar (What did you learn about yourself as a scholar during this project planning?)
    - Practitioner (What did you learn about yourself as a practitioner during this project planning?)
    - Project developer (What surprised you as you developed the project?)

- The discussion includes an overall reflection on the importance of the work and what was learned.

- The discussion includes implications, applications, and directions for future research.

- Conclusion & summary
    Summarize the important points of section four
    End with the key message from your work

References

Appendices (include project and all related artifacts, including assessment tools. May include raw data as appropriate to the study.)

Note: THE FINAL ORAL MEETING IS BASED UPON THE COMPLETED SCHOLARLY PAPER AND THE PROJECT AND ITS ARTIFACTS.

The study must be presented according to APA style and format, as required by Walden University (see the Ed.D. Process Guidelines on the Research Center Web page, and note the differences that Walden prefers by consulting the Writing Center web page).

Doctoral Study Guidelines

These doctoral study guidelines amplify the Walden doctoral study statement and are designed to assist students, doctoral study committees, and the University's academic leadership to determine whether a doctoral study meets Walden's standards. The doctoral study is required to display critical thinking and to

articulate the study's relevance for social change. The doctoral study should make an original contribution to knowledge and practice, based on individual and independent work. Every aspect of the process leading to the doctoral study must demonstrate full recognition of Walden's total commitment to integrity and ethical conduct.

A Walden University doctoral study – project may be guided by the following questions:

Doctoral Study – Project
Problem

1. What is the local problem that prompted the study? In what way does the Doctoral study deal with a significant and meaningful problem that lends itself to a substantial effort? How is the problem of interest to other scholars or practitioners in the field? Has a persuasive case been made as to why the problem is worth solving? In what way is the problem applicable to learning, teaching, or leading in the K–12 school or other education environment?
2. How does the problem unfold both in the local context and the larger population or education situation?
3. What do the school, district, community, state, nation, and/or international data indicate about this issue?
4. What does the research literature say about this issue?
5. Does the problem exist in a larger context?
6. Why is the problem important to the local context and to the larger educational context?
7. What is the guiding or research question that will help to determine what the project will be?
8. What is the theoretical base/conceptual framework related to the problem?
9. Is the investigation of this problem a worthwhile scholarly endeavor?
10. Do reviews document that the local problem addressed in the study is associated with a broader problem? What are the implications for possible project directions based on anticipated findings of the data collection and analysis?

Research Design

1. Is the research design fully described and justified? Are the paradigms employed identified and explicated?
2. Does the research design derive logically from the problem statement and the research question/guiding question?
3. Is the rationale for the chosen methodology clearly articulated? In what ways does the rationale explicate the relationship between the problem or issue and its application to education practice?
4. Are the methods of data collection appropriate to the guiding question? Is justification offered for selecting the data collecting instruments that were employed?
5. Are the methods of data analysis and interpretation appropriate to the research question/guiding question?
6. Is the presentation of the research design and the study's implementation sufficiently thorough as to enable replication of the study in all its essential aspects?
7. Is this an evaluation? Have you included the following: (a) description of the type of evaluation that will be conducted (goal-based, outcomes based, formative or summative), (b) justification for using this type of evaluation, (c) the overall goal(s) for a goal-based evaluation or the outcomes and performance measures that will be utilized as indicators (for an outcomes-based evaluation) (d) the overall evaluation goals, and (e) the limitations of the evaluation?

Findings

1. Are the processes by which the data were analyzed and interpreted clearly presented?
2. Are the analyses and resulting findings presented logically and comprehensibly?
3. Do patterns and implications emerge from the data analysis? Do they yield informative findings that are meaningful in terms of the research/guiding question and the project? What light do they

shed on practice and inform teacher development and leadership?
4. Can the findings contribute to understanding of the problem found in an educational context?

Project Design

1. How does the project address the problem?
2. What are the goals of the project?
3. Why did you choose this particular project to address the problem? How does this project fit in with the data analysis that was completed in Section 2?
4. Why did you choose the project genre?
5. How was the problem addressed through the content of the project?
6. How do you see the project as a solution to the problem?
7. How is the genre appropriate to the problem – based on analysis of the research and/or theory?
8. What criteria, based on the research and/or theory, were used to guide development of the project?
9. What theories informed the content of your project and how did they do so?
10. What research informed your project and how did it do so?
11. After completing the project how would you follow up or determine the next steps?
12. How will you implement the project? What resources will be needed? What possible supports exist? What are potential barriers you may encounter? What new data might you need to collect? How will you collect those data? What is the implementation timetable?
13. How will you know what works and what does not? After completing the project how would you follow up or determine the next steps?
14. What are your plans for evaluation of the project?
15. How does this project address the needs of learners in your local community? What will its importance be to students, families, instructors, administrators, and community partners?
16. How might your work be important in the larger context?
17. Has the literature review reached saturation? Students need to reach saturation in their literature review, meaning that they must have addressed all scholarship relevant to their project. For some it will take fewer articles and for some it will take more. It is up to the student's committee to decide if saturation has taken place. University Research Reviewers (formerly known as academic reviewers) are likely to question a study that includes fewer than 50-75 current peer-reviewed articles, unless an explanation is provided. If there is no explanation or the explanation is not considered valid, the student will be asked to include more articles. The University Research Reviewer may also question excessive citation of a single citation.

Reflections

1. What are the project's strengths in addressing the problem?
2. What are the project's limitations in addressing the problem? What recommendations can you make for the remediation of the limitations? How can you address the problem differently? What alternatives might be considered in addressing this type of problem?
3. What did you learn about scholarship?
4. What did you learn about project development?
5. What did you learn about leadership and change?
6. What did you learn about yourself as a scholar?
7. What did you learn about yourself as a practitioner?
8. What did you learn about yourself as a project developer?
9. What is the project's potential impact on social change at the local level and beyond?
10. What are the project's implications for future research?

What applications can be made to the educational field?

Form and Style

1. Is the doctoral study well written in scholarly language that is grammatically correct?
2. Is the presentation in accordance with required APA style and format? Are citations and references used correctly?

3. Is the material set forth systematically, logically, and rationally with appropriate use of headings and subheadings?
4. Is the writing well organized? Does it flow smoothly and without redundancy? Does it communicate to the reader in a straightforward manner?

External Presentation

1. Does the doctoral study or a portion of it meet the standards for publication in a refereed journal or by a publisher?
2. Alternatively, could the doctoral study or a portion of it be selected by a program committee for presentation at a professional meeting?

