

University of Minnesota.

Doctor of Education (Ed.D.)
in
Educational Administration

For International Educators

STUDENT HANDBOOK

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INTRODUCTION

This handbook is designed to provide students and faculty with useful information that relates specifically to the University of Minnesota (UM) Ed.D. cohort program for international educators. The handbook augments but is not a substitute for other sources of information. Students should consult the policies, procedures, requirements and deadlines in the Graduate School Catalog, University of Minnesota, 2001-2003 (<http://www1.umn.edu/commpub/gradindex.html>) and the UM Class Schedule. The Class Schedule (<http://onestop.umn.edu/schedule/html/tc.html> for class offerings) is issued each semester and includes costs, regulations and deadlines for that semester (see also <http://www.grad.umn.edu/gradbook/gradbook.htm> for the Graduate Student Handbook on the web).

Students should note that the University-assigned student e-mail account is the University's official means of communication with all students. Students are responsible for all information sent to them via the University assigned e-mail account. If a student has a private or other e-mail account, the University account mail can be forwarded. However, students are still responsible for all information including attachments sent to their University e-mail account. If other accounts are changed and the University e-mail account has been forwarded, the student is responsible for making the changes to forward the University account to any new account.

CHAPTER ONE

THE ED.D. PROGRAM

Educational administration is the focus of this doctoral program offered through the University of Minnesota. Students completing program requirements earn an Ed.D. degree (the highest professional degree in the field) in Educational Administration and Policy from the University of Minnesota.

This innovative Ed.D. program is intended for experienced administrators, teachers and other educational leaders in international schools. It is not a licensure program or a degree in higher education. The Ed.D. program is designed to enhance the professional knowledge and skills of active PK-12 practitioners through advanced graduate study.

The major features of this program include cohort model of learning, application of systematic inquiry, incorporation of the context for international educators, and concentrations of summer course work.

Program Requirements

The Ed.D. program for international educators is divided into cohort courses, elective studies and an individual research-based field project. The three-year program is comprised of a total of 81 semester credits: 33 cohort semester credits of new course work, at least 6 credits of electives, 18 relevant semester credits from previous graduate degree work, and 24 field project semester credits (see below for details).

Cohort courses (33 credits)

All students enroll in the required cohort courses at the same time. The courses taken by each cohort constitute 33 total semester credits.

Elective studies (6 credits)

Students take at least six total semester credits in electives; elective courses need to be taken during the summers when students are on campus. Elective courses are individually chosen by students in consultation with faculty advisors to undertake in-depth study. More than 6 credits of electives may need to be taken if 18 semester credits of previous graduate study are not brought into the program.

Project/Thesis (24 credits)

Candidates for the Ed.D. must complete a field study project comparable in rigor to a Ph.D. dissertation which demonstrates the ability to carry out an independent and meaningful study of a problem relevant to the field. With faculty assistance, each student is expected to design, conduct and interpret a field-based Ed.D. thesis project.

Field study research project registration consists of 24 semester credits. These are taken after the student advances to doctoral candidacy (i.e., successfully passes the preliminary written and oral examinations).

Previous Graduate Work (18 credits)

Graduate course work that can be applied to this doctorate degree must have been taken after completing a bachelor's (B.A. or B.S.) degree. Transfer of graduate credit is not allowed for courses taken for licensure only, through Continuing Education and Extension (CEE), through independent (correspondence) study.

The program is designed so that a participant, with careful planning and dedicated commitment, can complete and defend the research-based field study project in 3½ years.

Core Program and Other Course Requirements

University of Minnesota Cohort Program: Following is an illustrative course plan. Revisions will be considered based on the needs of the cohort.

1. Core (23 credits, taken with cohort)

EdPA 5001	Formal Organizations in Education	3 cr.	SS'02
EdPA 5048	Cross Cultural Perspectives on Leadership	2 cr.	SS'03
EdPA 5080	Special Topics in Research and Evaluation	3 cr.	SS'04
EdPA 5324	Financial Management	3 cr.	SS'04
EdPA 5302	Educational Policy: Context, Inquiry, and Issues	3 cr.	F2003
EdPA 8002	Critical Issues in Contemporary Education	3 cr.	F2002
EdPA 8087	Seminar: Ed. Policy and Administration	3 cr.	F2004
EdPA 8095	Problems: Educational Policy & Administration	3 cr.	SS'02, '03,'04

2. Inquiry Sequence (minimum 10 credits, taken with cohort)

EdPA 5501	Principles and Methods of Evaluation	3 cr.	SS'03
EPSY 5261	Introductory Statistical Methods	3 cr.	SS'03
EdPA 8011/8012/8013/8014	Doctoral Research Seminar (1 cr. each)	4 cr.	F2002-S2004

3. Other Graduate Courses (minimum 6 credits)

Electives

EdPA 5080	International Policy and Practice	3 cr.	SS'02
EdPA XXXX	Elective	3 cr.	SS'04

Previous Graduate Degree Courses (maximum 18 credits)

Courses taken as part of previous graduate degree	18 cr.
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Note: Students must have a minimum of 12 credits of courses outside the major of Educational Administration either from previous degree and/or electives in this degree.

