The Doctor of Education (Ed.D.) Program Handbook
College of Education
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Disclaimer: The information contained in the (Ph.D. or Ed.D. or DBA) Dissertation Handbook is updated regularly and serves as a supplemental resource guide for doctoral students. Every effort has been made to include as much information as practicable to assist our students, however, **students are also subject to applicable policies outlined in the [Trident University Academic Policy Catalog](#).**

Overview: Guide to Doctoral Dissertation Research

The Ed.D. Program at Trident University is intended for mid-career professionals who wish to prepare for the additional responsibilities they face as leadership professionals in education. A Doctor of Education degree recognizes the student's superior preparation for leadership roles in the field of education. The dissertation is also a permanent record of your applied research. Trident University is committed to the preservation and dissemination of the research contributions of its graduates.

The completion of a dissertation is one of the requirements for conferral of a doctorate, the highest academic degree offered. The Ed.D. Program at Trident University International requires the completion of a Three Article Dissertation. This handbook is intended to introduce you to the Three Article Dissertation (TAD), provide you with an understanding of how the TAD is supported throughout the curriculum, and familiarize you with the steps of the dissertation process. In addition, this handbook includes recommended strategies and timelines to assist doctoral students in successful completion of the TAD. This handbook is a guide and not intended to alter or modify the requirements set forth in either the Academic Programs or Policy Handbook of the University Catalog.

In the Ed. D. program, the development of your dissertation research is integrated within your research course sequence. The Applied Research course sequence (EDD 605, EDD 607, and EDD 614) will support you through the initial steps of the dissertation process. At the completion of EDD 614: Research in Educational Leadership, you will identify the problem of practice you will study, complete a brief literature review, select a dissertation chair, prepare a methodology proposal for your dissertation research, and complete a draft of the Trident University Institutional Review Board (IRB) application and supporting documents.

The doctoral supervision sequence includes EDD 680, EDD 690, and EDD 700. These courses are completed under the guidance of your dissertation chair. The first dissertation supervision course with your dissertation chair is EDD 680: Dissertation Supervision I. The goals of this course are to obtain IRB approval, determine the format of your dissertation study, and develop a comprehensive timeline to completion. You may also need to consider completion of any IRB requirements at the site under study.

All students are also enrolled in EDD 800: Dissertation Tasks at the start of their program. This course is not linked to a specific session and is always available for students to view. The purpose of the EDD 800, also known as the Doctoral Positioning System or DPS, is to serve as a repository for all your approved and finalized dissertation documents. All content uploaded to EDD 800 may be viewed by you, the dissertation chair, the program mentors, and the Doctoral Studies Director.

Degree Requirements

All requirements for the doctoral degree (including completion of required coursework and submission of your dissertation in a format that meets Trident University International criteria) must be completed within seven years following your first enrollment in the Ed. D. program. Please review the university catalog for more information on the program requirements and policy related to maximum time to degree.

The Ed.D. Program requires completion of 60 units (48 units of coursework and 12 units of dissertation coursework). The normal time to degree is 3 years. Course requirements are provided in Table 1.

In order to promote successful and timely completion of the program, students are discouraged from enrollment in additional coursework while enrolled in any of the applied research (EDD 605 and 607), dissertation preparation (EDD 614), or dissertation supervision courses (EDD 680, 690, and 700). Therefore, it is highly recommended that these courses be taken alone in a session. By doing so, students have the ability to focus on the writing and research required to complete a dissertation study. If a student wishes to enroll in an additional course while enrolled in a dissertation preparation (EDD 614) or dissertation supervision course (EDD 680, 690, and 700), permission must be obtained from the Doctoral Studies Director.

The standard expectation is that students will be ready to defend their dissertation at the end of EDD 700. Students who require more time to complete their dissertation study may enroll in EDD 703: Dissertation Continuation for up to two sessions. Enrollment in this course is dependent on 1) approval from the Doctoral Studies Director, and 2) demonstration of progress on the dissertation study.

Students complete 20 units of core coursework, 12 units of applied research coursework, 12 units of dissertation coursework, and 16 units of concentration coursework (PK-12 Leadership or Higher Education Leadership). The concentration coursework requirements are provided in Table 1.

TABLE 1

CONCENTRATION COURSES

PK-12 Leadership Concentration Courses	Higher Education Leadership Concentration Courses
Required:	Required:
EDD 631: School Reform	EDD 640 Current Issues in Higher Education
EDD 634 Current Issues in PK-12 Education	EDD 641 Higher Education Administration
EDD 636: Dimensions of Teacher Leadership	EDD 642 Student Development Theory
Select 1 from below:	Select 1 from below:
EDD 606: Management of Change in Education	EDD 643: Management of Change in Higher Education
EDD 630: Principles of Instructional Leadership	EDD 644: Curriculum in Higher Education
EDD 635: Professional Development and Mentoring	EDD 635: Professional Development and Mentoring

Program of Study

The program can be completed in 3 years or 4 years. The recommended program of study for each is provided below in Tables 2 and 3.

TABLE 2

RECOMMENDED PROGRAM OF STUDY (3 YEAR)

	SESSION	COURSE
YEAR 1 (20 UNITS)	1	EDD 602 Leadership Theory & Practice
	2	EDD 603 Effective Communication for Educational Leaders
		EDD 611 Strategic Planning and Finance for Educational Leaders
	3	EDD 605 Applied Research
	4	EDD 607 Advanced Applied Research
YEAR 2 (24 UNITS)	5	EDD 612 Assessment and Program Evaluation in Education
		Concentration Course (recommended: EDD 634 or EDD 640)
	6	EDD 614 Research in Educational Leadership
	7	EDD 680 Dissertation Supervision I
	8	EDD 632 Legal Aspects of Education Leadership
		Concentration Course
YEAR 3 (16 UNITS)	9	EDD 690 Dissertation Supervision II
	10	Concentration Course
		Concentration Course
	11	EDD 700 Dissertation Supervision III
	12	EDD 703 Dissertation Continuation (Optional)

TABLE 3

RECOMMENDED PROGRAM OF STUDY (4 YEAR)

	SESSION	COURSE
YEAR 1 (16 UNITS)	1	EDD 602 Leadership Theory & Practice
	2	EDD 603 Effective Communication for Educational Leaders
	3	EDD 605 Applied Research
	4	EDD 607 Advanced Applied Research
YEAR 2 (16 UNITS)	5	EDD 611 Strategic Planning and Finance for Educational Leaders
	6	EDD 612 Assessment and Program Evaluation in Education
	7	EDD 632 Legal Aspects of Education Leadership
	8	Concentration Course (recommended: EDD 634 or EDD 640)
YEAR 3 (16 UNITS)	9	EDD 614 Research in Educational Leadership
	10	EDD 680 Dissertation Supervision I
	11	Concentration Course
	12	EDD 690 Dissertation Supervision II
YEAR 4 (12 UNITS)	13	Concentration Course
	14	Concentration Course
	15	EDD 700 Dissertation Supervision III
	16	EDD 703 Dissertation Continuation (Optional)

Dissertation Continuation

Completion of a dissertation study sometimes requires additional time for data collection, data analysis, and revisions to the final manuscript. Students are not eligible to request an extension in 700 level courses. Those who are unable to defend their dissertation while enrolled in EDD 700: Dissertation Supervision III, but are actively collecting/analyzing data and achieve a passing grade in EDD 700, will need to enroll in EDD 703: Dissertation Continuation.

Enrollment in EDD 703 is subject to approval by the Doctoral Studies Director. The Director will consult with the dissertation chair to determine the best course of action for the student. Students who enroll in Dissertation Continuation will need to meet specific goals related to the completion of the dissertation study. The course is Pass/No Pass and may only be repeated with permission from the Doctoral Studies Director.

Dissertation continuation allows students to maintain their enrollment and continue to work with the dissertation chair. The cost for this course is $625.00.

Dissertation Sequence Course Structure

Dissertation sequence courses (EDD 680, EDD 690, EDD 700, and EDD 703) have a 4-module, single-Case assignment structure (effective Summer 2017). The structure promotes regular communication with your dissertation chair and each module requires an updated draft of your dissertation manuscript (or portions of the manuscript). The requirements for the course are outlined below:

1. Students must post the current draft of their dissertation manuscript to the Module 1 Dropbox within the first week of the session (there are no exceptions)
2. Each module is worth 100 points, with 400 total possible points for the course
3. Students are expected to incorporate any recommended changes, conduct further research as needed, and improve on each draft of the manuscript. Minimum requirements for each draft:
   a. Incorporate all the feedback from your chair. This includes recommended changes, modifications, or additional information necessary to improve your document.
   b. Use the track changes function in Word to assist your chair in understanding where you addressed their feedback and where you modified the document.
   c. If you need further clarification on the feedback, contact your chair directly to better understand the feedback before uploading your revision.
4. Due dates for Modules 2–4 are determined by your instructor/Chair.
   a. Due date guidelines:
      i. Week 1: Case 1*
      ii. Week 4: Case 2
      iii. Week 7: Case 3
      iv. Week 10: Case 4

      *The Module 1 Assignment must be completed within the first week of the session start. There are NO exceptions

An Introduction to the Three Article Dissertation

Many people are familiar with the traditional "5-chapter" dissertation that typically includes the following chapters:

1. Introduction

2. Review of the Literature

3. Methodology

4. Results

5. Discussion and Conclusion

The Doctor of Education is a professional practice degree intended for the working professional and the traditional 5-chapter dissertation may not be the best fit for a professional practice doctoral program. The 5-chapter format is not similar to any of the types of research a leader in education is likely to participate in within their work day. It has also been a problem in other disciplines where alternatives have been used for decades, in part because the major medium of scholarly communication is the journal article and dissertations are difficult to convert to articles.

Various approaches to an EdD. Program's final product are being investigated by several Universities who are part of the Carnegie Foundation's Carnegie Project on the Education Doctorate (CPED, see the web site http://cpedinitiative.org). While some programs indicate that:

> We have deliberately avoided being too specific about the format of the final product so that communities would be free to generate an outcome format in harmony with the work. Our examples included: a book with a co-authored introduction and summary but individually authored chapters; a series of journal articles; or a technical report and single journal article. We stipulated that there should be a written product and two oral presentations, one to a community of practitioners and one to the university community (CPED, 2013).

The Ed.D. Program at Trident University International will focus on research in practice and borrows the "three article dissertation" or TAD format from the sciences and engineering where it has been developed and used for many years. The TAD, or a variation of it, has also become popular in many of the new applied and professional doctorates such as the Doctor of Nursing Practice, Doctor of Pharmacy, and the more recently developed Ed. D. programs in educational leadership, such as the ones included by the Carnegie Project on the Education Doctorate.