Doctoral Study Supervisory Committee

When members of the faculty in a graduate education program accept the duty of serving as a committee to advise a student through the doctoral proposal and study requirements to earn a doctorate, they assume a dual responsibility of high importance. One part is service to the student; the other is service to the academic practice and the discipline and professional field to which the doctoral study is related. For the first part, expectations concerning the faculty service to be performed are determined by the needs of the student and University academic policy pertaining to how these are to be addressed. For the second, expectations are set both by University academic policy and by policies and practices that frame acceptable work in the discipline and professional field at large. Walden University's published statement on the Walden doctoral study describes the outcome of these expectations as applied in the University. The doctoral committee will include two faculty members, including the chair.

Role of the Doctoral Study Supervisory Committee Chair

The individual faculty member who serves as chair of the doctoral study supervisory committee is the key person in the process of a student's production of an acceptable doctoral study. The chair has the primary responsibility of assuring that the work of the committee effectively fulfills both the expectations of service to the student and service to the academic discipline(s) and professional field(s) of practice involved. While the doctoral study must be the student's work, the committee is expected to offer full support from their experiences and backgrounds and related resources of the University at large. The committee chair's duty is to lead, monitor, coordinate, and assess the progress of this activity from start to finish.

Role of the Second Doctoral Study Supervisory Committee Member

Walden University intends that doctoral study supervisory committee members work as a team, led by the chair of the committee, in direct support of guiding the student through the proposal, research and analysis, and ultimately, the final oral presentation. Although the committee members collectively guide the student's progress, the student is ultimately responsible for preparing a doctoral study that meets the rigors of academic excellence.

Committee members are led by the chair of the student's doctoral study committee. If not already known, the second committee member apprises the chair of her/his expertise or any special knowledge that they may contribute to the student's doctoral study. The second committee member makes contact with the chair before beginning to work with the student to keep the chair fully apprised of the particular contributions that he/she may make.

Guidance given to the student will reflect "team advice." Written dialogue between a member and the student is shared. Committee members recognize that issues may be controversial, divide opinions, or

otherwise cause disagreement. When conflicts arise, the committee member is obligated to restrict the discussion only to the chair to avoid involving the student in disputes or disagreements amongst the committee. The chair will act as an arbitrator to resolve the situation and obtain a consensus. If a consensus cannot be achieved, the chair may need to seek advice from the research coordinator. Both the committee member and the chair are engaged with the student throughout the entirety of the doctoral study process. This includes the following:

1. Committee members provide feedback to the student regarding the problem statement, conceptualizing the research issues, and identifying the breadth and magnitude of the literature review. Feedback to the student may include accurately focusing on an issue, identifying all variables and potential relationships, making the research intent clear, establishing topic importance, and clarifying the proposed research.

2. Committee members provide feedback to the student on the student's proposed research design, indicating the appropriateness for addressing the problem statement and research questions or for testing stated hypotheses.

3. Committee members provide feedback to the student regarding the selection of specific methodology, suggesting alternative methodology when appropriate and critically assessing the methodology with respect to the research question. The committee members also question the student about the actual implementation of the selected methodology, assuring that program norms are followed and that generally accepted ethical and moral principles regarding human subjects are respected. The selection of correct research instruments and the proper use of those instruments are crucial to a successful doctoral study. The need for pilot studies or "testing" of research instruments is discussed with the student.

4. Committee members provide constructive criticism about the data collection and analysis, presentation of the data, statistical analyses, and the conclusions that are drawn from the analysis. The committee, as a team, discusses and provides feedback to the student about the validity of the conclusions. Committee members discuss with the student how assumptions and limitations that were previously identified in the doctoral study impact upon the research conclusions.

5. Committee members examine the doctoral study and find evidence of critical thinking by the student, including a discussion of how the research outcomes may affect social behavior or change. The members provide feedback to the student about the overall significance of the research findings or outcomes and how the findings may contribute to new knowledge and be beneficial to the profession.

6. Committee members offer overall guidance about the acceptability of the doctoral study, taking into account program norms, form, and style.

Doctoral Study Timeline

Doctoral students wishing to graduate in a specific semester must plan their program carefully, follow the doctoral study timeline, and meet all scheduled deadlines. Students begin planning for program completion at least 13 months in advance of their graduation date. Refer to the following milestones toward completion of the doctoral study, which outline the overall doctoral study process. Each step requires students to complete and submit specific items associated with the Comprehensive Papers and doctoral study approval processes.

See next page for further clarifications:

***Things to keep in mind:** Students who have a timeline in mind for completion of their doctoral work can increase the chance of completing their work within that time frame by anticipating the factors that might slow down the process. There are many variables affecting progress through the program. Some are personal and life-related; some are program related. One of the program-related factors is the degree of challenges presented in the particular study that you design. Here is a list of other variables:

1. Be prepared for the turnaround time of up to 10 working days on the part of your committee for each draft you submit, the site administration, participants, and Academic Review. IRB approval takes 4 – 6 weeks. To compensate for this reality, students are encouraged to have several parts of their work going at the same time. For instance, while the doctoral study is being read for form and style, the student can clean up the CV which is required as part of the final document.

2. Quantitative doctoral studies can take time for instrument development/validation or for obtaining permission to use an existing instrument; time to schedule and administer the instrument (e.g. if the first administration of a survey does not yield adequate return, allow time for follow-up).

3. Qualitative doctoral studies can take time to gain access to the site; time to schedule and conduct interviews/observations (e.g. participants often wish to cancel or reschedule interviews/observation sessions); time to transcribe audio or video data; time to code data; and time for member checking, peer review, or other validation procedure.

4. Project studies can take time for obtaining various levels of permission and cooperation or for analyzing existing data and determining data you may need to collect and then doing so. Various artifacts related to the project will take different amounts of time to develop.