4. Thesis/Project Credits (24 credits)

EdAd 8888	Thesis Credits: Doctoral	24 cr.	F'04-S'05
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International Cohort 3: Illustrative Course Plan

	Summer	Fall	Spring	Credits
<u>Year 1</u>	EDPA 5001, Formal Organizations in Education (3 cr) (Brunner) EDPA 5080, International Policy and Practice (3 cr) (Fry) (elective) EDPA 8095, Problems in Educational Administration (1 cr) (Magnusson/Fry)	EDPA 8002, Critical Issues (online) (3 cr) (Chapman/Magnusson) EDPA 8011, Dissertation Seminar (on line) (1 cr) (Fry/Magnusson)	EDPA 8012, Dissertation Seminar (online)(1 cr) (Fry/Magnusson)	12

Year 2	EDPA 5048, Cross cultural Perspectives on Leadership (2 cr) (Fry)	EDPA 5302, Education Policy (online) (3 cr) (Alexander)		14
	EDPA 5501, Principles and Methods of Evaluation, (3 cr) Miske (methodology)	EDPA 8013, Dissertation Seminar (online) (1 cr) (Fry/Magnusson)	EDPA 8014, Dissertation Seminar (on line) (1 cr) (Fry/Magnusson)	
	EPSY 5261 , Introductory Statistical Methods (3 cr) (TBA) (methodology)			
	EDPA 8095, Problems in Educational Administration (1 cr) (Magnusson/Fry)			

Take preliminary examination

Year 3	EDPA 5324, Financial Management in Elementary and Secondary Schools (3 cr) (Alexander)	EDPA 8087, Seminar in Education Administration (3 cr) (TBA)	Thesis credits	13 course + thesis credits
	EDPA 5080, Special Topics in Research and Evaluation (3 cr) (Fry) (methodology)			
	EDPA XXX, Elective (for those who need it) (elective)			
	EDPA 8095, Problems in Educational Administration (1 cr) (Magnusson/Fry)			

Year 4	Students must enroll for a total of 24 thesis credits prior to graduation. Students typically enroll for these credits at their convenience during years 3 and 4. Final thesis defense	thesis credits
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Course Descriptions

EdPA 5001. Formal Organizations in Education (3 cr.)

Introduction to classical and current theories of organizational behavior and administration in education. Leadership and control, communication, conflict, effects of educational environments, organizational design and change, and organizational effectiveness.

EdPA 5048. Cross Cultural Perspectives on Leadership (2 cr.)

Cross-cultural perspectives in examining educational patterns, the implicit and explicit cultural assumptions underlying them; methods and approaches to cross-cultural studies in education.

EdPA 5080. International/Intercultural Education: Policy and Practice. (3 cr.)

This course will focus on the special challenges facing educators and educational leaders as they attempt to design educational and training programs to foster enhanced intercultural understanding in diverse settings around the world.

EdPA 5080. Special Topics in Research and Evaluation (3 cr.)

This course provides a broad critical overview of diverse methodologies related to research and evaluation in international/intercultural contexts. The major focus will be on the elements of high quality research and common problems associated with doctoral-level research in education and the social sciences.

EdPA 5095. EdPA Problems (1 cr. each course)

For students in educational policy and administration who are qualified to carry out intensive studies of a school system.

EPsy 5261. Introductory Statistical Methods (3 cr.)

A basic course in introductory statistics emphasizing understanding and applying statistical concepts and procedures. Topics include visual and quantitative methods for presenting and analyzing data, common descriptive indices for univariate and bivariate studies, introduction to inferential techniques.

EdPA 5302. Educational Policy: Context, Inquiry, and Issues (3 cr.)

Social science concepts and research are drawn on to consider the context of educational policy, educational policy issues, and the process of inquiry affecting policy development, implementation and evaluation. This course focuses on pre-K through grade 12, with special consideration given to the role of educational leaders and administrators.

EdPA 5324. Financial Management in Elementary and Secondary Schools (3 cr.)

Provides an overview of school finance systems, budgeting, governmental fund accounting, and interpretation of financial information.

EdPA 5501. Principles and Methods of Evaluation (3 cr.)

Introductory course in program evaluation; planning an evaluation study, collecting and analyzing information, reporting results; evaluation strategies; overview of the field of program evaluation.

EdPA 8002. Critical Issues in Contemporary (U.S. and International) Education (3 cr.)

This doctoral level course is designed to explore the meanings of difference from sociological, psychological, historical and philosophical perspectives as related to current and emerging critical issues in U.S. and international education.

EdPA 8011, 8012, 8013, 8014. Doctoral Research Seminar (1 cr. each course)

8011. Introduction and planning for individual program development, preliminary examinations, and field project prospectus.

8012. Introduction to various research approaches and methods, both quantitative and qualitative.

8013. Introduction to the most important quantitative and qualitative approaches employed in educational policy research.

8014. Preparation of thesis prospectus.

EdPA 8087. Seminar: Educational Policy and Administration (3 cr.)

This seminar focuses on issues of educational policy and administration.

EdPA 8095. Problems in Educational Administration (3 credits total, 1 cr. each summer)

This course focuses on issues of educational policy and administration (prospectus development seminar).

EdPA 8888. Thesis Credits: Doctoral (24 cr.)

Maximum of 18 cr. per semester or summer.

General Program Timeline

The program begins in Summer Session I 2002 and is scheduled over three years.

Summer I

Cohort learning with emphasis on core curriculum (formal organizations), international policy and practice, and project development. Participants engage in daylong activities each weekday for four weeks.

Academic Year I

Courses emphasize critical issues in contemporary education and field study topic development. Courses are taken online through WebCT.

Summer II

Courses emphasize cross-cultural leadership perspectives, evaluation methods, statistics, and field study project development. Daylong meetings are held each weekday for four weeks.

Academic Year II

Courses emphasize educational policy, and field study topic development. Courses are taken online through WebCT. In addition, students will:

Complete Preliminary Written Exam I

Summer III

Courses emphasize financial planning and management, electives, further field study project and prospectus development. Daylong meetings held each weekday for four weeks.

