

HANDBOOK

CENTER FOR LEADERSHIP STUDIES

2020 – 2021 ACADEMIC YEAR

**Doctor of Philosophy & Doctor of Education in
Organizational Leadership**

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Welcome & Introduction



A Word from the Director:

Welcome to the Center for Leadership Studies at Northwest University, the home of our Ph.D. and Ed.D. programs in Organizational Leadership. Our goal is to prepare students for influence at the strategic level across a variety of fields. In short, we equip people to lead the leaders of our day.

Our graduates will be writing the books others are reading and guiding the organizations others are copying. These accomplishments will happen the “Northwest Way,” characterized by spiritual vitality,

academic excellence and social engagement.

At the CFLS we understand rigorous doctoral training not as an end in itself, but as a means of shaping the future of our key institutions in a Godward direction. The program operates with small, highly diverse cohorts of students experiencing an inter-disciplinary model of instruction. The Center supports student success, and especially dissertation completion, throughout the process. We will take this journey together.

The Ph.D. track offers students the opportunity to emphasize scholarship, original research, and the generation of new theory. Our Ed.D. is a shorter program more practical in its orientation, helping students apply existing research to problems in the field. The Ph.D. produces “Scholar Practitioners,” while the Ed.D. focuses on “Practitioner Scholars.” Both tracks have access to any of our four concentrations: Leading Ministry Organizations, Higher Education Leadership, Business Leadership and Consulting, and District and School Leadership.

A low-residency, hybrid approach to course delivery will involve students in study on-campus, online, and “on the road” at major, field-specific professional conferences. You will find that bringing together a diverse group of individuals for interdisciplinary instruction with our outstanding faculty will produce transformative learning. We are not here just to produce educated people, but educated people who are different.

Thanks for becoming part of the journey!

Earl Creps, Ph.D., D.Min.
Dean/Director--Center for Leadership Studies

History of the Center for Leadership Studies

Northwest University began offering undergraduate training in leadership from its earliest days. This emphasis on preparing young people to lead eventually matured into multiple degree programs at the undergraduate and graduate levels across the institution.

Most recently, NU created a Master's degree in Leadership Studies initially offered by the College of Ministry. These initiatives indicate this field of study is central not just to Northwest's curriculum, but also to its identity. The success of these programs of study also suggested the university could offer even more to students.

Beginning with the vision of President Castleberry, the faculty and administration spent several years in dialogue about the possibility that doctoral degrees could be the University's next step in the study of Organizational Leadership. The consensus developed around this idea brought the Ph.D. and Ed.D. in Organizational Leadership into being and created the Center for Leadership Studies to house the programs. Earl Creps joined the Northwest administration in 2017 as founding Director of the Center and Dean of its academic programs.

The Organizational Leadership doctorates are the second and third doctoral programs created by Northwest, the first being our Doctor of Psychology in Counseling Psychology (Psy.D.) first offered in 2009.

The Center is housed on the second floor of the university's 6710 Building, an attractive, modern facility just a short walk from the main campus. The facility includes 6 classrooms, full multi-media and Wi-Fi capability, ample parking and outstanding student amenities. The Psy.D. program uses the same spaces to great effect in the evenings and on weekends.

The CFLS's passion for leadership, scholarship, and transformation aligns with the vision of Northwest University as a learning community dedicated to spiritual vitality, academic excellence, and empowered engagement with human need.

Overview of the Ph.D. and Ed.D. Programs in Organizational Leadership

Training Model

The structure of the Ph.D. and Ed.D. programs is designed to serve working professionals, particularly individuals with a completed master's degree and substantial experience in a relevant field.

The CFLS training model for the Ph.D. and Ed.D. degrees involves the following key components:

1. **Diverse students:** Diversity will be the most salient feature of the student pool. Northwest will emphasize developing demographically heterogeneous cohorts in the belief that we learn the most from those unlike ourselves. The potential student population for the doctoral programs will be composed largely of mid-life professionals. Some will be seeking to transition to tenure-track academic positions. Others intend to continue working in a non-academic profession but want to contribute more and lead at a higher level. Combining these different kinds of people in an inter-disciplinary program offers a rich context for learning.
2. **Inter-disciplinary instruction:** A unique element of the program will be its **cross-disciplinary** approach. Faculty for the program will include professors and administrators from various departments and disciplines. Additionally, students will also have the opportunity to interact with senior leaders from a variety of fields. Cultivating an environment in which students learn from multiple fields, such as ministry, business, and education, and engage with best practices and perspectives in their own field as well as others, will create a robust learning experience. We believe graduates will be prepared to take on current and future challenges based on this philosophy of cross-disciplinary learning. This philosophy of studying organizational leadership from a cross-disciplinary perspective will additionally influence the theories that will be studied. Rather than focusing on an individual theory, students will be encouraged to engage with multiple theories and evaluate their applicability in varied scenarios and fields. From the beginning of the program, students will engage with faculty with expertise in organizational leadership that has been applied in varied settings, including ministry, business, and education. Coursework will be designed to develop competencies in the theory and practice of organizational leadership, with the opportunity to learn from how those approaches are applied in varied contexts. Students will be able to focus on their particular field of study when working on course projects.
3. **Contextual experience:** The Kirkland environment also affords the program a uniquely relevant context. Many of the world's most highly regarded organizations have major installations in the city or nearby. Google, Amazon, Microsoft, Costco, Boeing, and Expedia are examples of companies with a significant presence only a few miles from campus, allowing our students to interact face to face with high-level organizational leaders at appropriate points in their coursework.
4. **Integrated curriculum:** Course content and dissertation work are overlapped in our model, meaning that each class experience will help students define their

research interests, master the literature of their field, conduct original research, and develop scholarly oral and written presentation skills. Every course includes components designed to support dissertation completion from the first term.

5. **Communal relationship:** Small cohorts are the core of the learning experience. This experience allows students to relate to each other faster more closely. Also, faculty engagement with each student can be much more individualized enhancing the learning environment.
6. **Writing development:** The program prioritizes excellence in student writing. For example, a writing workshop will be a required part of the orientation process. Additionally, specific assignments throughout the program will teach students the skills of writing and re-writing. Each course will also feature a schedule segment devoted to enhancing writing competencies. In order to serve best the development of writing skills, all aspects of the program will follow the APA formatting style.
7. **Progress Assessment:** Students in the Ph.D. and Ed.D. will participate in a preliminary review process after completion of 15 credits, followed by an annual review thereafter. This process will allow faculty and the CFLS staff to provide feedback to students about their status in the program. Students will also be assigned to a faculty advisor/mentor at the beginning of the program to plan course progression, begin developing dissertation concepts and procedures, and provide a rigorous but supportive personal connection with the program.
8. **Dissertation preparation.** The program will emphasize resourcing students to complete their dissertations successfully, with the delivery model exposing them to dissertation classes from the first term, and dissertation-related material within each course. The Core courses include foundational classes such as Critical Inquiry, Quantitative and Qualitative Research Methods, and Advanced Methods. Also, the curriculum requires 12 credits of dissertation-specific courses, including Guided Reading, Proposal Development, Research, and Writing. Six credits of Research Seminar will deepen and supplement the students' dissertation work, including implementing original research and working on literature reviews under faculty supervision. Projects throughout the curriculum will be designed to assist students with the development of portions of the dissertation. When approaching the dissertation phase, students will apply through the Center of Leadership Studies for admission to candidacy and assignment of a selected dissertation Chair and committee. The delivery model allows Ph.D. students to complete their dissertation work in four years.
9. **Comprehensive examination:** Similar to preparing for the dissertation, coursework will be designed to guide students in developing the competencies needed to successfully pass comprehensive exams. For example, assigned reading in individual courses will be applicable for the exams. Additionally, working on the literature review for the dissertation will incorporate prep for comps. Workshops will be offered to students providing guidance and suggestions to prepare for comprehensive exams.

10. **Transformative learning:** Small cohorts of diverse students immersed in an interdisciplinary environment and led by outstanding faculty are capable of transformative learning. Discovering new realms of scholarship and Surfacing and examining unspoken assumptions, gives students new choices and a new point of view.

Program Comparison: Ph.D. and Ed.D.

Both the Ph.D. and Ed.D. in Organizational Leadership are designed for students to develop expertise in leadership theory integrated with one area of concentration. Students will choose one of the following concentrations: Business Leadership and Consulting, Higher Education Leadership, Leading Ministry Organizations, or District/School Leadership.