5. Making necessary changes to draft based on oral conferences.

6. ***Data collected before IRB approval is disallowed and can not be used in the doctoral study.***

These Milestones are based on the steps described in more detail in Ed.D. materials found in the Research Center http://inside.waldenu.edu/c/Student_Faculty/StudentFaculty_6736.htm. For your reference the academic calendar can be found at http://inside.waldenu.edu/c/Student_Faculty/StudentFaculty_595.htm

Semester Milestones

Including Required Courses and Preparation Toward Completion of the

Ed.D. Doctoral Project or Research Study

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5
EDUC 8000 or EDAD 8001 **Foundations for Doctoral Study**	**EDUC 8010 or EDAD 8011** **Proseminar: Leadership in Teaching and Learning/ Leading to Promote Learning**	**EDUC/EDAD 8015** **Research Approaches**	**EDUC 8020 or EDAD 8021** **Proseminar: Teacher Leadership in the School/Leading Communities of Practice**	**EDUC/EDAD 8025** **Quantitative Research**
Propose an educational problem and explain why it is important to you and the field of education as part of a course assignment. (Preparation for writing draft of section 1 of doctoral study.) Attend residency now or within the next two semesters. Practice APA guidelines and doctoral level reading and writing. Develop time management skills and set up a workspace. Solve all eCollege and technical problems. Start reading journal articles related to your educational problem and subscribe to professional journals and begin taking notes, writing abstracts and saving proper citation. Complete DDP	Refine educational problem (preparation for draft of section 1 of doctoral study). Begin a critical review of the relevant research and theoretical literature related to your proposed topic (preparation for draft of section 1 of project doctoral study). Attend residency if you haven't already. Consider taking a writing class.	Complete a draft prospectus at the end of 8015. Determine educational problem and consider best approach: research or project study Consider taking a writing class, such as Graduate Writing or Academic Integrity. Build your scholarly vocabulary. Refine your time management strategies. Continue reading scholarly articles on your educational problem and pursue additional resources on project study and research study methods of approaching your problem. Attend a residency by the end of this course.	Continue literature review (preparation for draft of section 1 of the project doctoral study). Review and refine the draft prospectus written in EDUC/EDAD 8015 based on continued reading in the field before the start of Semester 5. Continue reading scholarly articles on your educational problem and pursue additional resources on project study and research study methods of approaching your problem.	Send prospectus to doctoralstudy@waldenu.edu no later than the fifth week of the semester. Doctoral study committee is appointed, based on prospectus, so work can begin in Semester 6 in EDUC 8080. Consider data collection tools and analysis procedures and possible project study approaches. Pursue additional resources on project study and research study methods of approaching your problem. Build up the depth and breadth of your reading in the field related to your educational problem, write abstracts and save proper citation. Consider attending the optional second residency now or within the next two semesters.

Semester 6&7	Semester 8	Semester 9	Additional Semesters
6th: EDUC 8030 or EDAD 8031 Proseminar: Teaching Leadership Beyond the School/Leading for Social Change **7th EDUC/EDAD 8025 or 8035 Qualitative or Quantitative Research** **and 6& 7: EDUC/EDAD 8080 Doctoral Study Companion**	**EDUC/EDAD 8090** **Doctoral Study Intensive***	**EDUC/EDAD 8090** **Doctoral Study Intensive**	**EDUC/EDAD 8090** **Doctoral Study Intensive**
Students should keep several tasks moving along so that while they wait for approvals on one document they can edit another, work on the bibliography, etc.* Explore and use resources in 8080. Decide to do a project study or research study and send prospectus, if you haven't already, to doctoralstudy@waldenu.edu. Refer to information obtained at your introductory residency and on the Research Center webpage to assist with this decision. Establish contact with your doctoral study chair and committee member, if you haven't already, to develop the the doctoral study project proposal (Sections 1-2). Continue literature review (draft of section 1 & 2 of the doctoral study project proposal (Sections 1& 2). Chair determines when the proposal is ready and each committee member completes a rubric which is forwarded to the URR. A faculty member from University Research Review reviews the proposal and proposes changes or approves. Upon approval by URR, the chair schedules student's oral conference for the proposal during this or a future semester. Listen to recordings of actual student oral presentations on the Research Center's website to gain a better understanding of this process. After successful oral in this or a future semester, committee chair submits proposal to the IRB. Student makes IRB revisions. Review can take up to 4-6 weeks File application with Institutional Review Board (IRB) after proposal approval *and before data collection.*	**Students continue in 8090 until doctoral study is approved.** Milestones listed under Semester 6 may continue into Semester 7 and 8. During this period, work on CV and acknowledgements for the final study and continue reading in field and chosen method or format to support reflections in your final section. Once the study is approved by the IRB, the student will receive an email giving permission to conduct the study. Complete data collection for both the research and project doctoral studies. Work commences on Project only when analysis is completed. Continue revising doctoral study sections based on feedback from committee members until committee members agree standards in the rubric are met.	**Students continue in 8090 until doctoral study is approved.** These are suggested milestones. Read the notes below for things that can affect the timing of these milestones. Complete data analysis in both the research and project studies. Complete doc study draft. Doctoral committee reviews doctoral study when the chair determines the study is ready. The committee members each complete a rubric which is forwarded to the URR. A faculty member from University Research Review reviews the proposal and proposes changes or approves. Upon approval by URR, the paper is sent to Form & Style Review. Once the F&S review is completed, the oral defense is held. Following the successful completion of the oral and committee approval of the final capstone project, the paper is sent to URR for final review of paper and abstract. Chief Academic Officer reviews abstract and student revises abstract, if necessary. Submit study to ProQuest.	**Students continue in 8090 until doctoral study is approved.** See the notes below for discussion of variables that affect the timing of completion of the doctoral study.

Assignment of the Doctoral Study Supervisory Committee

Students begin the research or project phase of their program when their doctoral study supervisory committee is assigned. In the Ed.D. program, the doctoral study committee will be assigned during the fifth semester and become effective at the start of the sixth semester. Based upon the student's time line, he or she must file an intent to graduate 13 months prior to the last day of the graduation semester. Extensions may be granted if requested in writing to the Faculty Chair.

Students must meet the following prerequisites before the supervisory committee is assigned:

Doctoral Development Plan

Prospectus—submitted to DoctoralStudy@Waldenu.edu

Changing a Committee Member

The approved committee serves until the doctoral study has been completed and approved. Under special circumstances, the committee may be restructured after work on the doctoral study has begun. However, appointments of faculty mentors, assessors, advisors, and doctoral study committee members are decisions informed by the best knowledge available at the time such appointments are made. While most appointments of faculty services endure for the academic career of the student, the University recognizes that situations arise that may necessitate change in the duration of such services. The University will not accept any requests for changes that imply degradation of academic quality or integrity. When circumstances arise that necessitate reconsideration of faculty appointments, the situation will be addressed through a reasonable process to minimize disruption of academic service. Further information can be obtained from an Academic Advisor.