Some institutions refer to these dissertations as TADs but others use terms like "the article format dissertation." Regardless of the term used, however, the dissertation typically has five parts. But the sections differ from the 5-chapter dissertation. The TAD includes the following components:

1. An introduction to the three articles (10-15 pages)

2. First Article (20 to 35 pages)

3. Second Article (20 to 35 pages)

4. Third Article (20 to 35 pages)

5. A conclusion that includes implications for practice and needs for future research (10-15 pages)

Many universities either allow or require the TAD format, including the University of California Santa Cruz, the University of Utah (College of Health), the University of Texas, Harvard University (Graduate School of Arts and Sciences), St. Louis University, and Clark University. And, because the format is a better fit with the type of professional writing leaders in education will do after graduation, the TAD or "article format dissertation" has been adopted by a growing number of Ed.D. programs in educational leadership. "TAD" institutions include the University of California Irvine and the University of Utah. Harvard University's new Doctor of Educational Leadership (Ed. L.D.) has a similar approach in that students work on a problem of practice and complete a field experience in the third year of study.

The Ed. D. program at Trident University International will permit you to conduct research in the context of your work site or in a similar environment as you complete coursework, and write articles/reports/papers about that research. This integration means that you will be writing parts of your dissertation (e.g., "articles") as early as the first year of the program. You continue to do research and write about it during your second year, and by the third year you have the core articles for your dissertation finished. You may even have submitted some or all of them for publication to peer reviewed journals and some could be "in press" or published before graduation. The articles that become your dissertation are closer to the type of writing you will do as an educational leader, which means your dissertation work helps you develop communication skills that transfer to other types of professional writing. The model for the professional practice dissertation is provided in Figure 1.

Roles
- Student is an expert in practice and novice practitioner scholar
- Advisors include experts in applied research methods, innovation, and professional practice

Process
- Student collaborates with advisor, committee, and team on applied research project
- Advisors mentor the student, and the team collaborates on the completion of the applied project

Results
- Student completes a report on the project, returns to professional practice better able to use and do applied research/scholarship

FIGURE 1 – THE PROFESSIONAL PRACTICE DISSERTATION MODEL (WILLIS, INMAN, & VALENTI, 2010)

Three Article Dissertation Formats

The nature of your dissertation research will dictate the format of your Three Article Dissertation (TAD). There are three common TAD formats outlined below. The selection of your TAD format should be discussed, finalized, and approved by your dissertation committee. The three typical TAD formats are discussed below.

Progressive or Developmental Format

This format begins with conceptual/theoretical piece that includes an extensive review of the literature. The subsequent articles should logically flow into an empirical research study or applied research study. The final article may expand on the study by offering application of the findings to practitioner settings.

Progressive or Developmental Format	**Introduction**: Describes the purpose and nature of each article
	Article 1: An extensive review of the literature to justify the significance of the problem, including the key conceptual/theoretical underpinnings for the dissertation research as a whole
	Article 2: A complete research study with methods, findings, and conclusion
	Article 3: A direct application of the findings in a practitioner setting; it can include application of a new program or curriculum, the development of a handbook, or implementation of a new initiative or policy in an education setting
	Conclusion: A general discussion based on the progression of the research process and identifies the application to practice and future research

Single Study/Interdependent or Recursive Format

This format may utilize data from a similar sample population across all three articles, but each article explores unique variables and/or applies different methodological approaches. Each article should build on the findings of the prior article, or show a clear link between the identified variables.

Single Study or Interdependent or Recursive	**Introduction**: Describes the purpose and nature of each article. If the articles do not allow or a comprehensive review of the literature, it should be included in the introduction
	Article 1: A complete research study with methods, findings, and conclusion
	Article 2: A complete research study with methods, findings, and conclusion. It builds on, or compliments, the findings of Article 1.
	Article 3: A complete research study with methods, findings, and conclusion. It builds on, or compliments, the findings of Articles 1 and/or Article 2.
	Conclusion: A general discussion based on the progression of the research process and identifies the application to practice and future research.

Independent or Major Project Format

This format includes three articles that are independent studies with different sample populations, the studies should all be within your area of expertise. Each article is reported independently.

Independent or Major Project	**Introduction**: Describes the purpose and nature of each article. If the articles do not allow or a comprehensive review of the literature, it should be included in the introduction
	Article 1: A complete research study with methods, findings, and conclusion
	Article 2: A complete research study with methods, findings, and conclusion.
	Article 3: A complete research study with methods, findings, and conclusion.
	Conclusion: A general discussion based on the progression of the research process and identifies the application to practice and future research.

Sample Three Article Dissertations

It is highly recommended that you locate and read an existing three article dissertation to become familiar with the format. The following sample dissertations can be located in ProQuest through the Trident University Library.

Trident Graduates – Sample Dissertations

Carnahan, M. A. (2016). MBTI psychological types in educators: Managing stress during organizational change (Order No. 10242270). Available from ProQuest Dissertations & Theses Global. (Trident Graduate, 2016)

Gallegos, L. (2016). The social and academic benefits of a combined developmental English and reading class for community college students (Order No. 10195665). Available from ProQuest Dissertations & Theses Global. (Trident Graduate, 2016)

Khalfan-Washington, S. (2017). *Novice teacher experiences with mentoring in an urban New York school: A qualitative study* (Order No. 10604046). Available from ProQuest Dissertations & Theses Global. (1927667704). (Trident Graduate, 2017)

Romanuck Murphy, C. (2018). *Educational leaders and inclusive education: Perceptions, roles, and responsibilities* (Order No. 10744610). Available from ProQuest Dissertations & Theses Global. (2009708360). (Trident Graduate, 2017)

Other Students – Sample Dissertations

Coleman, E. R. (2014). Science youth action research: Promoting critical science literacy through relevance and agency. Available from ProQuest Dissertations & Theses Full Text.

Daley, S. G. (2010). Emotional responses during reading tasks: What shapes them and how they relate to reading comprehension. Available from ProQuest Central; ProQuest Dissertations & Theses Full Text.

Huber, R. L. (2014). Servant leadership, self-efficacy, and communities of inquiry in higher education online learning. Available from ProQuest Dissertations & Theses Full Text.

Jager-Hyman, J. (2010). What students don't know may hurt them: The influence of low-income students' pre-college perceptions on the first year of postsecondary enrollment. Available from ProQuest Central; ProQuest Dissertations & Theses Full Text.

The Development of Your Dissertation

The Applied Research and Dissertation Course Sequence

The Ed.D. Program will support the development of your dissertation in your research courses and dissertation supervision courses. Figure 2 provides a road map of how the TAD is incorporated into your coursework.

EDD 605: Applied Research
- Understand quantitative and qualitative designs
- Explore and discuss problems of practice
- Practice writing a research proposal

EDD 607: Adv. Applied Research
- Understand quantitative and qualitative data collection and analysis
- Learn about Trident University International IRB process and procedures
- Identify a problem of practice for the dissertation
- Refine your research proposal

EDD 614: Research in Educational Leadership
- Examine the literature related to your dissertation topic
- Finalize the research method and design for your dissertation
- Select a dissertation chair
- Write the research proposal document for the IRB application

EDD 680: Dissertation I
- Identify data sources/data collection/participants
- Select dissertation committee members
- Submit IRB Application
- Obtain IRB Approval

EDD 690: Dissertation II
- Collect data
- Analyze data
- Refine dissertation manuscript

EDD 700 Dissertation III
- Refine dissertation manuscript
- Defend dissertation

EDD 703 Dissertation Continuation
- Optional
- Allows additional session to complete the dissertation manuscript
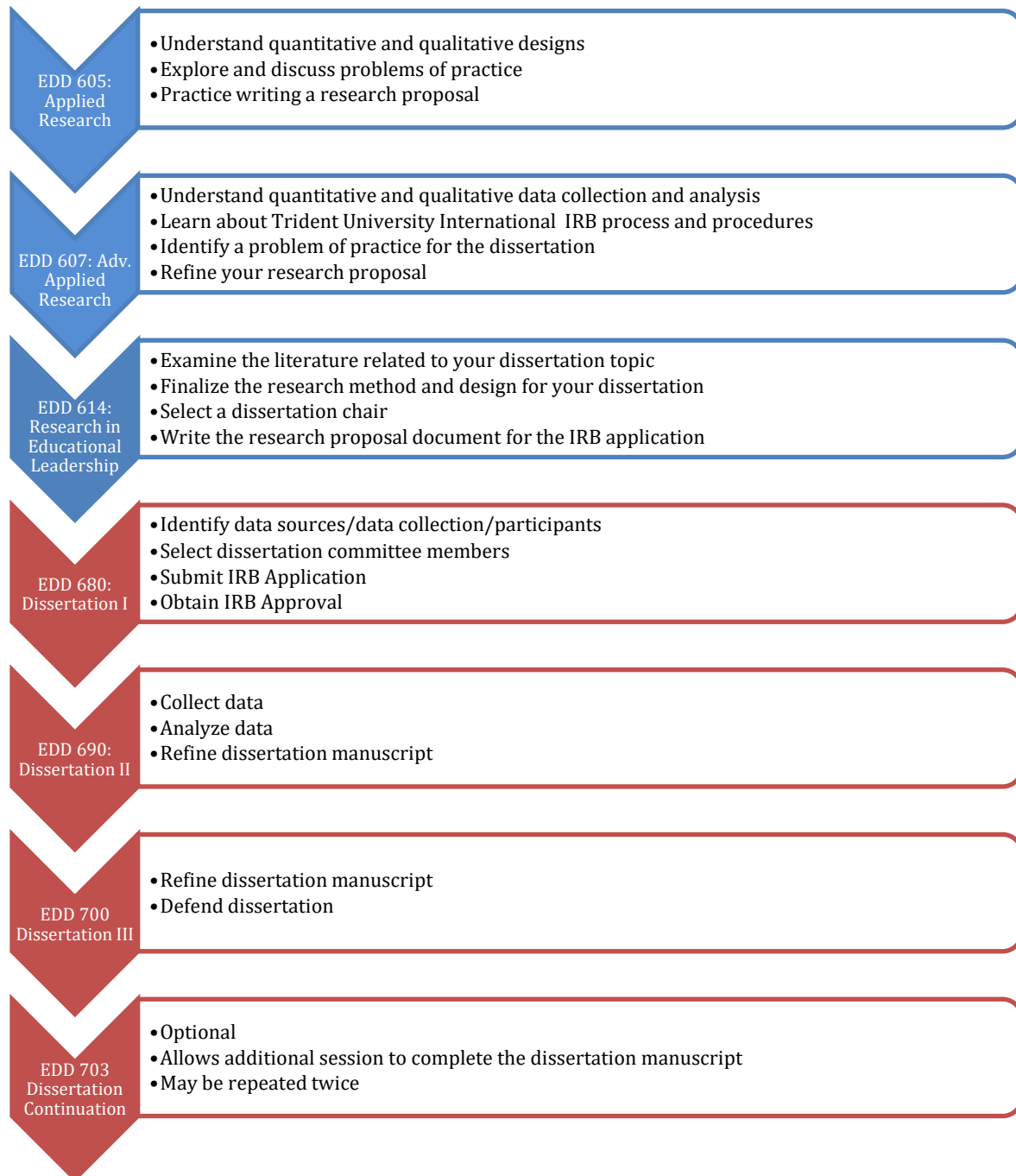- May be repeated twice

FIGURE 2. ROAD MAP OF TAD ACTIVITIES INCLUDED IN THE PROGRAM CURRICULUM

Dissertation Timeline

There are several milestones in the development of your TAD that are incorporated into your coursework. However, there are also activities you can complete outside of class time to support your progress on the TAD. Table 4 is organized by session and serves as a guide in the TAD process, it identifies the TAD activities that are incorporated into you coursework, as well as activities you can complete outside of class time to stay on track.