Academic Year III to IV

Preliminary Written Examination II; field study; Preliminary Oral Examination and prospectus development if advisor approves.

With advisor approval, take Oral Preliminary Examination, prospectus development and approval, agreed upon by advisor.

Complete Ed.D. project

Final oral defense of project

Participation in Commencement Exercise

CHAPTER TWO

PROCEDURES

Ed. D. Requirement Checklist (see following pages for description of forms)

Requirement of:	Requirement:	Date requirement completed:
Graduate School	Register for term admitted. Confirm that grad school has transcripts and that immunization records are complete.	
Department	Develop program with advisor (use planning guide)	
Department / Graduate School	File degree program (1 semester prior to Preliminary Oral Examination) (GS Form 89)	
Department	Take written preliminary examination. Part I	
Department	Submit written preliminary examination, Part II with Record of Completion sign-off form (department form)	
Graduate School	Verify advisor has filed Preliminary Written Examination Report form (after completion of all Preliminary Written Exams and at least one week prior to the preliminary Oral Examination) (GS Form 17).	
Department	Submit Field Thesis Project Proposal two weeks before Oral Preliminary Examination	
Graduate School	Schedule Preliminary Oral Examination at least one week before exam (must be at least one academic semester prior to Final Oral Defense).	
Graduate School	Take Oral Preliminary Examination (hold prospectus meeting; may be scheduled with oral preliminary exam if advisor approves) Hold prospectus meeting later if not held at Preliminary Oral Examination.	
Graduate School	Submit signed Preliminary Oral Examination Report form (within one working day of completion of Preliminary Oral Examination) (GS Form 18).	
Graduate School	Submit 3-part Thesis Proposal Form for approval.	
IRB	If applicable, file Human Subjects Form	
Graduate School	File Application for Degree in <i>150 Williamson Hall</i> (by the first working day of the month of intended graduation).	
Department	Submit Thesis to readers; allow at least two weeks.	
Graduate School	Submit signed Thesis Reviewer's Report form (GS Form 2); schedule Final Oral Defense (at least one week prior to the examination) and submit Scheduling Form (GS Form 12a).	
Graduate School	Submit Commencement Attendance Approval Form (GS 54) by deadline, about 2 mo. in advance (deadline published in University Class Schedule).	
Department	Submit revised Thesis to entire committee at least two weeks before exam.	
Department / Graduate School	Take Final Oral Examination. (Defend dissertation).	
Graduate School	Return signed Final Oral Examination Report within one working day of completion of the Final Oral Defense (GS Form 19).	
Graduate School	Submit one copy of thesis abstract and one copy of thesis (signed by advisor), plus Microfilm Agreement Form and the Survey of Earned Doctorates (by the last working day of the month of intended graduation).	

***Please note that most Graduate School forms are provided to students by program co-directors. They are also available on the web at <http://www.grad.umn.edu/forms/list.html>, click on Graduate School Online Forms.**

UM Graduate School Forms and Deadlines

The Graduate School (GS) program procedures include submission of the following forms (examples of all forms can be found in the indicated Appendices). Unless otherwise indicated by an asterisk (*) the forms will be provided in cohort sessions by the program co-directors and instructions for completion will be given.

GS Form 89a and b - Degree Program and Degree Program Transmittal Form (see Appendix B)

Due: Forms usually filed after the first year of program for full-time students (must be filed before taking program preliminary written exam and at least one semester before Preliminary Oral Exam).

Form: Available online at <http://www.grad.umn.edu/forms/list.html> Click “Degree Program form” under “Graduate Student Services Forms”.

- On transmittal form, identify your advisor, two additional approved faculty members in the major and one approved faculty outside the major. Completion of this form and determination of committee will be facilitated in the summer seminar. Signed by the UMN advisor and Director of Graduate Studies.
- On degree program form, list chronologically all courses in program (including those from previous graduate work applied to this program). Signed by UMN advisor and DGS.

Department Form – Record of Completion (see Appendix C)

Due: Form attached to Written Prelim II

- Form distributed with Written Prelim II to three readers.
- Must indicate “pass” before Oral Prelim can be taken.

GS Form 17 - Preliminary Written Examination Report for Doctoral Degree (see Appendix D)

Due: Filed at least one week before Preliminary Oral Exam (check with graduate school to verify status).

Form: Available online at <http://www.grad.umn.edu/forms/list.html> Click “Preliminary Written Examination Report (Doctoral Degree)” under “Graduate Student Services Forms”.

- Sent to advisor by DGS when notified student has passed department and program exams.
- Signed by advisor and forwarded to DGS for signature after the advisor receives notice that written department and program exams have been passed.
- Filed at least one week before Preliminary Oral Examination.

GS Form 12 - Doctoral Preliminary Oral Examination Scheduling Form (see Appendix E)

Due: Must hold exam at least one semester before final oral defense.

Form must be filed at least one week in advance of exam (note three conditions that must be met before eligible to take exam).

Form: Available online at <http://www.grad.umn.edu/forms/list.html> Click “Doctoral Preliminary Oral Examination Scheduling” under “Graduate Student Services Forms”.

- Verify eligibility, i.e., have an active student status and forms GS 17 and GS 89 above are on file.
- Once filed, the GS will send chair the preliminary oral exam form.

*** GS Form 18 - Preliminary Oral Examination Form** (see Appendix F)

Due: Must be filed at least 10 weeks before final exam.