Compliance with Ethical Standards in Research

The University's Institutional Review Board (IRB) reviews all proposed research studies for compliance with ethical standards in research. Details on the review process appear below. All students must submit a Request to the Institutional Review Board for Approval to Conduct Research form to their committee chair, who reviews, signs, and forwards the form to the Minneapolis office.

Institutional Review Board

All students, faculty, and staff who undertake studies that grow out of their affiliation with the University or that involve interviewing (including informal interviews), surveying, testing, treating, and/or experimentally manipulating human subjects are required to submit a Request to the Institutional Review Board for Approval to Conduct Research form prior to beginning the research. The IRB reviews requests and determines if the proposed study complies with accepted ethical standards. Walden University does not accept responsibility or liability for studies conducted without the IRB's approval, and the University will not accept or grant credit for student work where the student has failed to comply with the policies and procedures related to ethical standards in research.

The IRB is primarily concerned with the following:

- Studies involving protected classes (e.g., children, prisoners, veterans)
- Studies where informed consent and identification of subjects is problematic
- Studies involving the deception of subjects
- Studies that are potentially coercive
- Studies involving personality, attitude, and gender preference measurements

The board's purpose is to evaluate proposed data collection methods to ensure that the risk to subjects is eliminated, the study complies with commonly accepted ethical principles for studies involving human participants, and all requirements for informal consent have been satisfied.

The IRB's authority is consultative to the chief academic officer/senior vice president (or designee) with regard to the approval of proposed studies. Should the board reject an application, appeals may be directed to the chief academic officer/senior vice president, who holds final authority.

IRB Application Process

Students may not initiate data collection until written notification that their Request to the Institutional Review Board for Approval to Conduct Research form has been approved. This prohibition includes recruitment of subjects; advertising, mailing, or distributing consent forms; interviewing; surveying; data gathering; etc. Students must complete the request form in its entirety, attach supporting documentation (e.g., copies of consent forms, surveys, other instruments), and submit all materials to their committee chair. The chair reviews, signs, and forwards the form to the University's Minneapolis office for review.

The chief academic officer/senior vice president or his or her designee reviews the application and may act on behalf of the IRB, except in those cases where serious questions arise concerning the potential risk to human subjects. The board or chief academic officer/senior vice president has the authority to require revision of the request for approval to ensure compliance with the University's policy on ethical standards in research. The results of the review will be communicated to the student and committee chair within 15 business days.

Doctoral Study Approval Process

Walden doctoral students conduct an independent scholarly research or project and report the results in a doctoral study. Walden does not favor any particular approach or research methodology. Walden requires doctoral studies to reflect a high level of conceptual manipulation of ideas, contribute to the field's body of knowledge, and demonstrate knowledge of research design (if completing a research study) and interpret research findings both orally and in writing.

Preparing the Doctoral Study Proposal

Students research and write a doctoral study proposal after the conclusion of the third proseminar with guidance from the committee chair and counsel from the second doctoral study supervisory committee member.

The Proposal must be accepted by the student's doctoral committee prior to initiating work on the

doctoral study. The proposal for the doctoral study – project includes section 1 and 2.

Proposal Stage:

Committee Rubric. The committee completes the rubric for the pre-oral draft of the capstone project proposal. The proposal and committee members' rubrics (not necessarily consensus) are forwarded to the URR.

URR review. The URR completes initial review of proposal using revised checklist, which includes items relevant to content, methodology, form and style, abstract, and ethical procedures. The URR forwards the review to committee chair for distribution to student and committee. At this stage, the URR can refer the student for mandatory consultation with IRB office and/or Writing Center, to address ethical or writing concerns, respectively. URRs are obligated to make IRB/Writing Center referrals should they note significant ethical or writing concerns.

(Optional) Pre-oral Conference.
At the request of the URR or Committee Chair, an optional pre-oral conference is scheduled to include the URR, Committee, and Student to discuss recommendations of the URR and reach agreement about changes that are necessary before proposal oral. It is recommended that the pre-oral conference be held when there are serious concerns raised by the URR and/or when the committee requests opportunity for discussion and clarification. The purpose of the pre-oral is to prevent multiple submissions and reviews and thus facilitate the process of completion.

The pre-oral conference, which includes URR, Committee and Student, involves discussion of URR's recommendations, and agreement about changes necessary before scheduling the oral. This is an opportunity for URR and Committee to reach contractual agreement with the Student about required changes in proposal (recording of pre-oral is recommended).

URR Review. When changes are required prior to scheduling oral, the Chair will review changes and then forward to URR for approval of revised proposal.

Oral Defense. Once the URR approves the Proposal, the oral defense is held, with attendance by the Chair, Committee, and Student (using procedures consistent with current university guidelines).

IRB Review. Following completion of the oral defense and approval of proposal by committee, the proposal is forwarded to the IRB for approval. IRB approval is required before data collection commences.
After the committee has reviewed and approved the doctoral study proposal, the student's committee chair sends a letter to doctoralstudy@waldenu.edu indicating the committee's acceptance of the proposal. The Office of Student Research sends it to an Academic Reviewer who then reviews the document. Once approved by the Academic Reviewer, the document is sent back to the Office of Student Research who sends the approved document to the Institutional Review Board. The student then sends in the IRB application with all necessary documentation to be reviewed. Once the IRB application is approved, the student may collect data or start work on the project.

Additional details and information on developing and writing the doctoral study are found under "Doctoral Study Guidelines" in this section and at the Walden Writing Center (http://www.waldenu.edu/acad-rsrcs/writing-center/index.html).

Committee Review of the Doctoral Study Draft

The student's doctoral study supervisory committee reviews the doctoral study manuscript. When preparing the draft for review, students must adhere to these outlined policies and procedures or risk

delaying the approval process.

Submitting the Doctoral Study Draft for Committee Review

The committee chair reviews preliminary drafts of the doctoral study. When satisfied that the manuscript sufficiently meets University criteria, the chair authorizes the student to submit the draft to the second doctoral study supervisory committee member for review.

Upon receipt, the committee members have 10 business days to review the doctoral study draft for doctoral-level scholarly substance, quality, and integrity. Additional revisions are likely to result from the suggestions of the committee members. In such cases, the committee members inform the chair who communicates the requested revisions to the student.