TABLE 4

ACTIVITIES TO SUPPORT TAD DEVELOPMENT

Curriculum	Activities
EDD 605	
• Understand quantitative and qualitative designs • Identify relevant peer-reviewed journals • Understand how to incorporate applied research methods/models into the dissertation • Explore and discuss problems of practice • Practice writing a research proposal	• Begin a database for relevant literature • Begin a notebook or electronic file of your dissertation research ideas and resources • Begin a list of relevant peer-reviewed journals
EDD 607	
• Understand quantitative and qualitative data collection and analysis • Learn about Trident University International IRB process and procedures • Identify a problem of practice for the dissertation • Refine your research proposal	• Find and read sample TADs in ProQuest • Begin to read articles for potential ideas on research design • Think practically – what data might you already have access to at your work site? • Start a list of potential sources/participants. • Refine your problem of practice, discuss with classmates, colleagues, and professional mentors • Identify the data/participants you will need to address your TAD topic. • Begin a list of potential committee members. • If needed, begin to draft your Trident University International IRB application(s) • If needed, learn more about any IRB requirements at your research site.
EDD 614	
• Examine the literature related to your dissertation topic • Write the problem statement and research questions for your dissertation • Finalize the research method and design for your dissertation • Select a dissertation chair • Write the research proposal document for the IRB application	• Refine your problem of practice – collaborate with stakeholders or gatekeepers at the research site • Think about feasibility – what data collection and data analysis procedures are you able to complete in a 2 – 3 month period of time? • Explore completed TADs for ideas on the format of your TAD • Gather the resources and references you will need to support your research design

EDD 800: Dissertation Tasks or Doctoral Positioning System

Each student is enrolled in EDD 800: Dissertation Tasks at the start of the program. This course is not linked to a specific session and is always available to view. Students will begin to use EDD 800 as a repository for finalized and approved dissertation documents while enrolled in EDD 680: Dissertation Supervision I, EDD 690: Dissertation Supervision II, and EDD 700: Dissertation Supervision III.

Students will receive guidance for each task from their dissertation chair. When the dissertation chair approves the final document related to the task (or milestone) the student will upload the final version to EDD 800. It is important to note, you should continue to make progress on your dissertation research even when you are not currently enrolled in a dissertation supervision course. Although the dissertation supervision courses provide you with guidance on meeting key tasks and milestones, students are expected to continue to make progress on their dissertation research in cooperation with the dissertation chair. The dissertation tasks (or milestones) included in EDD 800 are provided in Table 5.

TABLE 5

DISSERTATION TASKS INCLUDED IN DISSERTATION SUPERVISION COURSES

EDD 680	EDD 690	EDD 700
− Committee Selection	− Article 1	− Article 3
− IRB Application	− Article 2	− Introduction
− IRB Certificate	− Article 3	− Conclusion
− IRB Approval		− Memo of Understanding (MOU): Defense Feedback
		− Draft of Final Dissertation
		− Approved Dissertation

Selecting a Problem of Practice

Perhaps the most difficult part of the dissertation for most students is selecting a topic. In this doctoral program, students will identify a "problem of practice" which is essentially an area or aspect of professional practice that represents a topic or issue that is not well understood, or a problem that is not readily solvable in the organization where the student works. Students should reflect on the following three questions:

- Is the problem of practice amenable to systematic study by an individual or small group of participants in one setting?
    - Some problems of practice require more resources, and time, than a doctoral student can typically bring to bear on his or her dissertation.
- Can the research be conducted ethically and meaningfully by an "insider"?
    - Some research is best done by an "outsider" who has no connection to the research setting other than the study; but other research is actually better done by insiders who are familiar with and know the history of the research setting.
- Can the research be reasonably completed within the period students will typically spend completing the doctoral program?

All students in the Ed. D. program select a specialization in educational leadership and their dissertation must be relevant to that specialization. For example, if you elect to specialize in PK-12 leadership, you cannot do a dissertation that is a program evaluation of a non-profit education agency's adult learning program.

Doctoral students may find it difficult to narrow their dissertation research topic or scale down their research agenda. Students may begin the program with a research problem already in mind or students may have several research problems in mind and find it difficult to select just one. Glatthorn and Joyner (2005) provide a useful rating system that encourages you to reflect on potential dissertation problems of practice you are exploring. It asks you to rate the following on a scale of 1 – 5:

Professional Significance

Does the examination of the research problem result in an important contribution to the field of educational leadership? For example, will the work result in a significant change in curriculum delivery, policy or practice, or organizational management?

Continuing Professional Interest

Does the examination of the research problem result in an important and relevant contribution to the field of educational leadership? Will the results continue to be of interest to your colleagues and other education leaders?

Personal Interest

You will dedicate a great amount of time to the examination of the research problem, in order to maintain your interest over a long period time and effort; you should have a personal stake in the completion of the dissertation.

Career Advancement

Does the research problem impact your professional goals? Consider whether you plan to continue to work in your current position or take a leadership position in a different organization. It is very likely you have enrolled in a doctoral program to advance your career, consider whether the research problem under study will lead to new career opportunities.

Professional Knowledge, Experience, and Skills

Consider your skill set as it relates to the research problem and research design, you should make an effort to match you skill set to the research problem under study, this will allow you to work efficiently.

Likely Support

A reliable source of support will definitely make completion of the dissertation easier. Consider the sources of support you have at your work site – this includes colleagues and professional mentors.

Time Required

The Trident University International Ed.D. Program is an accelerated program, it is important for you to select a research problem that is narrow and can be completed in a reasonable amount of time. Applied research requires relevance to an existing educational setting. Think practically about how much time you have to complete your research.

Accessibility

This is the most important aspect of applied research. Consider whether the school board or leadership at the work site will approve you research request. Consider what types of permission you need (and the timeframe for approval). If you anticipate accessibility to your participants to be a potential obstacle, you might want to consider adjusting your plan.

The complete exercise from Glatthorn and Joyner (2005) is provided in Table 6.

TABLE 6
PERSONAL ASSESSMENT OF RESEARCH PROBLEMS

Criteria rating scale: 5 = Excellent, 4 = Very good, 3 = Good, 2 = Fair, 1 = Poor

Criteria	Research Problem 1	Research Problem 2	Research Problem 3
Professional significance			
Continuing professional interest			
Personal interest			
Career advancement			
Knowledge, experience, skills			
Likely support			
Time required			
Accessibility			
Total Score			

Dissertation Committee Selection and Approval

One of the tasks to be completed in EDD 614 is the selection and appointment of a dissertation chair. The dissertation chair must be approved by the Doctoral Studies Director. Students select committee members, in consultation with the chair and Doctoral Studies Director, in EDD 680.

The dissertation committee is composed of three members – the chair and two committee members. The dissertation chair should be a full-time or part-time faculty member affiliated with Trident University International. The Doctoral Studies Director can provide students with a list of faculty who have an interest in serving as a chair or committee member.

A student may nominate an external expert in his/her area of interest to serve as a dissertation committee member. An external expert may serve as a committee member. Any external member of the dissertation committee must meet the criteria for appointment (experience supervising applied research in the field, evident expertise in the field being studied). These individuals will be required to have terminal degrees in their field. In addition, the nominee must have no personal or professional conflict of interest with the student or organizational conflict of interest with Trident University International.

The student must ensure that individuals nominated to serve on the committee who are not Trident University International faculty submit a professional CV and supporting documentation of expertise in either the student's problem of practice area or the research methodology she/he will be using. The required supporting documentation must be provided to the Doctoral Studies Director to obtain approval.

The committee members must meet the following criteria:

> a) All Committee members must hold a terminal degree with a research background, and have a record of publication.
>
> b) At least one committee member will have significant expertise and applied experience in the student's problem of practice, and at least one will have expertise in the research methods the student will be using.
>
> c) All members of the committee will have at least three years of experience in applied research or professional practice relevant to the student's dissertation research. If the member's expertise is in applied research it should be represented by publications, presentations, and/or the exemplary use of scholarship in professional practice.
>
> d) All members of the committee should have been active in their field of professional practice/scholarship within the five-year period preceding their participation on the committee.

While committee members serve without pay, the Committee Chair is compensated upon the student's successful completion of each article and the final defense. Dissertation chairs may inquire about compensation by contacting the Doctoral Studies Director.

Approval of the Applied Research Plan

As noted earlier, students will prepare a plan for their applied research in EDD 614 under the guidance of a dissertation mentor. Students will continue to modify and improve the plan under the guidance of their dissertation chair while enrolled in EDD 680. One of the goals of EDD 680 is successful submission of the IRB Application, proposal, and supporting documents.

The proposal document format is provided in Appendix A. Once the plan is approved the student will submit the completed IRB Application, proposal, and supporting documents (e.g. permission letters, instruments, recruitment letters) to the Institutional Research Board (IRB). **Students must receive IRB approval from Trident University International before any research data can be collected.**

However, unlike laboratory research, which is often conducted as originally planned, the typical applied research project often goes through several iterations, including significant changes in focus, questions, and methodology. Students, with guidance from their dissertation committee, will carefully track such changes and where there is any question about the need to ask for IRB approval to make the changes, the student will submit a revised plan, or a new plan, to the IRB for approval. Changes, adaptations, and adjustments based on what has been learned to date is expected in applied research done in the field, but Chair and dissertation committee approval is not enough if the changes are substantial and may involve changes in the level or risk or assurance of privacy for participants. Thus, IRB approval may be required of changes in your applied research plan (see Appendix I).

A Note on the Purpose of the Dissertation: The first and primary purpose of a dissertation in this program is to develop understanding of a local, relevant and important problem or issue. On the other hand, a secondary but nonetheless important purpose is to communicate the findings of the dissertation research in such a way that other professionals can make informed decisions about what, if anything may also be relevant to their setting and to their problems of professional practice. As you complete your research and write about it, you should keep the primary and secondary purposes of your research in mind.

Institutional Review Board (IRB)

Once your committee has approved your plan, there is one crucial final step before you may begin interventions or to collect and analyze data. That is the review and approval of the proposed study by the Trident University International Institutional Review Board (IRB). Federal law and regulations require an IRB review of all research involving human subjects. The purpose of such reviews is to ensure that your research complies with established ethical standards and principles. To complete this review, you must submit (through EDD 800) an application summarizing the project and the human subjects protection issues that it poses (a copy of the research methodology and any relevant forms and/or data gathering instruments is generally attached to the application). The IRB Chair then makes the determination as to the nature and extent of the review.

It is very important that you understand that you may not collect data before IRB approval is received, and if you do collect data before that approval, the data may not be used in the dissertation (a certain degree of exploratory reconnaissance is allowed). Official submission of a project to the IRB may not take place until the dissertation committee has approved the proposal; however, you will draft the IRB proposal in EDD 614 and share it with you Chair in EDD 680 for further modifications.