The curriculum for the Ph.D. in Organizational Leadership requires a total of 72 credits. The categories of coursework include the following:

- Core courses (36 credits)
- Concentration courses (18 credits)
- Research seminars (6 credits)
- Dissertation courses (12 credits)

The curriculum for the Ed.D. in Organizational Leadership requires a total of 60 credits. The categories of coursework include the following:

- Core courses (30 credits)
- Concentration courses (18 credits)
- Dissertation courses (12 credits)

Ph.D. graduates will be trained in research methodology and equipped to analyze literature, conduct and publish original research, and apply relevant theories to current issues and field practice. Ed.D. graduates will be equipped to analyze theory and apply best practices from research to current challenges in their field of study.

The timeframe for completion of each program will vary based on how each individual progresses through coursework, comprehensive exams, and dissertation. However, the coursework and dissertation process has been structured for students to be able to complete the Ph.D. in four years and the Ed.D. in three years.

Ph.D. and Ed.D. students will participate in much of the same coursework with the following differentiating components:

- Ph.D. dissertations will be original research resulting in theory extension and/or generation; Ed.D. dissertations will center on application of existing theory to a current problem resulting in knowledge generation.
- GRE will be required for direct admission to Ph.D. (the exam can be waived for students who enter the Ed.D. and complete an application process to the Ph.D. program).
- Completion of the Ph.D. will require comprehensive examinations over three areas: leadership theory, research methods, and critical issues related to

concentration; the Ed.D. exams will be over two areas: leadership theory and critical issue related to concentration.

Program Goals and Competencies

Ph.D. Program Outcomes

Graduates will be able to:

1. Evaluate the strengths and weaknesses of competing leadership theories as applied to current organizational challenges.
2. Conduct high-quality original research that expands organizational leadership theory.
3. Demonstrate professional oral and written presentation skills.
4. Cultivate positive interpersonal skills that promote healthy organizations.
5. Articulate a compelling Christian perspective for addressing ethical challenges.
6. Apply leadership theory to the challenge and opportunity of interacting with diverse perspectives in varied organizational settings.

Ed.D. Program Outcomes

Graduates will be able to:

1. Evaluate the strengths and weaknesses of competing leadership theories as applied to current organizational challenges.
2. Apply relevant organizational leadership research in organizational settings.
3. Demonstrate professional oral and presentation skills.
4. Cultivate positive interpersonal skills that promote healthy organizations.
5. Articulate a compelling Christian perspective for addressing ethical challenges.
6. Apply leadership theory to the challenge and opportunity of interacting with diverse perspectives in varied organizational settings.

Business Leadership and Consulting Concentration Outcomes

Graduates will be able to:

1. Apply critical thinking to address business problems and opportunities.
2. Propose strategic growth plans for organizations.
3. Evaluate qualitative external and internal data to support business analysis.
4. Construct plans to resolve organizational conflict.

Higher Education Leadership Concentration Outcomes

Graduates will be able to:

1. Gain a broad knowledge of higher education theory and practice.
2. Develop theoretical understanding and practical application of leadership as applied within the context of higher education.
3. Contribute new insights to the body of knowledge surrounding higher education (Ph.D.).
4. Apply current theory and knowledge surrounding higher education to real-world problems or situations (Ed.D.).

Leading Ministry Organizations Concentration Outcomes

Graduates will be able to:

1. Evaluate historical, theological and organizational theories related to ministry organizations.
2. Create spiritual formation plans for those in ecclesial leadership.
3. Analyze the distinctive elements of Christian spirituality in organizations.
4. Conduct original research on ecclesial leadership as it relates to today's ministry organizations.
5. Evaluate the performance of ministry organizations based on data, to produce evidence-based conclusions, leading to the development of new theory and practice.

District/School Leadership Concentration Outcomes

Graduates will be able to:

1. Develop an understanding of the principles of school leadership, fiscally responsible budgeting, transformative vision-casting for school improvement, and strong instructional leadership.
2. Create a portfolio of artifacts demonstrating the candidates' skills and knowledge relative to the Washington State Principal Standards and in preparation for a Washington State Residency Certificate.
3. Contribute new insights to the body of knowledge surrounding school leadership (Ph.D.).
4. Apply current theory and knowledge surrounding school leadership to a real-world problem or situations (Ed.D.).