Final Capstone Stage:

Committee Rubric. The committee completes the rubric for the pre-oral draft of the final capstone project. The final project report and committee members' rubrics (not necessarily consensus) are forwarded to the URR.

URR review. The URR completes initial review of final product using revised checklist which includes items relevant to content, methodology, form and style, abstract and ethical procedures. The URR forwards the review to committee chair for distribution to student and committee. At this time, the URR can also recommend that the student seek assistance from the Writing Center, to address writing concerns.

(Optional) Pre-oral Conference.
At the request of the URR or Committee Chair, an optional pre-oral conference is scheduled to include the URR, Committee, and Student to discuss recommendations of the URR and reach agreement about changes that are necessary before final oral. It is recommended that the pre-oral conference be held when there are serious concerns raised by the URR and/or when the committee requests opportunity for discussion and clarification. The purpose of the pre-oral is to prevent multiple submissions and reviews and thus facilitate the process of completion.

The pre-oral conference, which includes URR, Committee and Student, involves discussion of URR's recommendations, and agreement about changes necessary before scheduling the oral. This is an opportunity for URR and Committee to reach contractual agreement with the Student about required changes in final copy (recording of pre-oral is recommended).

URR Review. The Chair will review any revisions, and forward a Turnitin report to the URR along with revised draft. The URR will review for any required changes and then forward the document and the Turnitin report to Writing Center for Form and Style review.

Form & Style Review. Form and Style review of final copy of capstone project.

URR, Chair and Student Receive F&S report.

Oral Defense. Once the F&S review is completed, the oral defense is held, with attendance by the Chair, Committee, and Student (using procedures consistent with current university guidelines).

URR Final Review of Document & Abstract. Following the successful completion of the oral and committee approval of the final capstone project, the Chair forwards the final document to the URR for review. At this time, the URR conducts a final review to make sure all methodological, content, and writing issues have been addressed. *In addition, the URR reviews the abstract to make sure it meets university guidelines*. The URR conducts any additional reviews that are necessary until the final copy including abstract meet full approval.

CAO Approval. The URR forwards the document to CAO for final approval and signature. The URR is responsible for determining that the abstract meets university guidelines.

Form and Style Review

After all revisions are completed, the draft is sent to Form and Style review by the committee chairperson. Students are responsible for verifying that the Office of Student Research at doctoralstudy@waldenu.edu receives the doctoral study manuscript The University's doctoral study editor reviews all doctoral studies for form and style to ensure the University standards are met. The doctoral study editor has 10 business days from the date the doctoral study is received to process the document. Manuscripts are reviewed in the order received. The doctoral study editor reviews the manuscript and informs the student of any necessary corrections in form or style. The doctoral study editor will review manuscripts as the final step before the final orals. After all changes required by Form and Style review are completed, the committee chair arranges for the final oral defense.

Scheduling the Teleconference.

The committee chair authorizes the student to schedule the oral presentation teleconference. Students are responsible for arranging and paying for the teleconference, including confirming the date and time with each committee member. Committee members must be allowed 10 business days to prepare for the oral presentation teleconference. Students must arrange to have a copy of the recording sent to the University's Minneapolis office and should keep a copy of the recording on hand.

Doctoral Study Oral Presentation

The oral presentation is a formal discussion of the scholarly content of the doctoral study. Students present the doctoral study via teleconference with committee members. The oral presentation may not commence until Form and Style reviews the doctoral study. All committee members are required to participate in the oral presentation.

Final Approval by the Chief Academic Officer

The Chief Academic Officer officially reviews all doctoral study abstracts for quality and integrity of scholarship on behalf of the University and indicates final approval of the doctoral study by signing an approval page, generated by the Office of Academic Affairs (OAA). The senior vice president/ Chief Academic Officer may require additional revisions before granting final approval. If revisions are requested by the Chief Academic Officer, the chairperson will resubmit the abstract after revisions have been made.

The registrar validates students once the vice president indicates final approval.

In the event the Chief Academic Officer does not approve a doctoral study, the committee chairperson is notified of the concerns preventing final approval. The Chief Academic Officer may also indicate a course of action to remedy those concerns. In such cases, the chairperson communicates the Chief Academic Officer's decision to the student and supervises the necessary changes. The chair informs the other committee members of the student's progress as well.

When satisfied the Chief Academic Officer's concerns have been addressed, the chair authorizes the student to send copies of the revised manuscript to the other committee member and the Chief Academic Officer. The Chief Academic Officer reviews the revised manuscript and informs the committee chair of the outcome.

Publishing the Doctoral Study

Following final approval of the doctoral study and tentative graduation date from doctoralstudy@waldenu.edu the student completes a submission to ProQuest CSA, per instructions from doctoralstudy@waldenu.edu. The student will receive confirmation that the ProQuest CSA submission has been accepted.

University Microfilms, Inc.

University Microfilms, Inc. (UMI) produces microfilms of doctoral studies and publishes the abstracts online and in their monthly publication, Dissertation Abstracts International. Walden University submits all completed doctoral studies to UMI. Students are required to sign and submit an agreement form (provided in the UMI booklet) and submit the agreement form to the University's Minneapolis office in order to be validated for graduation.

Students may opt to have UMI file an application for copyright on the student's behalf. Fees for abstract publication and copyright application are included in the Walden University graduation and commencement fee. Students may request bound copies of the doctoral study from UMI for an additional fee. Publication may take up to 4 months.

Survey of Earned Doctorates.
The National Science Foundation and four other agencies sponsor the Survey of Earned Doctorates. The purpose of this survey is to evaluate graduate education programs on state, federal, and University levels. By submitting the completed survey to a Walden academic counselor, students add to the University's visibility among national graduate institutions.

University Policy on Academic Integrity and Plagiarism

Walden University regards academic honesty to be essential to the entire academic enterprise and will not tolerate any violation. No student shall claim credit for another's work or accomplishments or use another's ideas in a written paper or presentation without appropriate attribution through proper documentation. The consequences of plagiarism and other forms of academic dishonesty include nonacceptance of work submitted, a grade of "NC" or "F" filed for the course in which the violation occurs, written reprimands, and dismissal from the University.