Trident University International has a standing committee known as the Institutional Review Board (IRB). This committee exists for the protection of human subjects and requires students and faculty conducting research involving human subjects to submit their research to the appropriate IRB committee. Once your dissertation committee has approved your research plan, you are ready to submit your IRB proposal. The IRB application form and instructions may be accessed and submitted via EDD 800. Students may also access the IRB policy and procedures, membership and sample forms on the university website.

The Special Case of the Organizational Analysis

You may opt to complete an organizational analysis on the educational agency or unit where you are doing your research project. That analysis can take many forms and it would not ordinarily be necessary for you to submit your plan for IRB approval because it is an ordinary and routine activity of leaders in education that is not considered "research." However, because you may use the findings of your organizational analysis in one or more of the articles that make up your dissertation, it is important that you do submit the plan for organizational analysis to the IRB committee.

After IRB Approval of Your Research Plan

Once your initial plan for your applied dissertation research has been approved by the IRB committee, you can begin your research work under the supervision of your dissertation chair. Keep in mind, however, that if you make major changes in your research plan, it may be necessary to go back to the IRB for approval of the changes (see Appendix I). It is important to keep your dissertation committee, especially your chair, informed and up-to- date on the progress of your research and aware of any changes you may be considering. Each session the chair will report to the Doctoral Studies Director on your dissertation progress.

Submission of the IRB Application and Documents

Students complete a draft of the IRB Application and proposal document under the guidance of the Doctoral Mentor in EDD 614: Research in Educational Leadership. The proposal document outline is provided in Appendix A.

Students will submit the IRB Application, proposal document, and supporting documents to IRB while enrolled in EDD 680: Dissertation Supervision I with their dissertation chair. The documents are uploaded to the EDD 800 Dropbox "IRB Application".

Students may only submit to IRB with approval from the Chair.

Additional resources are available on the IRB Resources Wiki.

Part 1: Creating Your IRB Application

There are two options to upload your IRB Application

1. Upload as a Word (.doc) document
2. Complete the application using ePortfolio

Using a Word file:
1. Download the document here.
2. Complete all sections of the file

Using ePortfolio
1. Open your Dissertation Tasks course (EDD 800).
2. Click on **'ePortfolio'** tab in the Navigation Bar.


3. After you select ePortfolio:
   a. Select the **ePortfolio** tab.
   b. Now that you are in your ePortfolio, go to **'My Items'**
   c. Create a form by going to '**NEW**' and select '**+Add**'
   d. Select '**Form Response' option**

4. To create a New form, **click on the name of the form** that you want to create to open the form:
   a. '**IRB Application Form**'
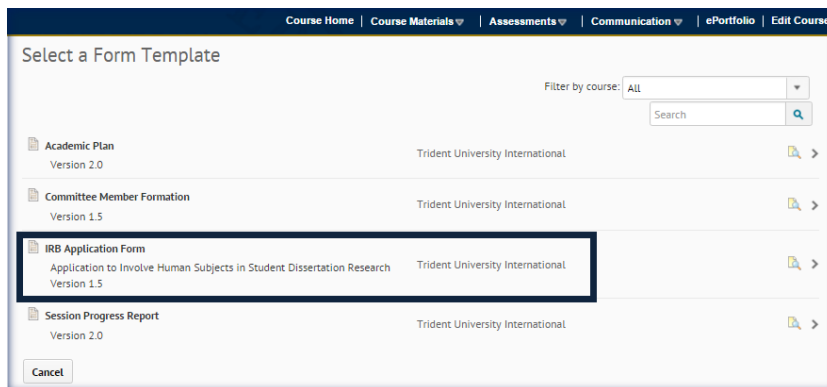
5. Fill out the information required in the form. All required fields will have a
   a. Note for the IRB form: There are nine parts to the form, each with several sub-items. Allow yourself enough time to fill out the entire form at one sitting. **You must complete every part of the form in order to be able save it.** (After the form has been successfully saved, it can still be edited later if you like.)
   b. Click on '**SAVE**' once you have completed all parts of your form.

6. After you have saved your **'IRB Application form'**, you can edit it by:
   a. Clicking on the arrow next to the form name
   b. Selecting '**Edit**' from the dropdown menu
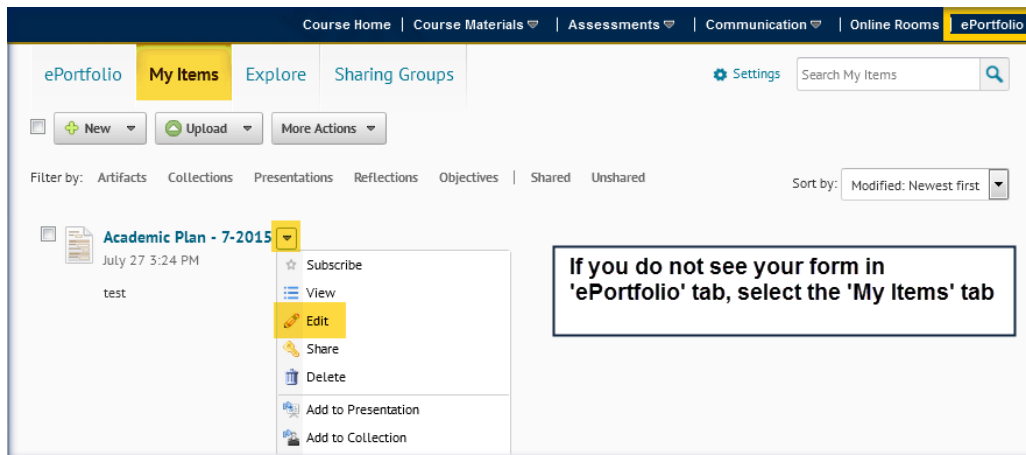
7. Option is either '**SAVE and Close**' **(NOTE: This will update your current form).**
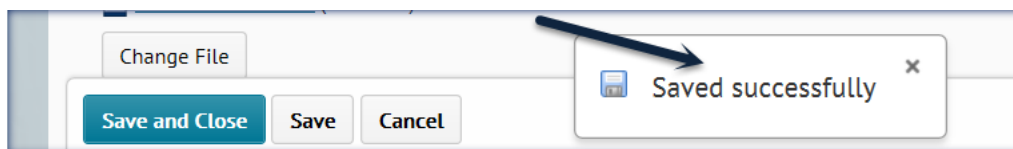
Edit or Preview your IRB Application

If you want to edit, preview or view your form in your ePortfolio , then you have the following options:
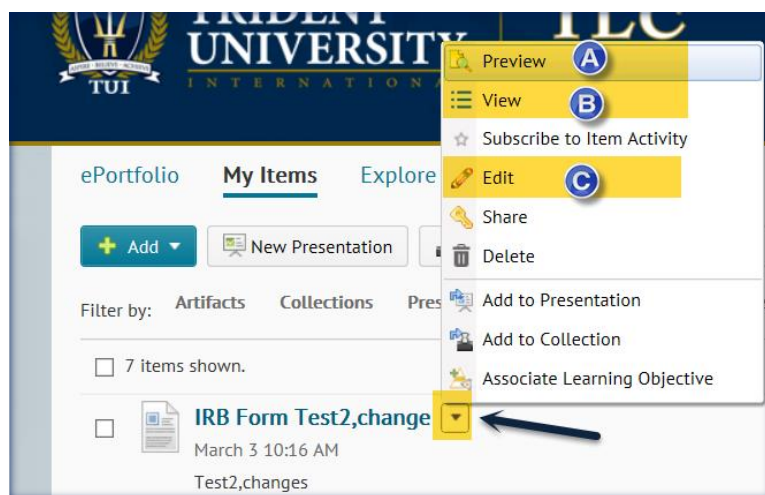
Select '**My Items'** and **c**lick on the arrow next to the file name you want.

You can now select one of the following options:
   A. Preview
   B. View
   C. Edit

Part 2: Uploading Your IRB Application or other form from ePortfolio to TLC

Before starting this process, you must already have created your IRB Application form in ePortfolio or have the approved IRB Application ready in a Word document.

Once your IRB form is ready in ePortfolio, you must upload the form to the IRB Application DropBox in EDD 800. (If you edit your IRB form after you have submitted it to your DropBox, you will need to re-submit the revised IRB form to your DropBox.)

You can submit your IRB application or other forms to your Dropbox via ePortfolio in two ways:

Option One:

   1. Upload the approved IRB Application as a Word document to the "IRB Application" Dropbox in your EDD800 course.

Option Two (using ePortfolio):

   1. Go to '**Assessments'** tab and select '**Dropbox'**
   2. Click on the **'IRB Application'** DropBox or Click on '**Add a File'**
   3. Select '**ePortfolio'**
   4. Click on '**Upload'** and select the file that you want

5. Once the file uploads, click on '**DONE'**

Part 3: Upload Supporting Document

Students may only submit to IRB with approval from the Chair. You will need to submit, at minimum, the following documents to the Dropbox (with the IRB Application). Hint: per IRB request, **upload each appendices separately and save files with titles that are easy to follow (e.g. "Protocol" or "Interview Protocol").**

1. Research Protocol/Methodology document (see Appendix A)
2. Instruments (surveys, questionnaires, interview protocol)
3. Informed Consent
4. Permission letter (from the study site)
5. Recruitment Correspondence (email or letter)
6. Other relevant document (consult with your chair)

The outline for the proposal document (Appendix A), a sample Informed Consent (Appendix F), a sample Recruitment Email/Letter (Appendix G), and sample site permission letter (Appendix H) are provided in this handbook.

Part 4: Notify IRB

Send an email to IRB@trident.edu to request a review.

1. Send an email to IRB to request a review
   a. Copy your Dissertation Chair and Doctoral Studies Director
2. Send an email to IRB to request a review for provisional approval
   a. Copy your Dissertation Chair and Doctoral Studies Director
   b. This is only applicable to cases where the study site has requested approval from Trident University IRB before providing a permission letter

Part 5: Reminder – Upload the IRB Training Certificate

You must complete the IRB Training and upload proof of completion in the "IRB Certificate" DropBox folder in EDD800, otherwise IRB will not review your application and supporting documents. Go to the [Protecting Human Research Participants: NIH Office of Extramural Research](#) page to complete the training and obtain the certificate.

Submission of Articles for Publication

The student should propose a list of peer reviewed journals to the dissertation committee at the completion of EDD 680. Journals to which articles are being submitted must be approved by the dissertation committee. The committee serves as an "editorial board" for the student and will approve journals that will challenge the student and offer a reasonable chance of publication success. The committee will also determine how many articles must be submitted for publication. The role of the committee and guidance provided in no way guarantees publication in a given journal. Ultimately, it is the responsibility of the student to publish the articles.

Articles for submission should be formatted in accordance with the journal submission requirements. It is the responsibility of the students to share relevant formatting requirements and submission deadlines with the dissertation committee. If needed, finalized articles to be included with the dissertation will need to be reformatted to meet Trident University International Library submission guidelines.

Students must be first author on all articles. As first authors, students are responsible for development and articulation of a concept or idea for research, development of a proposal to pursue this idea, development of a research design, conducting research and analysis, writing major portions of a manuscript, designing an intervention or assessment (if relevant), and interpreting results. No other students can be co-authors on any of the articles.