Program Format

The Ph.D. and Ed.D. programs in Organizational Leadership use a cohort system. All entering students are grouped together and given nearly the same schedule of courses for the entire program. The cohort becomes a valuable resource for several reasons: students study together, encourage and assist one another when needed; and become comfortable with one another to the point of being able to discuss sensitive issues and share personal stories. Since a higher level of openness is attainable, a higher level of learning can be reached.

Course Format

It takes four years of full-time enrollment to complete the Ph.D. degree, with courses scheduled across two annual terms (Fall and Spring semesters, which begin in July and January respectively). The Ed.D. degree uses the same schedule but can be completed in three years of full-time study. The degrees are not available on a part-time basis. *Full-time enrollment is required.* In general, cohorts will begin their classes together in July of each year. Residency courses are week-long "intensives" meeting from 8:00AM to 5:00PM, Monday through Friday on the Kirkland campus. Some classes will feature a combination of lecture/discussion delivered in Kirkland, with follow-up study online. Other courses will be completely online, or built around professional conferences or experiences in the field.

Admissions Procedures

A Master's degree from a regionally accredited college or university is required to qualify for admission to the program. It is preferred but not required that this degree be in Leadership or a related field.

Potential students must have a 3.00 grade point average (GPA) in graduate level courses on a 4.0 scale. In order to be considered for admission, potential students must submit a completed application, three references including one academic reference, transcripts from all colleges and universities attended, their GRE general test scores (taken within the last 5 years), updated resume, and a writing sample responding to the essay prompt available on the CFLS online application.

Once potential students have submitted their completed application along with all the application materials, each applicant will have an individual or group interview with the Director of the CFLS.

Applicants who meet or exceed the above criteria must also exhibit qualities consistent with the ethos of the Center for Leadership Studies. The cohort model places great responsibility on faculty and students to work together to create a positive, supportive, and collaborative learning environment. Students must be committed to personal responsibility, time management, professional ethics, interpersonal integrity, and servanthood to be successful in the program. The admissions committee seeks to ascertain each student's degree of readiness for this type of learning environment. It is the responsibility and authority of the admissions review board to determine an applicant's degree of compatibility with the ethos of the program.

Credit Transfer Procedure for New Incoming Ph.D./Ed.D. Students

Step 1. The accepted student submits a written request to the CFLS proposing that previous credit(s) earned from another institution be substituted for required course(s).

Step 2. The student must obtain an official transcript and a copy of course descriptions obtained from the other school's published catalog and submit both items to the CFLS.

Step 3. The CFLS staff will cross-check the proposal and submit a completed proposal form to the Director.

Step 4. The CFLS admissions team will audit the proposal. A list of accepted credit substitutions will be marked on the proposal form and returned to the Director.

Step 5. The CFLS Director will inform the student of the accepted credit substitutions.

Step 6. The student will accept or deny the accepted proposal, at which time the student will inform the CFLS whether he or she plans to make a deposit with NU.

Step 7. If the student agrees to the accepted substitution of credits, then the CFLS Director submits a Degree Requirement Substitution / Waiver form to the registrar's office.

Financial Information

For a complete listing of all tuition and fees related to CFLS programs, see the current Northwest University online Graduate Catalog at <http://catalog.northwestu.edu/index.php?catoid=14>

Tuition and Fees

CFLS tuition is \$827 per credit. Our 72 credit PhD has a sticker price of \$59,544 and our 60 credit EdD has a sticker price of \$49,620. This does not include University fees and this price can be reduced by our different scholarships.

Fees

- CFLS Library Fee (\$25) covers student access to the Library on Campus as well as all of the online resources the NU Library provides such as research tutorials, professional journals, and article databases. This is charged every semester the student is active in the program.
- C[F]LS Student Activity Fee (\$35) covers CFLS student activities such as food during residencies and orientation materials. The student activity fee also contributes to the compensation for the student's dissertation committee members. This is charged every semester the student is active in the program.
- CFLS Independent Student Fee (\$180) is charged when a student initiates an Independent Study to complete classes that are not possible to be taken with your cohort members.
- Graduation Fee (\$110) goes to the registrar's office to cover graduation costs such as diploma packet and doctoral regalia.

Additional costs you may encounter:

- The cost of travel for conference or experience-based courses is paid by the student in addition to regular tuition.

CFLS Scholarships

The Center for Leadership Studies offers four levels of scholarship support for students in the Ph.D. and Ed.D. programs:

First Year Fund Scholarship

Description: This scholarship makes financial support available to students newly admitted to the program in the first year of their studies and is based on a combination of the student's financial need and academic potential.