In The Craft of Research, Booth, Colomb, and Williams offer a useful definition of plagiarism:

You plagiarize even when you do credit the author but use his exact words without so indicating with quotation marks or block indentation. You also plagiarize when you use words so close to those in your source, that if your work were placed next to the source, it would be obvious that you could not have written what you did without the source at your elbow. (p. 167)

The following excerpts show the difference between plagiarism and paraphrasing according to Booth et al.'s definition: In the example of plagiarism, the student credited the authors with an author/date/page number citation at the end of the paragraph, but the words and ideas are straight out of Severin and Tankard. Because of the conventions of documenting sources, the reader cannot distinguish in the plagiarized example who originated the ideas and words. For a lengthy discussion of the ethics of scholarly writing, see section 8.05 in the Publication Manual of the American Psychological Association (5th ed).

Original	**Plagiarism**	**Acceptable Paraphrase**
There is evidence to suggest that newsmakers are becoming particularly savvy about placing items on the media agenda. When, for example, President Reagan was running for his second term, he took a tour to promote his administration's record on environmentalism. The tour was full of photo opportunities, including the president standing on a fishing boat in the Chesapeake Bay and the president wearing a park ranger's hat at Mammoth Cave, Kentucky. Even though some thought that the Reagan administration had a terrible record on the environment, many people were likely to see photos of the president in the ranger hat and make a positive link between Reagan and the environment.	Evidence suggests that newsmakers are becoming keenly aware about placing items on the media agenda. When, for instance, President Reagan ran for his second term, he took a tour to promote his administration's environmental record. The tour was full of photo ops, including Reagan on a fishing boat in the Chesapeake Bay and the president wearing a park ranger's hat in Kentucky. Even though a few environmentalists said Reagan's record (cont.) on the environment was terrible, people who saw photos of the president in the ranger hat made a positive association between Reagan and the environment (Severin & Tankard, 1992, p. 224).	Severin and Tankard (1992) observed that a president has considerable power to form public opinion by using the media to his advantage. As an example, they cite President Reagan's photo ops during the 1984 campaign, in which he was shown visiting several remote national resources. Although environmentalists complained about Reagan's record on the environment, "many people were likely to see photos of the president in the ranger hat and (cont.) make a positive link between Reagan and the environment" (p. 224).

Students are required to maintain all raw data-interview tapes, spreadsheets, questionnaire results, and so forth for no less than 5 years upon completion of the doctoral study. For safekeeping, store copies of data in two different locations.

Reference

Booth, W. C., Colomb, G. C., & Williams, J. M. (1995). The craft of research. Chicago: University of Chicago Press.

See the Research Center's Web page for details on formatting and submitting the doctoral study.

Final note:
Students who are admitted and enrolled during any academic year are subject to the degree requirements described in the *Walden University Catalog* as specified by their starting date.

Neither the provisions of this guide, nor the acceptance of students to the University through the admission, enrollment, and registration processes, constitute a contract or an offer of a contract. The College of Education reserves the right to change any provision, offering, requirement, or fee at any time within the student's enrollment period. Regular updates are made to this guide; students are encouraged to routinely check the Ed.D. Web page for new or supplemental information. Students should contact their academic advisors, faculty advisors/mentors, or instructors for clarification of specific academic program requirements.

Doctoral Project Study FAQs:

This document provides the key information you need to understand the doctoral study.

1. **What is a doctoral study?**

As opposed to the dissertation, which is the capstone for research doctorates (Ph.D.s), the doctoral study is the capstone for Walden's Ed.D., our professional doctorate in education. It is a scholarly response to a local problem of practice. Students who entered the Ed.D. program before January 2009, with the exception of the HEAL specialization, may respond to the problem through either a research or project option. Students who enter the Ed.D. program after January 2009 and all students in the HEAL specialization, will respond to the problem through the project option only. In either case, Ed.D. students demonstrate mastery of both the knowledge and the skills that are required for their continuing careers as educational leaders..

2. Can you say more about the project?

The project doctoral study requires two components. One component is the development of a project in response to a local problem a student has identified. (The actual project is included in the final doctoral study as an appendix.) The second component is a scholarly paper framing, explaining, justifying, and analyzing the project. The scholarly paper is composed of four sections which focus, respectively, on the problem, the methodology, the project genre or type and project content, and reflections. Two important features of the scholarly paper are that it:

- explains the relationship of the local problem and project genre and content to scholarly research and theory.
- includes reflection on the problem, project, and the students' professional and personal growth**.**

3. Can you offer examples of project studies?

As mentioned above, all project studies include both a project and a scholarly paper. All projects culminate in a product. Examples of projects include:

- Curriculum design (e.g., for district-wide character education, integrating transfer students into a university, first year nursing program)
- Program development (e.g., of a professional learning community in your school system, support program at community college for high school drop-outs, career exploration in a juvenile prison)
- Evaluation (e.g., of a literacy curriculum, technology charter school, faculty development program, community arts initiative).
- Other options include developing strategic or assessment plans or policy analyses.

4. Can you say more about the scholarly paper component of the project study?

As appropriate to the capstone of a doctoral program, the project is informed both by wider educational scholarship, both research and theory and by data collection and analysis. This background and other aspects of the project are explained and addressed in the scholarly paper. The paper is composed of four sections, problem, methodology, project description, and reflections. An outline and a template of the project study can be found on the Research Center page in a document describing the project study.

5. What is the difference between an evaluation and a research design?

"A common distinction used to separate program evaluation from research is that *program evaluation* is used for decision-making purposes whereas *research* is used to build our general understanding and knowledge on a particular topic and to inform practice."

Lodico, M.G., Spaulding, D.T., Voegtle, K.H. (2006). Methods in educational research: From theory to practice. San Francisco, CA: Jossey-Bass.

6. What is evaluation?

Evaluation is the systematic gathering and analysis of data to make decisions regarding the effectiveness of a product or program for the purposes of decision making. The decision might involve the choice of the best program to use in the future or whether a program is performing as expected or needed. Evaluation can use anything from quantitative to qualitative to mixed methods research. An evaluation would determine the effectiveness of a program by completing a formative or summative evaluation, by deciding to look at outcomes or goals and objectives.

7. Speaking of time, how long will it take me to complete my study?

In brief, it depends. What it depends on are the numerous factors in your life as a student, a professional, and a person. Factors related to being a student that affect the rate of your progress include the amount of time you commit to your studies; how quickly you read, write and think; unanticipated complications at the research or project site; how effectively you navigate the processes involved in gaining approvals; and the number of revisions that are needed for the approval of your proposal and completed study. As adult students the events in your professional and personal life also affect the time that it takes to complete a study. For instance, if you take on additional work or parental responsibilities, need to find a new job, are ill or must attend to the illness of someone in your family, your study may take a backseat for a while.