- Sent by GS to the advisor who serves as Chair of examining committee AFTER student has scheduled exam.
- Preliminary Oral Examination Form is signed by all committee members after successful completion of oral examination.
- Make copy for DGS and deliver form to Graduate School within 24 hours of examination.

Department Form - Approval of Project Proposal (see Appendix G)

Due: Must obtain signatures from committee members before beginning on project.

- Signatures obtained at prospectus meeting held at the same time as the Preliminary Oral Examination or after that examination.
- Advisor files with the DGS for student.

Human Subjects Committee Form (green, multiple pages), if needed (see Appendix H)

Due: Before initiating research including solicitation for participation.

- MUST be submitted to and approved by the Human Subjects Review Board PRIOR to initiating research.
- Signed by student and advisor; no DGS signature is required (blank for DGS signature applies to faculty research only).

GS Form 63a, b and c - Thesis Proposal Transmittal Form (see Appendix I)

Due: Submit to DGS for signature the semester after passing the Preliminary Oral Examination

- Form 63 a: Includes names of at least four faculty for final oral examination (three in major, one outside); three are identified as readers (must include the advisor, two additional faculty member in major, and one outside the major); one is identified as chairperson of exam (chair cannot be advisor).

Registration of Thesis Title Page (see Appendix J)

Due: After approval of GS 63a, b, and c, and at least two weeks before final examination.

- After receiving approval of GS Forms 63a, b, and c, submit to the GS a thesis title page as it would appear in thesis (see Form File G for sample).
- If possible, deliver to GS.
- Upon submission, student will receive the Graduation Packet (Thesis Reviews Report Form, Application for Degree Form, Commencement Attendance Approval Form, Microfilm Agreement, Survey of Earned Doctorates, and other graduation instructions).

*** GS Form 2 - Reviewers Report Form for Ph.D. Thesis/Ed.D. Field Project** (see Appendix K)

Due: Submit to Graduate School at least one week prior to the exam; same time as form below.

- Provided to student by GS in Graduation Packet once Thesis Title Page has been submitted.
- Student should submit this form to the designated three thesis readers along with the complete thesis draft (indicate to readers that form is being circulated for their signatures).
- Signed by the three readers (the advisor, one additional member in the major, and one additional inside faculty) indicating thesis is ready for final oral defense, then sent to the Graduate School (defense cannot be held until all readers sign indicating ready for defense with or without minor changes).
- Allow at least two weeks for readers and committee members to read thesis draft.

*** OTR Form 180 - Application for Degree Form** (see Appendix L)

Due: After registration of thesis title page and by first day of month of graduation.

Form: Available online at <http://www.grad.umn.edu/forms/list.html> Click “Application for Degree” under “Applying for Graduation”.

- Provided to student by GS in Graduation Packet once Thesis Title Page has been submitted.
- Signed by advisor only if thesis draft is ready for defense.
- Submitted to OTR (Office of Registrar) by first working day of intended month of graduation.

*** GS 54 - Commencement Attendance Approval Form** (see Appendix M)

Due: Deadline is about two months before commencement ceremony and is published in Class Schedule.

Form: Available online at <http://www.grad.umn.edu/forms/list.html> Click “Commencement Attendance Approval Form” under “Graduate Student Services Forms”.

- Provided to student by GS in Graduation Packet once Thesis Title Page has been submitted.
- Signed by advisor and DGS indicating student has met department's requirements for commencement attendance (i.e., thesis draft is completed and student is ready for but may or may not have taken the final oral examination).
- Submit to GS.

* **GS Form 12a - Examination Schedule for Doctoral Final Oral** (see Appendix N)

Due: Filed at least one week before exam.

Form: Available online at <http://www.grad.umn.edu/forms/list.html> Click "Doctoral Final Oral Examination Scheduling" under "Graduate Student Services Forms".

- Provided to student by GS in Graduation Packet once Thesis Title Page has been submitted.
- Completed by student after GS Form 2 has been signed by readers and sent to GS.

* **GS Form 19 - Final Oral Examination Form** (see Appendix O)

Due: File by last working day of month in which student would like to graduate.

- Sent to chair of final oral (not advisor) by GS before the exam.
- Signed by all final oral examination committee members after a single vote.
- Returned to GS within 24 hours of examination.

Microfilm Agreement Form (see Appendix P)

Due: Submitted by the last working day of the intended month of graduation.

- Provided to student by GS in Graduate Packet
- Submitted with the Survey of Earned Doctorates (sent in Graduate Packet with return optional) and two copies of the thesis abstract (limited to 350 words) and two copies of the thesis (all signed by the advisors).

* **Doctoral Thesis/Project** (see guidelines in Appendix Q)

Due: Submit to GS after revision recommendations have been made.

- Guidelines provided to student by GS in Graduation Packet once Thesis Title Page has been submitted.
- Guidelines contain specifications for the two unbound copies of the thesis to be submitted to Graduate School.
- Guidelines may change from year to year; current version of GS #16 should be obtained.

Special Purpose Forms (see Appendix R)

Petition (to request changes on an approved program or extension of time to complete degree). **Form:** Available online at <http://www.grad.umn.edu/forms/list.html> Click "Graduate School Petition Form" under "Graduate Student Services Forms".

Change of Status/Readmission [for readmission (if you have not maintained active status by registering for at least one credit every twelve months) or change of major/degree objective]. **Form:** Available online at <http://www.grad.umn.edu/forms/list.html> Click "Change of Status/Readmission Request Form" under "Graduate Student Services Forms; Admission Forms".