Amount: The First Year Fund provides financial assistance to new students of between \$500 and a maximum of \$3,000 per student.

Duration: One year

Eligibility Criteria:

Newly admitted CFLS students enrolling full-time in the Ph.D. or Ed.D.
Academic excellence demonstrated through an outstanding GPA, GRE scores and personal references. (Ed.D. applicants do not require a GRE score.)
Professional excellence demonstrated through an exemplary resume or curriculum vitae (CV) and personal references

Application: A completed application will serve as the FYF scholarship application. Decisions on scholarship awards will be made by the CFLS Admissions Committee.

Non-Profit Leaders Fund Scholarship

Description: This scholarship makes financial support available to students serving with 501(c)(3) non-profit corporations such as churches, parachurch agencies and NGOs.

Amount: The Non-Profit Leaders Fund will provide a 10% tuition scholarship to students whose non-profit employer contributes at least 10% of the cost of their tuition.

Duration: Renewable annually

Eligibility Criteria:

CFLS students in good standing enrolled full-time in the Ph.D. or Ed.D.
Documentation of full-time employment with a non-profit corporation
Documentation of 501(c)(3) non-profit corporation status
Documentation of employer contributing 10% of student's tuition

Application: Students apply to the CFLS office by annually supplying documentation of their full-time employment with a non-profit corporation, the legal non-profit status of their employer, and the employer's level of financial support.

Dissertation Support Grant

Description: This grant makes limited financial support available for the expenses related to completing a Ph.D. or Ed.D. dissertation, such as APA editing, software, transcription, data analysis, etc.

Amount: Up to \$500 as a reimbursement for documented, qualified expenses.

Duration: A one-time award in year three (Ed.D.) or four (Ph.D.) of the student's program

Eligibility Criteria:

CFLS student in good standing enrolled full-time in the Ed.D. or Ph.D. program
Approved Dissertation Chair, Committee, and Proposal in place
Approved dissertation research and writing underway in the third (Ed.D.) or fourth (Ph.D.) year of the student's program

Application: Students will submit expenses eligible for reimbursement to the CFLS office. Submissions must be itemized, directly related to completion of dissertation research and writing, and include copies of receipts. The CFLS Director, in

consultation with the student's Dissertation Chair, will approve all reimbursements up to a total of \$500 per student.

Emerging Scholars Grant

Description: This grant provides one-time funding to support student travel for research presentations at approved professional conferences.

Amount: Up to \$500 as a reimbursement for documented, qualified expenses.

Duration: One-time reimbursement

Eligibility Criteria:

CFLS student in good standing enrolled full-time in the Ph.D. or Ed.D. program

Professional conference approved in advance by the CFLS Director

Presentations should be scholarly in nature and represent Northwest well

Application: Students will submit itemized conference travel expenses with accompanying receipts and a letter explaining the nature of the travel and the amount of the funds sought. The CFLS faculty will approve and determine the amount of all reimbursements.

Graduate Referral Credit Program

Description: As a current CFLS graduate student you may refer qualified friends and family members to the CFLS graduate program at NU and receive a financial credit if they are admitted.

Amount: One-half of one credit tuition

Duration: Current students can earn the tuition credit up to four times

Eligibility Criteria: The new, in-coming student must have listed the name of the referring student on their initial graduate application form at the time that the form is submitted to CFLS.

Once the application has been turned in it cannot be amended to include or change the name of the referring student.

The referral process does not change the application requirements or process.

Only qualified applicants will be admitted.

Application: Please contact the CFLS office for the full Terms & Conditions of this Program and to apply for the tuition credit.

Program Timeline

The integrated schedule offered by the CFLS means students take Core, Concentration and Dissertation-related classes during the same term. This model gives students the opportunity to begin conceptual work on the dissertation during their first term, and complete the Ph.D. in four years and the Ed.D. in three.

The schedule planned for a four-year program of study would approximate the following: (Course topics and scheduling are subject to change).

