

STUDENT HANDBOOK

CENTER FOR LEADERSHIP STUDIES

2025 – 2026 ACADEMIC YEAR

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

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The CFLS publishes this handbook for information purposes only. Although every effort is made to ensure accuracy at the time of publication, this handbook shall not be construed to be an irrevocable contract between the student and the university. Northwest University reserves the right to make any changes in the content and provisions of the handbook without notice.

Welcome & Introduction

A Word from the

Directors:



Welcome to the Center for Leadership Studies (CFLS) at Northwest University, the home of the Ph.D. and Ed.D. programs in Organizational Leadership. We strive to prepare students for influence at strategic levels across a variety of fields. In short, we equip people to lead the leaders of our day.

Our graduates will write the books others read and guide the organizations others want to copy. 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 interdisciplinary 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. The 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 Interdisciplinary 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. Students will find that this bringing together of a diverse group of individuals for interdisciplinary instruction with outstanding faculty will produce transformative learning. We do not just want to produce educated people but educated people who make a difference.

Thanks for becoming part of the journey!

Valerie Rance, Ph.D. and DeLonn Rance, Ph.D.
Co-Directors/Associate Deans--Center for Leadership Studies

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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.

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. Dr. Earl Creps joined the Northwest administration in 2017 as founding Director of the Center and Dean of its academic programs. In the summer of 2022, Dr. Creps retired and Drs. DeLonn and Valerie Rance came on board as co-directors and associate deans of the CFLS.

The Organizational Leadership doctorates are the second and third doctoral programs created by Northwest, the first being the Doctor of Psychology in Counseling Psychology (Psy.D.) inaugurated 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 six 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. Also, the new PA program uses the updated third floor of the building.

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 CFLS designed the structure of the Ph.D. and Ed.D. programs 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 people learn the most from those unlike themselves. 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 one applies those approaches 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 exemplify the companies with a significant presence only a few miles from campus, allowing students to interact face to face with high level organizational leaders at appropriate points in their coursework.

4. **Integrated Curriculum:** Course content and desertion work overlap, 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 day one.
5. **Communal Relationship:** Small cohorts are the core of the learning experience. This experience allows students to relate to each other faster and 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. Specific assignments throughout the program will teach students the skills of writing and rewriting. 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 directors to provide feedback to students about their status in the program. After the first year, the CFLS Lead Team will help the student choose their dissertation chair who will help him/her 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 dissertation successfully, with the delivery model exposing them to dissertation classes from the first year, and dissertation-related material within each course. The Core courses include foundational classes such as Critical Inquiry, Quantitative Research, and Qualitative Research and Statistics. Also, the curriculum requires 12 credits of dissertation-specific courses, including: Dissertation Literature Review, Dissertation Proposal, Dissertation Research, and Dissertation Writing. The Ph.D. adds six credits of Research and Teaching Assistant, and three credits of Ph.D. Dissertation Methods These classes 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 complete comprehensive exams (Ed.D. presenting a journal article and professional video; Ph.D. presenting a journal article, a professional video, and oral exam). Passing the comps promotes the student to doctoral candidacy and with the assistance of his/her chair, selection of a dissertation committee. The delivery model allows Ph.D. students to complete their dissertation work in four years and the Ed.D. student in three 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. A Discovery site provides students with an explanation of the process, examples, and templates needed to prepare for comprehensive exams.

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

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

The CFLS designed both the Ph.D. and Ed.D. in Organizational Leadership 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 Interdisciplinary 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 CFLS structured the coursework and dissertation process 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:

- The Ph.D. comprehensive examination will consist of three elements: a written article about an aspect of the dissertation topic, a TED talk type professional video addressing the elements of the proposal, and an oral exam over the subjects of leadership theory and research from the core classes. The Ed.D. exams will have two elements: a written article about an aspect of the dissertation topic and a TED talk type professional video addressing the elements of the proposal.
- 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.

Program Goals and Competencies

Ph.D. Program Outcomes - Graduates will be able to:

1. Evaluate leadership theories as applied to current organizational challenges.
2. Conduct high-quality original research that expands organizational leadership theory.
3. Demonstrate communication skills in the presentation of research.
4. Cultivate positive interpersonal skills that promote healthy organizations.
5. Evaluate leadership issues through the framework of faith and ethics.
6. Apply leadership theory to create an action plan to address issues of diversity in the workplace in organizational settings.