8. How do I judge whether my study is "doctoral level"?

Walden University and the College of Education have developed standards to determine the appropriateness of your study. Your committee will guide you in proposing a doctoral level study. They, along with the instructor of 8030/8031 and reviewers at other points in the process will help to ensure that you produce a doctoral level capstone. You can also get a feel for the writing and scope of doctoral level work by accessing the ProQuest database, through the Walden Library, to read others' doctoral capstones. The Writing Center is an additional source of valuable feedback.

Evaluation as a Project

Some of you will decide to complete an evaluation as your project study. In this case the major thrust of your project study, including the guiding or research question, will be the evaluation itself. The product will most likely be a white paper on the evaluation to the administration or school board. To get you started the following on-line resource includes descriptions of goals-based evaluation, outcomes-based evaluation, an overview of methods to collect information, four levels of evaluation, contents of an evaluation plan and a format for your report.

McNamara, C. (n.d.). *Basic Guide to Program Evaluation*. Retrieved from http://www.managementhelp.org/evaluatn/fnl_eval.htm#anchor1585345.

But, you will need more information than that to develop an effective evaluation and a list of collated resources can be found below.

Readily available materials on-line to help you if you have chosen an evaluation study.:

Evaluation Tools:
http://www.evaluation.wmich.edu/resources/schooleval/

Western Michigan University
http://www.wmich.edu/evalctr/siteindex.html

Basic Guide to Program Evaluation: http://www.managementhelp.org/evaluatn/fnl_eval.htm

W.K. Kellogg Foundation Evaluation Handbook (entire book):
http://www.wkkf.org/Pubs/Tools/Evaluation/Pub770.pdf

Quality School Library Programs Evaluation:
http://www.cde.state.co.us/litstandards/evaluation.htm

Program Evaluation (27 URLs):
http://www.smartprogramevaluation.com/HTML/Links/social-science-program-evaluation.html

www.horizon-research.com/publications/stock.pdf

McNamara
http://www.managementhelp.org/evaluatn/fnl_eval.htm,

Stufflebeam
http://www.wmich.edu/evalctr/pubs/ops/ops16.pdf

Scriven, M. (2003). The Key Evaluation Checklist
http://www.wmich.edu/evalctr/checklists/cippchecklist.htm.

Sweeney
http://www.mentoring-association.org/membersOnly/Process/ProgrEvalModel.html

NSF, *2002 User Friendly Handbook for Project Evaluation*
http://www.nsf.gov/pubs/2002/nsf02057/nsf02057_1.pdf

NSF (1997) *User-Friendly Handbook for Mixed Method Evaluations*
http://www.nsf.gov/pubs/1997/nsf97153/start.htm

Stephanek. On mixed-methods approach to evaluation:
http://www.nwrel.org/nwedu/09-04/eval.php

Books:

Berk, R. A., & Rossi, F.H. (1999). Thinking about program evaluation. (2nd ed) Sage Publications, Inc. Thousand Oaks, CA

Davidson, E. Jane. (2005). Evaluation Methodology Basics (The Nuts and Bolts of Sound Evaluation). Thousand Oaks, CA: Sage Publications.

Fitz-Gibbon & Morris, *How to Design a Program Evaluation*. Sage

Fitzpatrick, J.L., Sanders, J.R. & Worthen. B.R. (2004). Program evaluation: Alternative approaches and practical guidelines. Boston: Pearson Ed., Inc.

Fitzpatrick, Kathleen A. (1998). Program Evaluation Handbook. Illinois: National Study of School Evaluation.

Fleischman, Howard L. and Williams, Laura (1996). "An Introduction to Program Evaluation for Classroom Teachers". VA: Development Associates, Inc.

Holden & Ziimmerman. (2008). Practical guide to program evaluation. Sage.

Jaeger, Richard M. has published a series of books (ISBN: 0-80349-6035) called "Essential Tools for Educators: The Program Evaluation Guides for Schools" (Corwin Press). Ttitles in the series are

- "Special Education Programs: A Guide to Evaluation" by Vellecorsa, deBetterncourt, and Garriss;
- "Counseling Programs: A Guide to Evaluation" by Borders and Dury;
- "Reading and Language Arts Programs: A Guide to Evaluation" by Olson, and Miller;
- "Programs for At-Risk Students: A Guide to Evaluation" by O'Sullivan and Tennant;
- "Mathematics Programs: A Guide to Evaluation" by Bright, Uprichard, and Jetton.

Mills, Geoffrey E. (2003). *Action research: A guide for the teacher researcher* (2nd ed). Pearson Education, Inc. Upper Saddle River, NJ

Morris & Fitz-Gibbon, *How to Communicate Evaluation Findings*. Sage

Patton, M.Q. (2005). Qualitative evaluation and research methods (2nd ed.). Newbury Park, CA: Sage.

Patton, Michael Q. (2008). Utilization-focused evaluation. Sage.

Stufflebeam, D.L. (200l). Evaluation models: New directions for evaluation, No. 89. San Francisco: Jossey-Bass.

Weiss, Carol. *Evaluation*, Prentice-Hall

Template for Project Study

On the next few pages can be found a template for the Project Study. This can be downloaded from:
http://inside.waldenu.edu/c/Files/DocsWritingCenter/Template_for_Project_Study_for_EdD.doc
or
Inside Waldenu: Writing Center: APA Style: **Template for Project Study for EdD**

ABSTRACT

Title of the Project Study

by

Student Name

M.A., Name of University, 2004
B.S., Name of College or University, 1975

Doctoral Study Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education
Name of Program Here

Walden University
Month Year (August 2009)

ABSTRACT

Describe overall study problem being addressed in the first couple of sentences and indicate why it is important (who would care if the problem is solved). Identify the rationale for the problem and the project and theoretical foundations, if appropriate. Summarizes the key research/guiding question. Describe the overall research design, methods and specific data analytic procedures. Describe, briefly, the overall project. Describe, briefly, the actual or proposed methods and data analysis procedure. For the final project study, identify the key results, the project, and recommendations that capture the heart of the study. Conclude with a statement on the implications for positive social change and applications to the local problem from which the study emanated. Do not exceed one page. The abstract should be one long double-spaced paragraph between 100 and 250 words with no indentation and no references or citations.