Year One:

Core Courses: Advanced Leadership Theory, Critical Inquiry, Organizational Theory, Organizational Change

Concentration Courses: Strategic Thinking & Planning, History of Higher Education, Historical Models of Ministry Leadership, Financial Management, Higher Education Leadership, A Theology of Christian Organizations, Visionary Leadership for School Improvement, Educational Law & Ethics, Transforming School Culture

Dissertation Courses: Quantitative Research and Statistics, Qualitative Research

Year Two:

Core Courses: Leadership and Diversity, Organizational Communication, Organizational Culture, Leadership and Ethics

Concentration Courses: Data-Driven Decision-making , Higher Education Law, Current Issues in Missiology, Community Care & Engagement, Teacher Empowerment & Evaluation, Resource Management for School Improvement

Dissertation Courses: Advanced Research Methods, Research Seminars

Year Three:

Core Courses: Conference class, Contemporary Issues in Organizational Research

Concentration Courses: Managing Innovation, Performance Evaluation in Ministry Organizations, Conflict Management, Higher Education Finance, Transforming Ministry Organizations, Organizational Consulting, Self-Leadership in Organizational Life, Principal Internship (if applicable)

Dissertation Courses: Research Seminar, Guided Reading, Dissertation Proposal

Year Four: Dissertation Research and Writing

Program Timeline and Continuation

Ph.D. students are required to complete 72 semester credit hours of coursework and an approved dissertation within 6 years of starting the program. Ed.D students are required to complete 60 credit hours of coursework and an approved dissertation within 5 years of starting the program. Students exceeding normal program completion limits (4 years for the Ph.D. and 3 years for the Ed.D.) may apply to the CFLS for a program extension year, and pay the extension fee.

Student Advisement

Students will be assigned a faculty advisor during their first semester in the program. Faculty advisors are intended to assist students in navigating the first several years of the program, help them prepare for the dissertation process, and orientate students to the field of leadership studies. Students will remain with their assigned faculty advisors until students begin the dissertation process, at which time they have the option of requesting their current advisor or another faculty member as their dissertation Chair. (Per *Dissertation Handbook* policy, students may request a particular Chair; however, they are not guaranteed to be assigned their requested Chair as the faculty members' current dissertation load may not allow the faculty to take additional advisees).

Student Diversity

CFLS enthusiastically supports students of diverse backgrounds including different cultural, ethnic, and religious backgrounds. Program faculty and staff intentionally foster an environment that respects diversity and differing life experiences. The CFLS begins creating this open and respectful environment during the application and admissions process. The CFLS Director notifies potential students of the department's emphasis on diverse students, interdisciplinary instruction and transformative learning. This subject is revisited during the application interview as faculty and staff inquire about each student's worldview and biases. During orientation, the prioritization of diversity and mutual respect is re-enforced and the need to listen to and appreciate differing worldviews and experiences is further explained. In the classroom and cohort environment, each student's unique voice in the conversation of leadership studies is appreciated and encouraged. In a continued effort to foster an environment of respect and encouragement, the CFLS faculty integrate issues of relationship and diversity in classroom discussions.

Student Peer Mentoring

During the first year of the program, students are paired with a third or fourth year student who offers peer mentoring throughout the program. Students are paired together based on a variety of factors including racial, cultural, and religious backgrounds. The goal of this exercise is to foster support and encouragement for students by pairing them with more advanced students of similar backgrounds and/or interests as they begin developing their research, writing, and practical skills in leadership studies.

Academic and Professional Requirements

Full-Time/Part-Time Enrollment Status

Enrollment status is an important issue and is based on the amount of assigned and expected work contained in the program classes. Accrediting agencies stipulate that a full-time enrollment status equates to a student working on course-related assignments between 40-45 hours each week, hence the term "full-time."

Financial Aid is awarded based on the enrollment status of: full-time = 9 credits; three-quarter time = 7 or 8 credits; half-time = 6 credits. By Department of Education regulations, no financial aid is available for students who are registered for less than half-time. Consult the Financial Aid Office for specific questions regarding the program of interest. CFLS students are expected to enroll on a full-time basis only.

The Ph.D. and Ed.D. programs are based on a cohort system, making part-time attendance *not an option* except in emergency situations by permission. For this reason, a student is responsible for all complications (concerning the availability of required courses or the ability to meet graduation requirements, for example) that may occur should, for emergency reasons, he or she need to attend less than full time.

A student must have the advance permission of the CFLS in order to enroll for fewer than the required credits in any given term during the course of their program, and that option may not be available. Should a student take less than a full-time academic load in any semester, either due to transferring credits or emergency reasons, his or her financial aid may be affected.