If a student elects to submit an article with a co-author, the role of the coauthor must be presented and approved by all members of the dissertation committee. Any subsequent changes in co-authorship must be approved by the student's committee.

Articles may have been published before the oral defense; if so, the student must obtain copyright permission from the publishing journal to include the article in his/her dissertation. Doing so is required by U.S law. When asking for permission to include the article in the dissertation, students should notify the journal editor that the dissertation will be made available on-line.

If an article is rejected by a journal during the dissertation process, the student may submit to another journal approved by the dissertation committee. In the case of a revise and resubmit during the dissertation process, any changes to the article must be approved by the dissertation committee. Co-authorship will not be changed for a revise and resubmit.

If an article is rejected by a journal after the successful completion and defense of the dissertation, co-authorship decisions that were made during the dissertation process will no longer be in effect. Submission to a new journal will be at the sole discretion of the Ed.D. graduate. Also after the successful dissertation defense, any new submission or re-submission, including changes in the authorship or article content, will be at the discretion of the Ed.D. graduate.

Completing the Dissertation

As noted earlier, the process of completing an applied research dissertation will often involve changes and adjustments in the plan for the research. If it becomes clear to the student and the dissertation committee that the plan of the research needs to be revised, the committee will determine the seriousness of the revision. If the revision is minor or moderate, the committee will approve the revision and assist the candidate in proceeding with the revised research. If the revision is a major change, the committee needs to consult with the Doctoral Studies Director. In addition, if any change has implications for the ethical conduct of the research the Trident's IRB should be consulted, and, if necessary, a revised IRB proposal submitted.

During the collection and analysis of the research data, the candidate will maintain regular contact with the Chair through coursework (EDD 680, 690 and 700) and seek counsel and advice on each of the major steps in the research project.

As elements of the dissertation research are completed and papers written, the Chair and committee members will provide feedback to the student. Once the three articles that make up the core of the dissertation have been written, the student will, with the guidance of the chair and committee member, write the introduction and the summary sections of the dissertation. When those two sections have been written and revised by the student, and approved by the committee, the student will begin to create a final draft of the dissertation according to the formatting requirements detailed in the Article Dissertation Formatting Handbook available on the My Resource tab in TLC. When a draft of the final dissertation is judged by the committee to be ready to defend, the final oral defense can be scheduled.

The Oral Defense

The student should assemble a PowerPoint or video presentation describing the study, following the issues covered in the dissertation. The presentation should be sent to the committee members 2 weeks prior to defense. The emphasis should be on research settings, the problem of practice addressed, development of the applied research plan, results and implications.

An oral defense of a dissertation normally takes from 1 to 1 1/2 hours. The defense will be by teleconferencing. In consultation with the dissertation chairperson, the usual procedure is for the student to find a day and time at which it is possible for all members of the Dissertation Committee to participate.

Philosophy of the Oral Defense

The purpose of the oral defense is:
- To celebrate the successful completion of a major component of the doctoral program,
- To provide the student to communicate his or her findings and interpretations to others
- To assure that the ethical and professional standards of the profession have been followed,
- To demonstrate the candidate's mastery of applied research methodology and the use of research tools in professional practice, and

- To demonstrate the candidate's understanding of the relationship of this work to the fields of education and educational leadership.

Procedures for the Oral Defense

Who Can Attend the Oral Defense?

The dissertation defense is conducted via a teleconferencing and open to members of the Dissertation Committee, the student, the Dean, and friends as well as colleagues who are invited by the student.

Who Must Attend the Oral Defense?

All members of the Dissertation Committee must be present for the defense unless exceptions are approved by the Doctoral Studies Director or by his/her designee. Absent members of the Dissertation Committee must still participate in the defense through, for example, the submission of written comments and questions. Under no circumstances can more than one member of the Dissertation Committee be absent from the defense.

Who Can Actively Participate in the Oral Defense?

If there are others in addition to the student and the Dissertation Committee at the defense, it is the responsibility of the Chairperson of the Dissertation Committee to insure that time is provided for their comments but that an initial portion of the defense is restricted only to participation by the student and members of the Dissertation Committee.

Outcome of the Oral Defense

Once the student has completed the oral defense, he/she will be asked to exit the room temporarily, so the committee can deliberate on the outcome. The outcome of the oral defense is decided by an open vote of the Dissertation Committee. The committee makes one of three recommendations:

- Approved with minor revisions
- Approved with moderate revisions
- Major revisions necessary, approval pending

At the oral defense, only the members of the Dissertation Committee have the authority to decide whether the candidate passes or fails. Both the dissertation itself and the candidate's performance in the oral are grounds for the committee's decision to pass or fail.

Doctoral candidates may pass the oral defense but still be required to revise their dissertation. Revisions are, in fact, typical. It is the responsibility of the committee chair to review and approve revisions to the dissertation, but this responsibility may be split across the chair and committee member where the situation warrants. When major revisions are required that will obviously require more than a few weeks to complete, the defense should be suspended until the majority of the members of the Doctoral Committee agree that the dissertation has been sufficiently revised and is now defendable.

Edit and Submit the Dissertation after the Defense

Almost all dissertations require at least minor editing after the oral defense. When the post- defense changes have been made and approved, the committee chair must notify the Doctoral Studies Director.

Once the dissertation has been successfully completed, the candidate will be granted the degree. Procedurally, these steps will take place:

1. The Doctoral Program Director will send an e-mail to the candidate indicating the approval of the dissertation.
2. Then, the candidate will arrange to submit the dissertation to ProQuest UMI.
3. The candidate will prepare a full electronic copy of the completed and approved dissertation to be included in the Trident University International Cyber Library and, if possible, appropriate e-dissertation archives.
4. The Doctoral Studies Director will notify the Registrar that the candidate has successfully completed all dissertation requirements and the degree should be awarded. The Registrar will so record the degree in the candidate's official record, send the appropriate letter to the candidate, and arrange for the appropriate diploma to be forwarded to the candidate. The candidate will be invited to participate in the next scheduled Trident University International graduation ceremony. Participation in the graduation ceremony is encouraged but not required.

Use of APA Style in the Dissertation

Trident University International has generally standardized on "APA style" as the most commonly used and generally accepted writing format. Many different print and online sources provide information as to the requirements of this style. Current versions of the APA manual published by the American Psychological Association (6th edition) are comprehensive and up-to-date, but many other online and printed guides and tutorials are also available. APA guidelines include rules for virtually every part of the dissertation including tables and table captions, citations and references, and the style of headings. Students may refer to the APA Style (www.apastyle.org/).

Ed.D. Program Dissertation Defense Guide

Overview

This document is intended to provide information on the protocol and guidelines to plan for a dissertation defense in the Ed.D. Program at Trident University.

The dissertation defense is an oral presentation of an independent research study conducted by Ed.D. Program candidates to fulfill the degree requirements of the Doctor of Education in Educational Leadership.   The dissertation represents the culminating project that meets or exceeds the programmatic and student learning outcomes for the Trident University Doctor of Education degree. Students complete the dissertation and prepare the defense under the guidance of their dissertation chair and committee members. Activities associated with successful completion of the dissertation are included in the dissertation course sequence (EDD 614: Research in Education Leadership, EDD 680: Dissertation Supervision I, EDD 690: Dissertation Supervision II, and EDD 700: Dissertation Supervision III).

Local students are encouraged to schedule their defense at Trident University, the Doctoral Studies Director will reserve an onsite conference room for the defense.

Eligibility to Schedule a Defense

Students must meet the following requirements to be eligible to schedule a dissertation defense:

1. Successful completion of EDD 680: Dissertation Supervision I and EDD 690: Dissertation Supervision II
2. Current enrollment in EDD 700: Dissertation Supervision III
3. Written approval from the dissertation chair to schedule the defense

Protocol to Schedule a Defense

1. The dissertation chair determines if the full dissertation document (Introduction, Article 1, Article 2, Article 3, and Conclusion) is ready for distribution to the committee members
    a. All portions of the dissertation should adhere to APA 6th edition formatting standards, this includes the abstract, preface, acknowledgements (optional), table of contents, tables, figures and references.
    b. The student should use the Ed.D. Program Dissertation Formatting Handbook as a guide, the guide is available for download as a Word file on the MyResources tab in TLC.
    c. Upon approval from the chair, the student distributes the dissertation document to committee members via email
2. The student and dissertation chair determine a potential timeframe for the defense
    a. The timeframe must be based on providing at least 5 business days for the committee members to review the dissertation document
3. The dissertation chair sends an email notification to the Doctoral Studies Director indicating approval to schedule the defense
    a. The email should include:
        i. The date the dissertation was distributed to the committee members

        ii.   The proposed timeframe to schedule the defense

    b.   If possible, the email can include proposed defense dates/times based on chair or student availability

4. The Doctoral Studies Director will contact the student, chair, and committee members to schedule an agreeable date and time for the dissertation defense (Note: the Doctoral Studies Director will also attend the defense)

Guidelines for the Defense

Before the Defense

1. The Doctoral Studies Director will set-up the defense and send confirmation of date and time, online room information, and conference call-in information to the student, chair, and committee members
2. The student will need to select a Proctor (when applicable) and complete an approval form.
    a. Consult with the Doctoral Studies Director to determine if this requirement applies.
3. After the confirmation of the defense date, the Doctoral Studies Director will provide the student and chair a link to a "Practice Defense Room". The student and chair may use this link at any time prior to the defense date (Note: this link will be different than the one used for the actual defense).
4. The student and committee members should have a reliable internet connection and speaker phone for the defense
5. The student should be prepared to login at least 15 minutes prior to the start of the defense
6. The student should be prepared to audio record the defense

At the Defense

7. The Doctoral Studies Director confirms the identity of the student and proctor (when applicable)
8. The dissertation chair facilitates the defense and begins with an introduction of the student, chair, and committee members
9. The student presents a 30 minute PPT
10. The dissertation chair facilitates questions from the committee members
11. The student is asked to leave the online room to allow for committee deliberation (the deliberation is not recorded)
12. The chair facilitates consensus among the committee members on the defense results
    a. The dissertation defense paperwork provides the following options
        i.   Approved with minor revisions
        ii.   Approved with moderate revisions
        iii.   Major revisions necessary, approval pending
13. The student is prompted via the chat function in the online room to return to the conference call for notification of the results of the defense and to finalize expectations related to document revisions and the timeline for revisions (the student should record this feedback)
14. The chair concludes the session with the committee members and Doctoral Studies Director
15. The chair and student may continue to meet on the conference call for up to 60 minutes to discuss the defense feedback

After the Defense

16. The chair will hold the defense paperwork until the Memo of Understanding (MOU) is ready for approval by the committee
17. Within 2 business days, the student will provide a Memo of Understanding (MOU) to the chair and committee members, the MOU outlines the required revisions and timeline for revisions.
18. The chair and committee members will review, modify, and approve the MOU as needed within 3 business days – the student may begin modifying the dissertation document
19. The chair and committee members indicate approval of the MOU with a signature on the Dissertation Defense: Approval of MOU form (Appendix D)
20. The chair submits the completed Dissertation Defense: Approval of MOU form and copy of the MOU to the Doctoral Studies Director

Proctoring Options for Dissertation Defense

In accordance with the California Bureau for Private Postsecondary Education (BPPE), a final dissertation defense in which a doctoral student is not physically present on site must be proctored. The proctor verifies the identity of the student and confirms that the student did not receive prompting and/or have access to materials that are not allowed during the evaluation period. Students may appear at Trident University campus in Cypress, California for any defense, or can use a remote doctoral Committee member at a distance site as a proctor for any oral evaluations.