The department requires detailed timeline for completion of components left in program, e.g., course work, preliminary exams, prospectus, final defense, etc.

Student Name Change Request: Used to change your official name on your student record.

Ed.D. Enrollment and Fees

Registration for all cohort courses will be completed by each student. Students must register once per semester. Students will receive a bill from the University of Minnesota. Registration for electives taken at this institution is the responsibility of the student. Students bringing in 18 semester credits from a previous graduate program are responsible for assuring that official transcripts reflecting those credits are on file in the Graduate School (submitted at the time of application). While the UM Office of the Registrar maintains and releases official transcripts, an unofficial transcript may be obtained at no charge online at <http://onestop.umn.edu/registrar/transcripts/index.html> with a limit of two per day. To check your recent grades or total credits students can use the Web <http://www.umn.edu/tc/students/registration/> .

Finances

Financial Assistance for Courses. Depending on qualifications and number of registered credits, students may be eligible for loans, grants, scholarships or fellowship. To be considered for financial assistance in the fall, applications need to be filed before the previous January for full consideration. To obtain financial aid application packets, please see <http://onestop.umn.edu/Finances/index.html> .

CHAPTER THREE

ACADEMIC BENCHMARKS, ADVISING, AND EXAMINATIONS

Academic Program Benchmarks

There are eight academic benchmarks in the EdD program:

- Approval of the EdD program,
- Two written preliminary examinations,
- One oral preliminary examination,
- Approval of the thesis prospectus,
- Approval of the application to conduct research on human subjects,
- Reviewer approval of the written thesis as acceptable for oral defense, and
- Approval of the final oral defense of the doctoral thesis.

Successful completion of each benchmark is determined by Graduate School faculty and indicates progress toward degree completion.

After completing the first written preliminary examination, students vary greatly in their rates of progress through the remaining benchmarks. Individual rates of progress depend on the length of time required for each student to prepare high quality documents that will meet the academic and scholarly standards of the Graduate faculty. The doctoral thesis process is considered independent student work, although faculty advise students in the preparation of the documents.

Advising

Students will experience two types of faculty advising: program advising (interim advisor appointed by the UM Director of Graduate Studies at the point of the student's acceptance into the program) and field project advising (project advisor selected later in program in collaboration with student). Program advising refers to activities of the co-directors that relate to completing and submitting the Ed.D. Degree Program form. The cohort program co-directors will work with cohort members to determine program coursework, transfer credits, and specific degree requirements. Most program advising will occur as part of the scheduled cohort, individual meeting times, and over e-mail.

Field project advising refers to faculty working with cohort members on issues related to each member's specific project interest and research. In this process students develop an integrated review of literature, design research methods, prepare for the written and oral preliminary examinations, develop the research prospectus, collect and analyze the data, and write the final field project. Project advising occurs with the faculty advisor assigned specifically to the student and usually occurs at individually arranged times during the summer and over e-mail.

Please note that these co-directors serving as interim advisors are not necessarily intended to continue as advisors through the field project and for the duration of the graduate student's program. Each student is encouraged to become acquainted with the various program faculty over the first year of their study and

collaborate with program advisor to select a project advisor during the second summer. Once students become familiar with the faculty and have an idea about their project topic, changes can easily be made. The match of the advisor and student should be mutually acceptable. The identification of the advisors and committee members is facilitated during the second summer by the program coordinators.

Approval of the EdD Program

Each student submits an individual program for approval to the Graduate School. The program form requires a complete listing of each course included in her/his individualized EdD program, including the thesis credits. The cover sheet for the program requires identification of all committee members, three from inside the Department of EdPA and one from outside the Department. Once completed by the student and reviewed by the advisor, the program form is forwarded to the EdPA Director of Graduate Studies for review and approval. Once approved at the Department level, the form is forwarded for approval to the Graduate School.

Note: Students are responsible for obtaining and completing the program form, which is available from the Graduate School.

Examining Committees

Preliminary Oral Examining Committee

The examination is administered by the committee appointed by the dean of the University of Minnesota Graduate School on recommendation of the faculty in the major field at the time the student's official doctoral degree program is approved. The examining committee includes a minimum of four members; three members from the major field (one is advisor) and one from the minor field or supporting program.

All assigned members must be present at the preliminary oral examination. *The absence of any member results in an invalid examination.*

Final Oral Examining Committee

The committee must consist minimally of four members; three members from the major field (one is advisor) and one from the minor field or supporting program (i.e., outside the major department).

Although the student's advisor serves as a member of the final oral examining committee, another member of the committee is designated as the chair of the final examination committee. The chair must be a full member of the graduate faculty and may be from either the major field or the minor field or supporting program.

All assigned members must be present at the final examination. *The absence of any member results in an invalid examination.*

Examinations

Examinations required in the doctoral program at the University of Minnesota are described below and include the following:

- Preliminary Examinations (to establish degree candidacy)
 - a. Written I (closed book)
 - b. Written II (integrated review of literature)
 - c. Oral
- Final Oral Examination (in defense of dissertation)

Preliminary Examinations

Written and oral preliminary examinations are required components of doctoral programs offered by the University of Minnesota. Each student in these programs must pass both examinations in order to advance to candidacy for a doctoral degree.

Written preliminary exam. Ed.D. students must complete a two-part written preliminary examination described below. For students in the UM Ed.D. Program in Educational Administration, the written preliminary examinations are scheduled to begin Spring Semester, 2004. By this time, most of the cohort and elective course work is completed, and each student should have completed or made substantial progress on an integrated, critical review of the literature for the Ed.D. project.