All students in the Ph.D. and Ed.D programs will be continuously enrolled and registered in the program until either completion, they are terminated for failing to meet requirements, or they officially drop-out of the program. Both programs operate on a cohort model. Therefore, it is extremely difficult for students to take a partial credit load or a semester off. It is University policy that students may request a semester off in the event of an emergency.

Re-Application Policy

The Center for Leadership Studies has specific policies and requirements for students who wish to reenter its doctoral program after previously withdrawing. Students who have withdrawn must reapply in order to reenter the program. The application will be reviewed by the respective Review Board Committee and students are not guaranteed re-admittance. In addition, it is up to the discretion of the Review Board Committee if the applicant will return to his or her cohort or be placed in a new cohort. A readmitted student is responsible for completing the Ph.D. program within six years, and the Ed.D. program within five years, of his or her original start date of the program.

Attendance Policy

In addition to the Attendance Policy in the general section of the Northwest Graduate Catalog, CFLS degree programs maintain the following standards:

- Regular class attendance is important and expected of all students in every course.
- Specific attendance policies and consequences of missing a class session are at the discretion of the individual professor for each class.
- Student should contact the professor in advance if they will need to miss a portion of a class.
- Attendance is included as part of the overall course grade and if a student misses more than a third of the sessions, the student will not be able to receive a passing grade. In this circumstance, the student is encouraged to withdraw from the course and retake the class when it is offered again.

Academic Writing

The current edition of *Publication Manual of the American Psychological Association* (APA) is the required standard for all academic writing by students in CFLS programs, including course papers and dissertations.

Faculty and Student Authorship

An important part of becoming a professional in the field of leadership studies is conducting research. Several research experiences are integrated into the Ph.D. and Ed.D. programs, including the research classes and the doctoral dissertation. In addition to these program components, students may also have the opportunity to work with a faculty members on a research project. These projects may result in a conference presentation or a journal article submission. There are no prescribed rules regarding authorship within the field of leadership studies, however, there are several APA recommended best practices and guidelines for determining authorship. CFLS recommends faculty and students consider the following recommendations when discussing authorship and authorship order on joint faculty/student research endeavors:

- Discuss expected roles and authorship of each contributor to the research project at the start of the project;
- Continue the discussion of authorship and author order throughout the entire research project and authorship should be considered subject to change at any time;
- The process of determining authorship and authorship order should be as egalitarian as possible despite the inherent power difference between the faculty and student;
- Document in writing the agreed upon roles, authorship, and any changes throughout the course of the research project.

For additional information and recommendations regarding authorship, the CFLS recommends the APA Science Student Council's (2006) paper available at: <http://www.apa.org/science/leadership/students/authorship-paper.pdf>. Additionally, a resource recommend by the APA Science Student Council may be helpful in determining authorship order: <http://www.apa.org/science/leadership/students/authorship-determination.pdf>.

Timeline to Graduation

Program Requirements

Candidates for the Ph.D. or Ed.D. in Organizational Leadership must complete each required course and the total minimum 72 prescribed credit hours for the Ph.D. and 60 credit hours for the Ed.D. Moreover, all students must pass their comprehensive exams, and complete an original, approved dissertation in order to graduate.

Commencement Eligibility Checklist

Year One

- Ph.D.: Year 1 coursework completed
- Ed.D.: Year 1 coursework completed
- Met standard on Doctoral Student Progress Assessment

Year Two

- Ed.D.: Pass comprehensive exams
- Ph.D.: Year 2 coursework completed
- Ed.D.: Year 2 coursework completed
- Met standard on Doctoral Student Progress Assessment
- Ed.D. & Ph.D. Successful oral defense of dissertation proposal

Year Three

- Ph.D.: Pass comprehensive exams
- Ph.D. Year 3 coursework completed
- Ed.D.: Year 3 coursework completed
- Met standard on Doctoral Student Progress Assessment
- Ed.D.: Successful completion of Dissertation Oral Defense and Doctoral Dissertation final document

Year Four

- Ph.D.: 12 semester hours of dissertation research and writing
- Ph.D.: Successful completion of dissertation oral defense and Doctoral Dissertation final document
 - Submitted bound copy of dissertation to the CFLS and electronic copy (PDF) to Library.
 - Dissertation posted on Ebscohost Dissertation and Theses Database.
- Completed graduation application