Ed.D. Program Outcomes - Graduates will be able to:

1. Evaluate leadership theories as applied to current organizational challenges.
2. Apply relevant organizational leadership research in organizational settings.
3. Demonstrate communication skills in the presentation of research.
4. Cultivate positive interpersonal skills that promote healthy organizations.
5. Evaluate leadership issues through the framework of faith and ethics.
6. Apply leadership theory to create an action plan to address issues of diversity in the workplace in organizational settings.

Business Leadership and Consulting Concentration Outcomes - Graduates will be able to:

1. Apply consulting skills to address problems and opportunities in an organization.

Higher Education Leadership Concentration Outcomes - Graduates will be able to:

1. Evaluate contemporary trends in higher education leadership.

Leading Ministry Organizations Concentration Outcomes - Graduates will be able to:

1. Based on research data, evaluate the performance of a ministry organization to develop a strategic plan.

Interdisciplinary Leadership Concentration Outcomes – Graduates will be able to:

1. Evaluate the performance of organizations from a leadership perspective.

Program Format

The Ph.D. and Ed.D. programs in Organizational Leadership use a cohort system. The program groups all entering students 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 student can engage at a higher level of openness, students attain a higher level of learning.

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 cannot be taken on a part-time basis. The program requires fulltime enrollment. 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, built around professional conferences, or experiences in the field.

Admissions Procedures

- The applicant must have a Master's degree from a regionally accredited college or university to qualify for admission to the program. The program prefers, but does not require, that the degree be in Leadership or a related field.
- Potential students must have a 3.0 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, updated resume, a personal essay, and a writing sample responding to the essay prompt available on the CFLS online application.
- 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 CFLS Lead Team seeks to ascertain each student's degree of readiness for this type of learning environment. It is the responsibility and authority of the CFLS Lead Team to determine an applicant's degree of compatibility with the ethos of the program.

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 \$920 per credit. The 72 credit Ph.D. has a sticker price of \$66,240 and the 60 credit Ed.D. \$55,200. 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 the online resources the NU Library provides such as research tutorials, professional journals, and article databases. The program charges this fee every semester the student continues in the program.
- CFLS Student Activity Fee (\$60) covers CFLS student activities such as food during residencies and orientation materials. The program charges this fee every semester the student continues in the program.
- CFLS Independent Student Fee (\$192) is charged when a student initiates an Independent Study to complete classes that cannot be taken with his/her cohort members.
- CFLS Dissertation Fee (\$165) covers the partial costs of dissertation copyediting and printing binding of two copies of the dissertation. This fee is attached to the research classes of LDRS 8943 Dissertation Research and LDRS 8963 Dissertation Writing.
- Graduation Fee (\$110) goes to the registrar's office to cover graduation costs such as diploma packet and rental of doctoral regalia.

Additional costs you may encounter:

- The cost of travel and hotel for residencies is paid by the student in addition to regular tuition.

CFLS Scholarships

The Center for Leadership Studies offers three scholarships 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 after the first year of their studies based on a combination of the student's financial need and academic potential.

Amount: The First Year Fund provides financial assistance to new students after the first year of study of \$1,000.

Duration: One year

Eligibility Criteria:

- Ph.D. or Ed.D. students who have completed their first year of study.
- Shown academic excellence demonstrated through an outstanding GPA.

Application: This scholarship will be automatically given to each student who have met the criteria after his or her first year of classes.

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.

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 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 he/she submits the form 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, Organizational Communication.

Concentration Courses: *July Session B: (Odd Years):* Current Issues in Missiology, Data-driven Decisions, Leading Change and Innovation in Higher Education, *(Even Years):* Theology of Christian Organizations, Organizational Consulting, Student Development Theory and Research, Leadership and Crisis Management. *Jan. Session B (Online, Even Years):* Self Leadership in Organizational Life, Conflict Management, Critical Issues in Higher Education, Performance Evaluation in Ministry Organizations, Managing Innovation, Teaching, Learning, and Assessment in Higher Education. *(Odd Years):* Transforming Ministry Organizations, Financial Management, Higher Education Leadership and Administration, Historical Models of Ministry Leadership, Strategic Thinking and Planning, Higher Education History and Policy.