If a Committee member cannot be physically present for an oral evaluation, it is the responsibility of the doctoral student to obtain a proctor for their Dissertation Defense. Students must complete the Proctor Approval Form in advance and receive their Director's approval prior to the date of the defense. Proctors cannot be a relative of the student.

Finalizing the Dissertation Document

1. The student must make all agreed upon modifications outlined in the MOU within 5 business days of receipt of approval on MOU
2. The student will distribute the revised dissertation document to the chair and committee members via email
3. The chair and committee members will review the document and respond within 3 business days
4. The student must comply with any additional minor modifications or formatting modifications proposed by the committee members
5. The student will circulate the Dissertation Approval: Approval of Manuscript form (Appendix E) to the chair and committee members – signature on this document indicates the chair and committee member approval of the final dissertation document
6. The final dissertation document and approval form is sent to the Program Director
7. The Doctoral Program Director will respond within 2 business days
8. Upon approval by the Doctoral Studies Director and the Dean, the student will receive an email notification with details about filing the dissertation

Filing the Dissertation

1. The Doctoral Studies Director will notify the student and the Registrar of the approved dissertation. The Registrar will start the degree audit (check) to make sure that all of the academic and other requirements have been met for this degree.
    a. The Registrar will send a degree completion letter (via email) to the student for submission to ProQuest.
2. Once the student receives the letter from the Registrar, the dissertation can be prepared for publication at ProQuest following their publication guidelines.
3. ProQuest will provide more information to the student upon request

Release of the Degree

1. Once the Doctoral Studies Director has confirmed the manuscript has been uploaded to ProQuest, the Registrar will be notified to release the degree.
2. As a courtesy, the student should contact the Chair and committee members to determine if they would like a hard copy of the dissertation. If so, the copy should be sent directly to the chair and/or committee member(s)

References

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Glatthorn, A. A. and Joyner, R. L. (2005). *Writing the winning thesis or dissertation: A step-by-step guide*
(2nd ed.). Thousand Oaks, C.A.: Corwin Press.

Willis, J., Inman, D., and Valenti, R. (2010). *Completing a professional practice dissertation: A guide for
doctoral students and faculty*. Charlotte, N.C.: Information Age Publishing.

Dissertation Research Protocol/Methodology

This guide is intended to assist you with the development of the Three Article Dissertation Proposal required for successful completion of EDD 614: Research in Educational Leadership.

- This document is submitted to the "IRB Application" DropBox in EDD 800 after approval from your Dissertation Chair. <u>All sections</u> are submitted to IRB.
    - Please carefully review and use the <u>Ed.D. Program Dissertation Handbook</u> as a guide while completing this document.
- It is highly recommended that you adhere to the outline provided below to construct your document, as this Research Protocol/Methodology Document is required for submission with your IRB Application.
- Students may only submit to IRB with approval by the Chair.

Introduction

Write a brief introduction to the methodology as a whole. Indicate the type of methodology that will be employed (qualitative, quantitative, mixed method). Describe the goals of the research study. The introduction should be one paragraph.

Statement of the Problem

Provide 1 – 2 paragraphs for the statement of the problem. It should address the following:
- *What is the overriding problem?*
- *Where is the problem found? (context or setting)*
- *What needs to be done to solve the problem? (make the link to your research design)*

Purpose of the Study

Provide 2 – 3 paragraphs for the purpose of the study.
- *The purpose statement should begin with "The purpose of this (qualitative/quantitative/mixed methods) study is to…"*
    - *Qualitative: the central phenomena under study is explained*
    - *Quantitative: the variables are identified and defined*
    - *Mixed methods: both the central phenomena and variables are described*
- *The participants in the study are mentioned*
- *The setting of the study is explained*
- *The purpose statement compliments the problem statement*

Conceptual or Theoretical Framework

Provide 4 – 5 paragraphs for the conceptual or theoretical framework of your study. Your conceptual or theoretical framework is based on your review of the literature and is clearly linked to your purpose statement.

- *How does your study address a gap in the literature/research?*
- *What constructs (or variables) does your study attempt to explore or examine?*
- *Situate your study within other theory and research.*
- *Summarize why your study and the selected methodology addresses the phenomena or variables under study.*

Methodology

Research Approach

Describe your overall research approach. Discuss why qualitative, quantitative, or mixed methods have been selected to address your topic. Discuss the selected research design and justification for the selection of the design for your study.

Research Design

Provide detail on your research design. Justify why the selected design is appropriate for the study.

Qualitative Research Designs
- *Case Study: the school, program, job, etc. is the unit of analysis. May use interviews, observation, document analysis.*
- *Ethnographic/Qualitative Interview Study: the individual is the unit of analysis, 1:1 or focus group interviews are used*
- *Ethnography: the culture is the unit of analysis; observation, interviews and artifact collection (documents) are used.*
- *Narrative Study (or its pre-mutations): the story is the unit of analysis. Several individuals are interviewed in depth.*
- *Grounded Theory: variables needed to develop the theory are the unit of analysis; many 1:1 interviews are used.*
- *Phenomenological: the phenomena is the unit of analysis; many 1:1 interviews are used.*

Quantitative Research Designs
- Experimental Research: To establish a possible "cause and effect" relationship between variables
  - Types of experimental designs
    - True experimental designs
    - Quasi-experimental designs
    - Pre-experimental designs
    - Factorial designs
- Non-Experimental Research: To describe an existing condition
  - Types of descriptive research
    - Correlational research: to determine relationships between variables
    - Causal-comparative research (aka ex post facto): to determine the "cause" for preexisting differences

- Survey research: to describe the attitudes, opinions, behaviors, or characteristics of the population
  - Cross-sectional survey designs
  - Longitudinal survey designs

Research Questions

Provide a short introductory sentence and include your research questions in this section. Research questions should link directly to the purpose of a study. The number of research questions is dependent on the methodology and design.

A quantitative study can include several research questions that include measurable variables. Quantitative research questions specify the independent and dependent variables. Example quantitative research questions:
- *How frequently do [participants] [variable] at [research site]?*
- *How does [independent variable] relate to [dependent variable]?*
- *How do [group 1] compare to [group 2] in terms of the [dependent variable]?*

A qualitative study will include one central research question and a few subquestions. Qualitative research questions are written using exploratory language to allow participants to share information with you. Example qualitative research question:
- *What is the [central phenomenon] for [participants] at [research site]?*

Research Hypotheses (Quantitative study only)

If the study is quantitative, provide a null hypothesis and an alternative (or research) hypothesis for each research question. Use the notation for null (H_0) and the notation for the alternative (H_1).

Helpful Resource: Loftus, G. (2010). Null Hypothesis. In Neil J. Salkind (Ed.), Encyclopedia of Research Design. (pp. 939-943). Thousand Oaks, CA: SAGE Publications, Inc.

Research Site or Population

Describe the characteristics of the population you will study. A population is the large collection of individuals you have identified for your study. If your research takes place within a specific educational setting, describe the demographics of the entire population.

Population and Sample

Describe the characteristics of the population you will study. A population is the large collection of individuals you have identified for your study. If your research takes place within a specific educational setting, describe the demographics of the entire population.

The sample is the subset of the population who you will contact to participate in your study. Provide details on the sampling method (specify the type of non-probability sampling – e.g. purposive sampling, convenience sampling, snowball sampling).

Briefly discuss the sample size. If you will use multiple instruments provide a sample size for each data collection point. If you are using a survey design, predict the size of your sample using an estimated response rate (based on population).

Instrumentation

Provide details on the instruments that are used in your study.

Interviews: Provide details on how the interview protocol (questions) was developed. Justify the use of one-on-one semi-structured interviews or focus groups.
- *If you created the interview questions, describe the process used to select the questions. Detail how the interview questions are related to the research questions. If you conducted a pilot of the interview protocol, discuss the pilot and any resulting modifications here.*
- *If you are using an existing interview protocol (or a modified protocol) describe who created the instrument and any details available on the validity of the instrument. Justify the selection of this instrument (link to your research questions). You will also need to provide details on any modification(s) made to the existing protocol.*
- *Provide the complete interview protocol in an appendix (do not include the protocol within this section).*

Observations: Provide details on where the observation will take place and the instrument that will be used to gather data for the observation.
- *Qualitative: discuss how the observations allow you to observe the central phenomena*
- *Quantitative: discuss how observations allow you to collect numerical data related to the research question(s)*

Survey/Questionnaire: Provide detail on how the survey/questionnaire was developed and how it is related to your research question(s)
- *Qualitative: discuss how the questionnaire allows you to collect information related to demographics or characteristics of your participants that are relevant to the central phenomena*
- *Quantitative: discuss how the survey instrument was developed.*
  - *If you created the instrument, detail how the survey questions were selected, refined, and/or modified during the development of the instrument. When possible, address validity (e.g. construct validity, content validity) of your survey. Describe how the survey was designed to address potential issues related to administration and response rate.*
  - *If you are using an existing survey, detail how the instrument was developed by the original creator. Provide details on how the instrument was modified or revised for your study. When possible, discuss any information on reliability and validity of the existing survey instrument.*

Document Analysis: Provide detail on how the document analysis will contribute to your understanding of the central phenomena
- *Discuss the selection of documents included for analysis and make clear links to your research question(s). When necessary, discuss how document analysis contributes to the validity of your study (e.g. triangulation).*

Secondary Data: Provide details on the original purpose for the collection of the data and how the data was collected. Discuss how this data provides the information necessary to address the research questions and variables included in your study. Provide a detailed discussion on how the variables included in the secondary data set match the variables included in your study (a table might be appropriate).

Data Collection

Provide a step-by-step description of your data collection methods. Include relevant information on gatekeepers (e.g. Institutional Review Board at the site, access to participants), consent, and protection of participant identity.

You may have to provide multiple sections organized by the type of data (interview, observations, etc.)
- *How will you recruit participants?*
- *How will you obtain informed consent?*
- *How will you protect participant identity?*
- *Where will interviews/observations take place?*
- *How will you collect data (e.g. tape record, transcription, online security)?*
- *How will you protect and store data?*

In conclusion, provide a timeline for your study.

Data Analysis

What techniques will you use to analyze your data?