Part I: Closed-book written examination

Part I of the Ed.D. preliminary examination is designed to assess the student's familiarity with the content, interconnections, and meaning of the program's core curriculum. It is intended to test a student's capacity for informed, coherent, and critical reflection on dimensions of educational leadership such as conceptual approaches to thinking about leadership and educational organizations; essential skills for educational administrators; and leadership applications to such issues as educational quality, student achievement, diversity, equity, and justice in education.

This is a four-hour closed-book examination in which students will be presented with three or four questions of which the student must answer two. The examination does not seek to test students' memory for fine detail. The questions, which will be prepared by the program co-directors, will be broad. Students are expected to present well-written, well-reasoned, critical, integrative discussions. Outlining one's response to a question in advance of writing is highly recommended. Answers will be scored on quality, not length. References to the core literature and key authors are appropriate.

Students can choose to complete the examination using computer or paper and pencil (a computer is preferred). Students take the examination approximately the same time as the other members of the cohort, typically during early spring semester of the second year.

Part II: Out-of-class preparation of a paper

Part II (open book) is a high quality, integrated review of literature on the student's field study topic. This review must reflect a thorough grounding in relevant literature, with an emphasis on research literature. It also

must adhere to style guidelines of the American Psychological Association (APA). Students are expected to purchase the most recent addition of this manual. The review should end with a statement of the research problem and an articulation of the primary research questions(s) for the field study thesis. The second written preliminary examination must be approved by the student's faculty advisor and one other member of the thesis committee. This examination usually serves as a near final draft of Chapter 2 of the doctoral thesis.

Note: After successfully completing both written preliminary examinations, the written preliminary examination Graduate School form must be signed and submitted to the Graduate School. The oral preliminary examination cannot be scheduled until this form has been submitted.

Grading of Preliminary Examinations

Part I: Each of the questions in Part I will be read by two faculty readers selected by the Program Director and program faculty members. Each reader will independently evaluate each essay response to the questions on Part I and assign a score as follows.

- 4 = Pass, substantially exceeds department expectations for doctoral preliminary examinations
- 3 = Pass, meets department expectations for doctoral preliminary examinations
- 2 = Fail, does not meet department expectations for doctoral preliminary examinations
- 1 = Fail, falls substantially below department expectations for doctoral preliminary examinations

If a student receives a pass from one reader and a fail from the other, the examination will be read by a third faculty reader. A student must receive a pass from at least two readers to pass the Part I preliminary examination. Students who do not pass are allowed one retake; under exceptional circumstances, students can petition the Graduate Studies Committee for a second retake (third and final writing) which is scored in the same way as the original examination. The third examination may involve different examination questions. The Part I exam will be graded and returned in approximately three weeks.

Part II: For each student's Part II examination (i.e., the scholarly paper) there are two readers: the advisor and one additional member in the major. These readers are faculty members representing the major on the preliminary examining committee as designated by the UM Graduate School for each student. The readers will independently evaluate the student's presentation using the following scoring system.

- Pass
- Revise
- Fail

The student must receive a pass on each part in order to pass the Part II examination. Students who do not pass are allowed one retake. Under exceptional circumstances, students can petition the faculty for a second retake. The retake examination consists of the questions from Part I and/or sections from Part II not passed in the original examination. The subsequent administrations of the examinations are scored in the same way as the original.

A faculty member who determines that a paper is unacceptable must specify the key shortcomings of the paper. In the event that the first paper is not a pass, the advisor will consult with the student about the weaknesses in the paper.

Following are the criteria that faculty readers use as the basis for evaluating the Part II examination papers.

- a) the degree to which the paper reflects a thorough grounding in the relevant theoretical and empirical literature;

- b) the quality of the writing (e.g., appropriately formal and academic in style, well-edited for grammar and spelling, strong sentence and paragraph constructions);
- c) the quality of the presentation (e.g., precision of expression, accuracy of reasoning, coherence among the various elements of the paper, clarity of framing and structuring specific issues);
- d) the degree to which the author critically synthesizes and integrates the literature on the topic into the analysis; and
- e) depth of analysis, i.e., sound definition of terms, identification of ambiguity and vagueness in the literature itself regarding concepts, probing of assumptions, tracing of implications, projection of consequences of a policy-driven course of action.

The scoring will be holistic. While it is expected that faculty readers will evaluate papers on the basis of these criteria, no independent weights will be attached to them. The final grade assigned to the paper will be either pass, revise, or fail.

Responses to both parts of the preliminary examination are expected to demonstrate:

(1) Clarity in framing issues, elucidating ideas and structuring arguments; (2) Reasonable completeness regarding main points and themes; (3) Coherent reasoning from assumptions to conclusions; (4) Thoughtful use of evidence to support assertions; and (5) Appropriate as well as correct use of English language. Responses to Part II of the examination are also expected to demonstrate grounding--both quality and quantity of sources--in the scholarly literature relevant to a student's Ed.D. project topic.

For each student, the pass or fail result of the examination (original or retake) is reported on the Preliminary Written Examination Report (Doctoral Degree [see Appendix D]), and signed by the student's advisor and the Director of Graduate Studies in Educational Policy and Administration. The result is then sent to the Graduate School, 316 Johnston Hall. This must be done before the preliminary oral examination can be scheduled. *Students must pass both parts in order to successfully complete the preliminary written examination.*

Oral preliminary examination. The oral preliminary examination is the point at which a student's candidacy for the EdD degree is determined. The examination is conducted by the student's four committee members, all of whom have advising status within the Graduate School. Three members are from within the Department of Educational Policy and Administration and one is from outside the Department. At least two weeks prior to the oral preliminary examination the student must provide a copy of the literature review (i.e., Written Preliminary Examination II) to each committee member.