Title of the Project Study

by

Student Name

M.A., Name of University, 2004
B.S., Name of College or University, 1975

Doctoral Study Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education
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Walden University
Month Year (August 2009)

TABLE OF CONTENTS

(sample – it is formatted to generate on its own, but needs to be updated or regenerated as needed)

SECTION 1: THE PROBLEM

Introduction

Provide an overview of the Doctoral Project Study and of the contents of this section

Definition of the Problem

What is the local problem that prompted the study? Describe the details of how the problem unfolds both in the local context and the larger population or education situation.

Rationale

Evidence of the Problem at the Local Level

This subsection discusses what school, district, community, state, nation, and/or international data indicate about this issue.

Evidence of the Problem from the Professional Literature

What does the research literature say about this issue? Clearly demonstrate that the problem exists in a larger context.

Definitions

Any special terms associated with the problem are defined and cited here.

Significance

This subsection discusses the significance of the problem – why it is important to the local context and to the larger educational context.

Guiding/Research Question

What is the guiding or research question that will help to determine what the project will be? This would include one-two paragraphs briefly summarizing past research on the topic (no references needed), specifying the local problem, a gap in past research if applicable and the type of research needed to address the local problem.

Review of the Literature

This subsection discusses the theoretical base/conceptual framework related to the problem in a manner that justifies the investigation of this problem as a worthwhile scholarly endeavor. It includes a critical review that documents the broader problem associated with the local problem addressed in the study and is drawn primarily from recent articles published in acceptable peer-reviewed journals or sound academic journals and texts, or there is a justification for using other sources. Literature from diverse perspectives, cultures, gender, etc. is included as appropriate.

Implications

This subsection discusses the implications for possible project directions based on anticipated findings of the data collection and analysis.

Summary

Summarize the most important points of section 1 and provide a transition to section 2.

SECTION 2: THE METHODOLOGY

Introduction

Provide a map for the reader, an overview of this section.

For this section, go to the rubric for specifics. The details will be different depending on whether a quantitative, qualitative, or mixed methods design will be utilized. For all designs, discuss ethical treatment of human participants. Provide appropriate references to support choices of methodology and design.

Only if the project is actually an evaluation, the following need to be included in your methodology: (a) description of the type of evaluation that will be conducted (goal-based, outcomes based, formative or summative), (b) justification for using this type of evaluation, (c) the overall goal(s) for a goal-based evaluation or the outcomes and performance measures that will be utilized as indicators (for an outcomes-based evaluation) (d) the overall evaluation goals, and (e) the limitations of the evaluation.

The proposal will contain the plan for the data collection and analysis. No data may be collected until the proposal (sections 1 and 2) has been given approval by the URR and the IRB. The results will be added to this section in the final paper.

Conclusion

Provide a summary of this section. The outcomes need to be logically and systematically summarized and interpreted in relation to the problem and research (guiding) question. The project as an outcome is described. Add a transition to section 3.

SECTION 3: THE PROJECT

Introduction

Provide a map for the reader, an overview of this section.

Description and Goals

Briefly describe the project . Describe in detail how the project addressed the problem identified in section 1. What are the goals of the project?

Rationale

Why did you choose this particular project to address the problem? How does this project fit in with the data analysis that was completed in Section 2? Why did you choose the project genre? How was the problem addressed through the content of the project? How do you see the project as a solution to the problem?

Review of the Literature

How is the genre appropriate to the problem – based on analysis of the research and/or theory? What criteria, based on the research and/or theory, were used to guide development of the project? What theories informed the content of your project and how did they do so? What research informed your project and how did it do so? (Use findings from section 2 as well as current research literature to defend and to define the choices made in project choice and in project construction details.) Remember that this is a thorough, critical, interconnected analysis of how theory and research supported the

content of the project. Connections to themes in section one literature can be made, but there should not be repetition.

Implementation

After completing the project how would you follow up or determine the next steps? How will you implement the project? Unless the project itself was an implementation, include the following in the implementation plan

Potential Resources and Existing Supports

Begin text here.

Potential Barriers

Begin text here.

Proposal for Implementation and Timetable

Begin text here.

Roles and Responsibilities of Student and Others

Begin text here.

Project Evaluation

How will you know what works and what does not? After completing the project how would you follow up or determine the next steps? Unless the project itself was an evaluation, the evaluation design and approach include the following in the plan: (a) the description of the type of evaluation (goal-based, outcomes based, formative or summative), (b) the justification for using this type of evaluation, (c) the overall goal(s) of the project (for a goal-based evaluation) or the outcomes and performance measures

that will be utilized as indicators (for an outcomes-based evaluation), (d) the overall evaluation goals, and (e) the key stakeholders.

Implications Including Social Change

Local Community

How does this project address the needs of learners in your local community? What will its importance be to students, families, instructors, administrators, and community partners?

Far-Reaching

How might your work be important in the larger context?

Conclusion

Provide a summary of this section and a transition to section 4.

SECTION 4: REFLECTIONS AND CONCLUSIONS

Introduction

Provide a map for the reader, an overview of this section

Project Strengths

What are the project's strengths in addressing the problem?

Recommendations for Remediation of Limitations

What are the project's limitations in addressing the problem? What recommendations can you make for the remediation of the limitations? How can you address the problem differently? What alternatives might be considered in addressing this type of problem?

Scholarship

What did you learn about scholarship?

Project Development and Evaluation

What did you learn about project development?

Leadership and Change

What did you learn about leadership and change?

Analysis of Self as Scholar

What did you learn about yourself as a scholar?

Analysis of Self as Practitioner

What did you learn about yourself as a practitioner?

Analysis of Self as Project Developer

What did you learn about yourself as a project developer?

The Project's Potential Impact on Social Change

The discussion includes an overall reflection on the importance of the work and what was learned. What is the project's potential impact on social change at the local level and beyond?

Implications, Applications, and Directions for Future Research

Reflect on the importance of the work and what was learned. What are the project's implications for future research?

What applications can be made to the educational field?

Reflect on the directions for future research.

Conclusion

Provide a summary of this section.

REFERENCES

Follow Walden/APA requirements for References using hanging indents. Choose the Reference list style tag and the entry will be formatted with a hanging indent, as this is.

APPENDIX A: TITLE OF APPENDIX

APPENDIX B: TITLE OF APPENDIX

CURRICULUM VITAE

This template was revised on 10.29.08