Qualitative
You may have to provide multiple sections organized by the type of data collected.
- *How will you analyze transcripts from interviews?*
- *Describe your coding process and how you will identify themes.*
- *Discuss any software or analysis procedures you will employ*
- *Discuss steps you will take to address validity (e.g. bracketing, triangulation, member checking, auditing)*

Quantitative
How will you analyze the data? Organize this section by your research questions:
- *Research question 1 – Present question here…*
- *Follow the research question with a discussion of the type of statistical analysis you will utilize.*

Trustworthiness and Credibility (Qualitative study only)

Discuss actions you will take to ensure trustworthiness and address positionality. As scholar-practitioners you are more likely to address a problem of practice at your work site. There are additional steps you can take to ensure the trustworthiness and credibility of your findings.

Helpful Resource: Given, L., & Saumure, K. (2008). Trustworthiness. In Lisa M. Given (Ed.), The Sage Encyclopedia of Qualitative Research Methods. (pp. 896-897). Thousand Oaks, CA: SAGE Publications, Inc.

Helpful Resource: Brooks, R., te Riele, K., & Maguire, M. (2014). Identity, power and positionality. In Research Methods in Education: Ethics and education research. (pp. 100-117). London: SAGE Publications Ltd.

Limitations

Describe limitations – what influences are you unable to control for in your study? What are the potential weaknesses in your study that are not within your control? How might this influence your findings?

Delimitations (optional)

Describe delimitations – what influences are you able to control for in your study? What choices have you made regarding for your study that link to your purpose and research questions?

Conclusion

Provide 2 – 3 paragraphs for your conclusion. Summarize the intent of your study and why your research is important.

References

Provide a Reference List.

Appendices

Provide relevant appendices.

APPENDIX B: Dissertation Checklist

☐ **Student** is enrolled in EDD 700: Dissertation Supervision III or EDD 703 Dissertation Continuation	
☐ **Student** has permission from the chair to schedule based on progress in EDD 700 or EDD 703.	
☐ **Student and chair** discuss timeframe of dissertation distribution and dissertation defense	
☐ **Chair** sends notification to Doctoral Studies Director to schedule defense	
☐ **Upon approval from chair**, **student** distributes the dissertation manuscript to committee members	Committee must be given at least 5 business days to review prior to the defense date*
☐ **Doctoral Studies Director** schedules dissertation defense	Within 3 business days of notification from chair
☐ **Student** completes and submits the Proctor Approval Form	Within 2 business days of Doctoral Studies Director's notification of defense date
☐ **Student** prepares 30 minute PPT presentation	
☐ **Student** rehearses PPT presentation with Chair	
☐ **Student** confirms reliable recording device, internet access, and phone for defense	
☐ **Student** completes the defense	Plan for approximately 2 hours
☐ **Student** composes and distributes the MOU: Dissertation Defense to the committee	Within 2 business days after defense
☐ **Chair and committee members** approve MOU: Dissertation Defense – approval is documented via signature on the MOU form	Within 2 business days after receipt from student
☐ **Student** revises the dissertation with guidance from chair	Within 5 business days after finalizing MOU 4
☐ **Student** distributes revised dissertation to committee	Committee members are given 3 business days to review
☐ **Upon approval from chair, student** distributes dissertation approval form to committee	Approximately 3 business days needed to circulate document
☐ **Chair** sends dissertation approval form to Doctoral Studies Director	
☐ **Chair** sends final dissertation draft to Doctoral Studies Director	
☐ **Doctoral Studies Director and Dean** review of dissertation	Doctoral Studies Director will respond within 3 business days
☐ **Doctoral Studies Director,** sends **student** instructions on how to upload the manuscript to ProQuest	Within 2 business days after approval
☐ **Registrar** sends degree completion letter to student	
☐ **Student** submits completion letter and dissertation to ProQuest for publication	Within 3 business days after degree completion letter from Registrar
☐ **Student** may inquire with Doctoral Studies Director about participation in graduation ceremony (July)**	

*Response times are provided as a guide with the understanding that student, chair, committee members, and Director will make their best effort to respond in a timely manner.

**Contact the Doctoral Studies Director to inquire about the deadline to defend and be eligible to participate in graduation ceremony.

Trident University International Proctor Approval Form

A. This form applies to (check one and select date of activity):

☐ Dissertation Proposal   Date: Click or tap to enter a date.
☐ Dissertation Defense   Date: Click or tap to enter a date.
☐ Doctoral Project   Date: Click or tap to enter a date.

B. Student Information

_____   _____
Name   Email

_____
Dissertation/Doctoral Project Chair's Name

C. Doctoral Studies Director Signature
This form must be signed by the Doctoral Studies Director to constitute approval of the proctor.

_____   _____
Doctoral Studies Director Signature   Date

D. Proctor Information

_____   _____
Proctor's Name (Printed)   Proctor's Address

_____   _____
Proctor's Phone   Proctor's Email

E. Proctor Statement and Signature
As proctor, I shall sit as an observer with the student and verify, under penalty of perjury under the laws of the State of California, the identity of the student and the fact that the student received no prompting by anyone and did not have access to un-allowed materials during the evaluation process.

_____   _____
Proctor Signature   Date

Dissertation Defense: Approval of MOU

Student Name (Printed)   Date

Dissertation Title:

Defense Results

☐Approved with minor revisions

☐Approved with moderate revisions

☐Major revisions necessary, approval pending

Memo of Understanding 4: Defense

1. The student must distribute MOU 4: Defense within 2 business days after the defense
2. The committee must finalize MOU 4: Defense within 4 business days after the defense

Committee Approval of MOU 4: Defense

3. Obtain Dissertation Chair signature (scan/email acceptable)
4. Send the form to each committee member (with Chair signature)
5. Gather signatures or attach email confirmations from each committee member
6. The student will complete modifications to the document within 10 business days after the defense (except when major revision are necessary)

By signing below, committee members confirm receipt, review, and approval of the MOU 4: Defense.

Dissertation Chair (Printed)   Signature   Date

Committee Member (Printed)   Signature   Date

Committee Member (Printed)   Signature   Date

Notes *(including any details regarding attachments here)*:

Manuscript Approval Form

Student Name (Printed)   Date

Dissertation Title:

Submission Approval

1. Obtain Dissertation Chair signature (scan/email acceptable)
2. Send the form to each committee member (with Chair signature)
3. Gather signatures or attach email confirmations from each committee member.
4. Completed document with all signatures is sent to the Doctoral Studies Director at heidilinn.smith@trident.edu

By signing below, committee members confirm receipt, review, and approval of the Dissertation.

Dissertation Chair (Printed)   Signature   Date

Committee Member (Printed)   Signature   Date

Committee Member (Printed)   Signature   Date

Notes *(including any details regarding attachments here)*:

APPENDIX F: Sample Consent to Participate in Research

CONSENT TO PARTICIPATE IN RESEARCH

[Insert title of study]

You are asked to participate in a research study that/which [briefly describe study]. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part. This study is being conducted by [your name] who is a doctoral candidate in the College of Education at Trident University.

PURPOSE OF THE STUDY: The purpose of this study is to:

- [State what the study is designed to assess or establish.]
- [State what the study is designed to assess or establish.]
- [State what the study is designed to assess or establish.]

PROCEDURES: If you volunteer to participate in this study, you will do the following things:

[Describe the procedures chronologically using simple language (8th grade reading level for an American native-English speaking population), short sentences and short paragraphs. The use of subheadings helps to organize this section and increases readability. Medical and scientific terms should be defined and explained. Identify any procedures that are experimental.]

[Specify the subject's assignment to study groups, length of time for participation in each procedure, the total length of time for participation, frequency of procedures, location of the procedures to be done, etc.]

POTENTIAL RISKS AND DISCOMFORTS: Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as loss of time. Being in this study would not pose risk to your safety, employment, or wellbeing. [Or, describe any risks here]

POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY: [Describe benefits to subjects expected from the research. If the subject will not benefit from participation, clearly state this fact.] [State the potential benefits, if any, to science or society expected from the research.]

PAYMENT FOR PARTICIPATION: There is no incentive or monetary benefit for participating in this study. [Or, describe any incentive provided to the participant.]

CONFIDENTIALITY: Your participation in this study will be kept confidential. We will not be collecting your name or any other identifying information in this study, thus, your responses will be anonymous and there will be no way for anyone to identify your responses. The original data and the electronic file with your data will be stored on a password protected computer. Findings from this study will be presented in aggregate form with no identifying information to ensure confidentiality.

PARTICIPATION AND WITHDRAWAL: This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. If you decide to join the study now, you can still change your mind later. You may withdraw without question at any time.

CONTACT AND QUESTIONS: If you have any questions or concerns about the research, please feel free to contact:

Your Name, Ed.D Candidate
Phone
Email

Your Dissertation Chair's Name, Chair
Phone
Email

If you have questions regarding your rights as a research subject, contact the Institutional Review Board for the Protection of Human Subjects at Trident University International, 5757 Plaza Drive, Suite 100, Cypress, California 90630; Telephone: (714) 816-0366 x2189; Email: irb@trident.edu

STATEMENT OF CONSENT
I have read and understood the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

<If you are conducting a survey – create two options (buttons):>

[ ] I agree to participate *<design survey to take participant to your survey instrument>*

[ ] I do not agree to participate *<design survey to take participant to a closing page thanking them for their consideration>*

<If you are conducting interviews>

[ ] I agree to participate

[ ] I do not agree to participate

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

APPENDIX G: Sample Participant Recruitment Email/Letter

Study Title:

Dear ___,

My name is (insert). I am a doctoral candidate in the College of Education at Trident University International. I am conducting a research study as part of the requirements of my degree in educational leadership, and I would like to invite you to participate. This study has been approved by the Trident University International Institutional Review Board.

I am studying (describe purpose). If you decide to participate, you will be asked to (describe procedures, e.g., complete some surveys about _____ (or) meet with me for an interview about _____ (or) participate in a group discussion about _____. In particular, you will be asked questions about (or) we will discuss (insert topics). The meeting will take place at _____ (or) a mutually agreed upon time and place, and should last about ___ minutes. (If appropriate) The session (or) interview will be audio (or) video taped so that I can accurately reflect on what is discussed. The tapes will only be reviewed by members of the research team who will transcribe and analyze them. They will then be destroyed.

You may feel uncomfortable answering some of the questions. You do not have to answer any questions that you do not wish to. Although you probably won't benefit directly from participating in this study, we hope that others in the education community will benefit by _____.

Participation is confidential. Study information will be kept in a secure location. The results of the study may be published or presented at professional meetings, but your identity will not be revealed. Taking part in the study is your decision. You do not have to be in this study if you do not want to. You may also quit being in the study at any time or decide not to answer any question you are not comfortable answering.

We will be happy to answer any questions you have about the study. You may contact me at (insert phone number and e-mail address) or my dissertation chair, (insert name, phone number, and e-mail address) if you have study related questions or problems. If you have any questions about your rights as a research participant, you may contact the Institutional Review Board at Trident University International at 714-816-0366 ext. 2189.

Thank you for your consideration. If you would like to participate, please (explain what they should do, e.g., open the attached survey packet and begin completing the study materials. When you are done, please (insert instructions about what to do with completed instruments). (or) please contact me at the number listed below to discuss participating. (or) Sign the attached form and return it to _____. (or) I will call you within the next week to see whether you are willing to participate.