All doctoral students are required to pass a preliminary oral examination in the major field; the examination is conducted in accordance with Graduate School policy. The preliminary oral examination is in two parts: the major field and/or Part I examination, and the Part II paper that includes possible plans for the field project.

The format of the oral examination will include the following process:

Each student will spend

- a) Two-three minutes presenting introducing him/herself, sharing relevant professional background experiences, and describing his/her interest in the thesis topic,
- b) Ten-twelve minutes presenting a brief overview of the literature, emphasizing key findings, as well as gaps in the literature, and

- c) One-two minutes discussing the problem statement and research questions(s) that will guide the thesis research.

During the preliminary oral examination, committee members may ask questions related to the field study topic or any area covered in the student's academic program.

After the questioning, the student is excused and committee members independently vote by ballot to "pass", "pass with reservations", or "fail" the student's examination. Members then engage in discussion about the student's examination and finally, vote a second time. To pass the examination, the student must receive at least three of four pass votes. A "pass with reservations" qualifies as a "pass" for vote counting purposes but the exam outcome is recorded as "pass with reservations". This outcome requires that the committee chairperson, in consultation with committee members, construct a letter to the Graduate School that indicates the specific nature of the reservations and the steps that must be taken for the reservations to be removed. The student receives a copy of the letter. The final oral defense may not be scheduled or conducted until the Graduate School receives a letter indicating that the reservations have been removed.

Note: The student is responsible for scheduling the oral preliminary examination at a date and time that is mutually agreeable to all committee members. The student then informs the Graduate School of the scheduled exam date and time. The Graduate School sends the oral preliminary examination form to the committee chairperson.

If the student has expanded the Part II examination paper into a fully developed project prospectus, the second part of the oral prelim can function as the Prospectus Meeting with advisor approval (presenting prospectus and obtaining approval by the committee) in lieu of an oral examination over the Part II exam. Holding the Prospectus Meeting as part of the Oral Preliminary Exam has the advantage of eliminating the need for a second meeting of the committee; the disadvantage is that to develop a full prospectus takes additional time after completing the Part II paper. Waiting to complete the combination Oral Prelim and Prospectus Meeting may prevent registering for thesis credits in a timely manner and extend the time to graduation. After a successful oral examination, the student becomes a candidate for degree and may then register for thesis credits (the total of 24 must be taken over at least two semesters (or may include a summer term)).

Prospectus Approval Meeting

When the student has passed the oral preliminary exam, the student will work with the faculty advisor to develop a comprehensive written field study topic that details the plans for completion of the field project for committee review.

The written prospectus for conducting thesis research must include at least the following:

- A brief and focused presentation of relevant literature,
- A statement of the problem,
- Specific research questions that will guide the inquiry,
- Limitations and delimitations,
- The research design with a corresponding rationale,
- Specific sampling, data collection, and data analysis procedures that will be employed in the study, and
- Instruments that will be used in the study.

For most students, the prospectus serves as a near final draft of Chapters 1 and 3 of the doctoral thesis.

Approval of the prospectus for thesis research is granted by the student's three Department committee members (the outside member is frequently in attendance as well). At least two weeks prior to the prospectus meeting, the student must provide each committee member with a complete draft of the prospectus. At the prospectus meeting, the student presents a summary of the proposed research, focusing on the specific design and methodology. The faculty then pose questions and offer suggestions for improving the design and methodology of the study. Only after the approval of the prospectus, should the student complete the forms for human subjects and begin the project.

It is the responsibility of the Graduate faculty to ensure that the proposed study meets high standards for the ethical and relevant conduct of research at the University of Minnesota. For this reason, students must present very specific procedures for the conduct of the proposed research. Approval will not be granted until the written prospectus and the student's presentation indicate that the student is prepared to initiate application to the Human Subjects Committee and, upon approval from this committee, initiate data collection.

The prospectus approval process not only serves to ensure the integrity of research conducted through the University of Minnesota, it also serves as a safeguard for students. Approval of the research prospectus indicates faculty support of the proposed research design and methodology.

Note: The prospectus approval form is a Department form (not a Graduate School form). Prior to the prospectus meeting, the advisor should obtain the form from the Graduate Studies office in 330 Wulling.

Human Subjects Research Approval

After approval of the prospectus for thesis research, the student completes the appropriate form to request permission from the Internal Review Board: Human Subject Committee at the University of Minnesota. The "long" form requires full review of the IRB and may take 4 to 6 weeks for review and decision. The "short" form requests exemption from full review and takes about 2 weeks for a review and decision. The "short" form is appropriate for many EdD theses. Specific exemption categories are described in this application and claimed by the student in the application process. The "short" form is actually not short in that a full description of procedures is required (it's the review process that is shorter). The thesis advisor(s) and chair of the Department must review and sign off on the application before submission to the Committee. The student may not contact subjects or initiate data collection until written permission is granted from the Human Subjects Committee.

Thesis Reviewer Approval for Final Defense

A complete and essentially final draft of the thesis must be submitted to and approved by the three thesis reviewers prior to the final oral defense. Two of the reviewers are from inside the Department, and the third reviewer is the outside committee member. Each reviewer is allowed at least two weeks to read the complete written thesis. S/he then makes an independent determination about the readiness of the thesis for final oral defense. In order to proceed to the final oral defense, all the reviewers must indicate that the thesis is "acceptable for final defense" or "acceptable with minor revisions". If any reviewer indicates that the thesis is "unacceptable for defense and requires major revisions", s/he must inform the student in writing of the revisions required. Such revisions must be made prior to the final defense.