Year Two:

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

Concentration Courses: *July Session B: (Odd Years):* Current Issues in Missiology, Data-driven Decisions, Leading Change and Innovation in Higher Education, *(Even Years):* Theology of Christian Organizations, Organizational Consulting, Student Development Theory and Research, Leadership and Crisis Management. *Jan. Session B (Online, Even Years):* Self Leadership in Organizational Life, Conflict Management, Critical Issues in Higher Education, Performance Evaluation in Ministry Organizations, Managing Innovation, Teaching, Learning, and Assessment in Higher Education. *(Odd Years):*

Transforming Ministry Organizations, Financial Management, Higher Education Leadership and Administration, Historical Models of Ministry Leadership, Strategic Thinking and Planning, Higher Education History and Policy.

Dissertation Courses: Qualitative Research, Quantitative Research and Statistics.

Year Three:

Core Courses: PhD Dissertation Methods, (2) Research and Teaching Assistantships.

Concentration Courses: (*Ph.D. only*) Choose a course from any concentration.

Dissertation Courses: Dissertation Literature Review, Dissertation Proposal.

Year Four:

Dissertation Courses: Dissertation Research and Writing.

Program Timeline and Continuation

The program requires Ph.D. students to complete 72 semester credit hours of coursework and an approved dissertation within six years of starting the program. Ed.D. students must complete 60 credit hours of coursework and an approved dissertation within five years of starting the program. Students exceeding normal program completion limits (four years for the Ph.D. and three years for the Ed.D.) may apply to the CFLS for a program extension and register for the LDRS 8021 Dissertation Completion course.

Student Advisement

The CFLS Director will be each student's program advisor during his/her core and concentration classes. After the first year, students will begin the process of dissertation chair and committee selection. (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. In the classroom and cohort environment, the professor and fellow classmates appreciate and encourage each student's unique voice in the conversation of leadership studies. In a continued effort to foster an environment of respect and encouragement, the CFLS faculty integrate issues of relationship and diversity in classroom discussions.

Academic and Professional Requirements

Full-Time/Part-Time Enrollment Status

Enrollment status is an important issue 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 register for less than halftime. Consult the Financial Aid Office for specific questions regarding the program of interest. The CFLS program expects its students 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/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/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 completion, termination for failing to meet requirements, or officially dropping 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 to reenter the program. The application will be reviewed by the CFLS Lead Team and students are not guaranteed re-admittance. In addition, the CFLS Lead Team has the discretion to place the applicant with his/her original cohort or be placed in a new one.

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 should withdraw from the course and retake the class when 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. Students must also work through the CFLS Writing Workshop found on their Discovery dashboard. This workshop will help throughout the student's writing journey. The program encourages all students to use CFLS approved editors (see CFLS Eagle page for editor information) or use the free editing given at the Northwest Writing Center (contact Andrea Guisinger at andrea.guisinger@northwestu.edu) from the very beginning of their course work. However, students must use these approved editors for the following: editing their proposal before proposal defense, editing their IRB proposal before submitting it to the IRB, and editing their dissertation after passing their dissertation defense.

Faculty and Student Authorship

An important part of becoming a professional in the field of leadership studies is conducting research. The program integrates several research experiences 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 member 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, the APA recommends several 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/authorshipdeterminaRon.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 and successfully defend an original committee approved research 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 (**to walk in commencement, candidate must pass his/her dissertation defense with “Approved” or “Approved with minor changes” by March 31st**) and doctoral dissertation final document.
- Ed.D.: Submitted PDF copy of dissertation to the CFLS Director.
- Ed.D.: Dissertation posted on ProQuest Dissertation and Theses Database.
- Ed.D.: Completed graduation application.

Year Four:

- Ph.D.: 12 semester hours of dissertation research and writing.

- Ph.D.: Successful completion of dissertation oral defense (**to walk in commencement, candidate must pass his/her dissertation defense with “Approved” or “Approved with minor changes” by March 31**) and doctoral dissertation final document.
- Ph.D.: Submitted PDF copy of dissertation to the CFLS Director.
- Ph.D.: Dissertation posted on ProQuest Dissertation and Theses Database.
- Ph.D.: Completed graduation application.