With kind regards,
(Signature)
(Name)
(Address)
(Phone number)
(e-mail address)

APPENDIX H: Sample Site Permission Letter

Trident University
Institutional Review Board for the Protections of Human Subjects
5757 Plaza Drive, Suite 100
Cypress, CA 90630

Date

Dear _____:

On behalf of (insert name of site), I am writing to grant permission for (insert name), a (insert description) at Trident University, to conduct her/his research titled, "(insert title of study)". I understand that (insert name) will recruit up to (insert recruitment number) of our employees/clients/students to survey/conduct interviews at (insert name of site) over the next (insert length of study period). We are happy to participate in this study and contribute to this important research.

Sincerely,

Signature Title

APPENDIX I: Request to Amend Research Protocol

TRIDENT UNIVERSITY INTERNATIONAL

Institutional Review Board

5757 Plaza Dr., Suite 100, Cypress, California 90630 • Tel: (714) 816-0366, ext. 2518 • Fax: (714) 226-9844

Request to Amend Approved Research Protocol

Any changes to the dissertation protocol must be approved by the Dissertation Chair and Ph.D. Director before submitting this form. Please forward approval from the Ph.D. Director to IRB@trident.edu

Part 1: Administrative Information

1. Title of Protocol: _____

2. Principal Investigator Information

    Name: _____

    Email Address: _____

    Program: _____

3. Submit Date: _____

Part 2: Amendments

1. Please describe items that you are proposing to change.

Type of Change	Previously Proposed	Proposed Change
Change in Study Title		
Change to Study Site		
Change to Data Collection Methods/Instruments		
Change to Study Population		
Change to Recruitment/Incentive		
Change to Identifiers Collected in the Study		
Change to Informed Consent		
Other Changes		

2. Please state the reasons you are making changes to the study:

   _____

3. Will the proposed changes have an impact on the risks to research participants? Please explain.

   _____

   _____

Part 3: Supporting Documents

The following table shows which documents are required for each type of change. The documents should be uploaded along with your updated application. **Use "track changes" for all document revisions**. Any missing or incomplete documents will delay the IRB approval process.

Type of Change	Required Documents
Change in Study Site	• Written permission from proposed study site, service agreement, or URL (supporting data is public use)
Change to Data Collection Methods/Instruments Change to Identifiers Collected in the Study	• Proposed/Revised data collection/survey instruments • Revised Methodology • Informed Consent (depending on changes)
Change to Study Population	• Revised Methodology • Other documents (depending on changes)
Change to Recruitment/Incentive	• Revised Methodology • Proposed/Revised Recruitment Documents
Change to Informed Consent/Assent	• Informed Consent/Assent

Investigator's Assurance

I certify that the information provided in this application is complete and correct.

I understand that as Principal Investigator, I have ultimate responsibility for the conduct of the study, the ethical performance of the project, the protection of the rights and welfare of human subjects, and strict adherence to any stipulations imposed by the IRB.
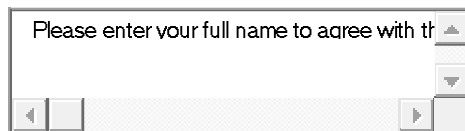
I agree to comply with all TUI policies and procedures, as well as with all applicable federal, state, and local laws regarding the protection of human subjects in research, including (but not limited to) the following:

   • Performing the project according to the approved protocol

- Implementing no changes in the approved protocol or consent form without prior IRB approval (except in an emergency, if necessary to safeguard the well-being of human subjects)
- Obtaining the legally effective informed consent from human subjects or their legally responsible representative, and using only the currently approved, stamped consent form with human subjects
- Obtaining all required permissions to perform study
- Promptly reporting to the IRB in writing any significant or untoward adverse effects within 5 days of their occurrence

Please enter your full name to agree with the above terms and conditions:

e-Signature*

Please enter your full name to agree with th

Signed on:*

APPENDIX J: Dissertation Committee Member List

- The following Trident University International Faculty confirm their interest to serve on an Ed.D. Program dissertation committee as a Chair or Committee Member.
- Students may contact the faculty member directly to confirm a willingness to serve (see last page of this document for email template).
- Faculty availability to serve on a committee is determined by a number a factors, including their expertise and current workload.
- Questions from students or faculty may be directed to the Ed.D. Program Mentor, Dr. Deegan, or to the Director, Dr. Heidi Gilligan.
- Faculty who appear on this list are not required to send an updated CV, as their CV is already on file with the program.

Faculty Name	Contact Information	Education	Professional Background	Area(s) of Expertise/Research
Deegan, Allison Mentor, Ed.D. Program	allison.deegan@trident.edu (310) 801-1472	Ed.D., Educational Leadership MPA, Public Policy B.S., Marketing	Los Angeles County Office of Education, Finance/Policy Administrator WriteGirl (www.WriteGirl.org), Nonprofit Leadership	Education Finance, Organizational Development, Educational Leadership, Nonprofit Leadership, College Attainment/Admissions, Writing, Creativity, Emerging Research Methods
Fernandez, Heidi Associate Dean, University College	heidi.fernandez@trident.edu (213) 631-3840	Ed.D., Curriculum and Instruction/ Ed Tech M.S. , Math Education B.A., Sociology	K-12 teaching experience, on-ground and online Higher education teaching Higher education administration	Math education Online teaching and learning Online presence Course development
Hinson, Michele Myers Adjunct Faculty, Masters of Education and Ed.D. Programs	Michele.Myers@trident.edu (252) 341-8400	Ed.D., Educational Leadership, MA.ED., Higher Education Administration B.S., Recreation and Leisure Services	Adjunct Faculty & Career Development Counselor, University of North Carolina Wilmington Former Director in University College (academic advising), Student Leadership Development & Adult & Commuter Student Services Former Assistant Director of Residence Life	Organizational culture in colleges & universities Collaboration between student and academic affairs, Management of student services departments, New student transition & retention

Hodges, James Adjunct Faculty, Masters of Education and Ed.D. Programs	james.hodges@trident.edu (276) 340-5040	Ph.D., Higher Education Leadership & Administration M.A., Educational Administration and Supervision M.A., Biblical Studies B.A., Elementary Education B.A., Theater & Speech	Vice President of Academic and Student Success Services, Patrick Henry Community College Professor of Education, , Patrick Henry Community College Second and Third Grade Teacher, Martinsville City Schools Summer School Principal, Martinsville City Schools	Cooperative Learning, Critical Thinking, The Community College Student Success Agenda, Developmental Education
Schmidt, Heidi Professor, College of Education	Heidi.Schmidt@trident.edu (714) 816-0366 ext. 2648	Ph.D. Educational Leadership and Policy Analysis M.A. -Educational Administration (Curriculum and Instruction minor) B.S.-Elementary Education (Reading and Language Arts Concentration)	District Administrator Middle School Principal and Associate Principal K-8 teacher Higher education teaching (adjunct and core faculty)	Educational Leadership Learning Organizations Curriculum, Instruction and Assessment K-12 School Based Mental Health
Smith, Heidi Linn Dean, College of Education and Doctoral Studies Director, Ed.D. Program	heidilinn.smith@trident.edu (714) 816-0336 ext. 2486	Ed.D., Community College/Higher Education Leadership M.S., Exercise Physiology B.A., Speech Language Pathology	Higher education administration, academic program development, undergraduate and graduate student advising.	Access, retention and persistence of underrepresented college students; financial literacy of college students; and professional development of student affairs personnel.
*Trimmell, Michael Adjunct Faculty, Ed.D. Program	michael.trimmell@trident.edu	Ed.D., PK-12 Educational Leadership M.A., Cross Cultural Education California Administrative Credential B.S., Cell and Development Biology	Former Biology Teacher Former Middle School Assistant Principal Current Elementary School Principal Current Adjunct Professor - Educational Administration & Master's Degree Program, CSULB	Educational Administration (PK-12 Setting), Pedagogical Content Knowledge, Science Specific Professional Development, STEM
Wesolek, Michael Doctoral Mentor	michael.wesolek@trident.edu (714) 816-0366 x 2624	PhD. Educational Leadership (Higher Ed) M.A., Early Childhood Education M.S., Aeronautical Science,	Former Military Aviator, Current Commercial Pilot (Multi-Engine Airplane and Helicopter), Strong OSHA background (Safety)	Aviation Education, Safety Education, Adult Learning/Education, Technical Education

Wirth, Pamela Dept. Chair, Science, University College	pamela.wirth@trident.edu (714) 816-0366 ext. 2547	Ph.D., Health Related Sciences M.S., Biology B.S., Biology Graduate Certificate in Instructional Design M.S. Higher Education Leadership (in progress)	Faculty Lead for Science Department of Southern New Hampshire University Certified Peer Reviewer for Quality Matters Clinical and research background in laboratory diagnostics as Senior Scientist for Ventana Medical Systems and Immunohistochemistry Laboratory Manager for Vanderbilt University	Distance Learning Adult Education to include learning theories, motivation and engagement Course Development/Instructional Design Science Instruction Laboratory Testing Clinical Diagnostics
Wilson, Pamela Adjunct Faculty, Masters of Education and Ph.D. Programs	pamela.wilson@trident.edu (773) 930-9630	Ph.D., Educational Leadership (eLearning)	Active Duty Sergeant Major (30 years)	Education, Organizational, Behaviorism, Corporations, Military
*Zientek, Kathy Adjunct Faculty, Masters of Education Program	kathy.zientek@trident.edu kathy.zientek@hotmail.com (719) 697-1154	Ed.D., Educational Leadership M.S., Adult Education and Distance Learning, MAED/AEDL & Doctoral B.S., Educational Studies	I have over 15 years of experience in the education field. The last ten years I have been focusing on diverse aspects of adult education. I published my first children's book in January, 2015. My dissertation was published in 2009 and focused on distance education, military students and degree completion rates.	Adult education, K-12 online learning, military, influences of social media, psychology, marriage, family, children and many more.

*Committee member only   1-12-2018

How to Contact a Potential Dissertation Chair or Committee Member

Based on the information above, identify a potential dissertation chair who can offer their expertise to your selected dissertation topic. Compose an email to the potential chair using the template below. Carefully check grammar, spelling, and punctuation.

Once you receive a confirmation that the chair is willing to serve, forward it to the Director at heidilinn.smith@trident.edu. If the proposed chair is not a Trident University faculty or mentor, they will need to provide a CV to the Director.

Recommended Email Template to Request Committee Membership

DATE

Dear Dr. <<NAME>>:

My name is <<YOUR NAME >>. I am currently enrolled in the Ed.D. Program at Trident University International. I am in the phase of my program that includes the selection of my Dissertation Chair.

My dissertation topic is <<topic>>. After careful consideration, I believe your expertise and professional background supports my request. I respectfully request that you serve as my chair.

<<Insert 1 – 2 paragraphs describing the potential dissertation committee member's background or expertise and the match to your dissertation topic. Make it clear that you have carefully considered *their individual background and expertise*.>>

In closing, I hope that you will consider serving as my Dissertation Chair. You can contact me <<insert email and telephone contact information here>>. Or, you may contact the Director, Dr. Heidi Linn Smith at heidilinn.smith@trident.edu if you have further questions.

I look forward to hearing from you.

Sincerely,