Note: In order for the Graduate School reviewer's form to be released to the student's chairperson or advisor for circulation to the assigned readers, the student must notify the Graduate School of the final oral examination date and time. The student is responsible for scheduling the final oral exam at a date and time that is mutually agreeable to all committee members.

Final Oral Defense of the Doctoral Thesis

All doctoral students are required to successfully defend their projects in a final oral examination. To be eligible for the final oral examination a student must have completed the following:

(1) Completed all work on the official doctoral degree program form; (2) Passed both the written and oral preliminary examinations; (3) Maintained active status; and (4) Satisfied both the thesis credit requirement. In addition, the project must have been certified by the readers as ready for defense (see Appendix K).

To be awarded the degree of Doctor of Education in Educational Policy and Administration, the student must successfully present and defend the thesis research in front of the committee of four Graduate faculty, the three Department members and the one outside member. The student presents a summary of the thesis research, emphasizing data analysis, key findings, and implications for practice, policy, and research (20-30 minutes). The student may choose to open this first part of the examination (i.e., the student presentation) to outside guests (e.g., family members, friends, graduate students, faculty). After the presentation and a period of brief comments or questions from guests, the guests are excused. The faculty then pose questions to the student pertaining to any aspect of the thesis. Candidates should be prepared to "defend" the project, i.e., be prepared to answer questions about all portions of the field project including the literature review, analysis of data, conclusions, etc. Since this is an Ed.D., candidates should be able to discuss thoroughly the implications for practice.

The open presentation of the thesis/project can be accomplished in about 20 minutes and should cover a summary of the project, i.e., the purpose, framework, major findings, conclusions and implications. Candidates may be interrupted at any time with questions or engagement in scholarly discussion with the committee. The presentation can be facilitated by a handout of the outline of the presentation; one or two (but usually not more) carefully selected overheads may also be helpful especially in addressing key findings or conclusions. A short resume may also be appropriate. The presentation should be rehearsed to improve timing, flow, etc.

After questioning is completed, the student is excused and committee members independently vote once by ballot to "pass" or "fail" the student's defense of the thesis. In order to "pass", three of the four committee members must vote "pass". If the written thesis is judged to be acceptable with relatively minor revisions, then committee members sign on the final oral defense form. If the written thesis is judged to require substantial revisions, signatures are withheld until appropriate revisions have been made. If signatures are withheld, the Graduate School must be notified in writing within one week of the examination of the specific revisions required. This letter is constructed by the final oral chairperson in consultation with committee members. The student also receives a copy of the letter. Upon approval of the final written thesis, committee members sign the form.

Note: The signed final oral exam Graduate School form must be submitted to the Graduate School within 24 hours of the examination. A copy is made for the student's file and should be submitted to the EdPA DGS.

Note: Candidates usually provide light snacks; check with advisor for guidance about this practice.

Please refer to the University of Minnesota Bulletin for details about scheduling and reporting the results of the final oral examination.

CHAPTER FOUR

ED.D. PROJECT

The Ed.D. program is designed to assist the student throughout the three years in moving toward completion of the Ed.D. project. During the first summer students are introduced to the process of developing a field study project and begin to identify possible field study topic areas based on an area of individual interest. The literature review, topic analysis, prospectus and final project are discussed below.

Literature Review

An integrated, critical literature review should be started early in the program with additions made on an on-going basis. The purpose of the review is to explore and document the literature available relevant to the field study topic and to gain an understanding of the relevant contributions previously made in the field study topic area. This understanding provides students with a basis for their inquiry to further advance the understanding in the field.

Inquiry in Practice, an on-line tool used in dissertation seminar courses, is a valuable resource available to cohort students to assist them in beginning the literature search early and in providing a structure for obtaining, making sense of synthesizing, and conceptualizing the research literature. The course provides information about identifying a topic, searching the literature, reading critically, writing, and preparing the annotated bibliography. This information can be found on the web (<http://edpa.coled.umn.edu/ip>). Until students are enrolled formally in the on-line course, interactions on this site are not possible, but valuable information is available without the interaction.

The Topic Analysis

The topic analysis serves as a basis for a comprehensive field study prospectus. The prospectus is a detailed description of why and how the project will be completed. Development of the topic analysis begins the first summer with the identification of several possible topics for the eventual Ed.D. field study project (see Appendix T for list of Ed.D. projects completed in educational administration in recent years).

The completed prospectus contains components of the first three chapters of the dissertation (introduction, literature review, and methodology) of the field study project (see Appendix S for information about the topic analysis).

**The Prospectus:
The Proposal for Approval and Conduct of Ed.D. Field Study Project**

In the directions, which follow, the term "proposal" refers to the document prepared by the student as the detailed plan for conducting the Ed.D. project.

1. The student, under supervision of the major advisor, prepares the study proposal following the guidelines set forth in cohort classes and seminars.
2. Any research, which employs the use of human subjects, must be approved in advance by the *Human Subjects Committee* prior to the gathering of the data (see Appendix H). UM and federal policies require that each project involving studies on humans be reviewed with respect to: (1) the rights and welfare of the individual(s) involved, (2) the appropriateness of the methods used to secure informed consent, and (3) the risks and potential benefits of the investigation. Request for approval forms may be obtained from the UM Co-directors or the following:

IRB: Human Subjects Committee
Box 820, D528 Mayo Memorial Building
420 Delaware Street SE
Minneapolis, MN 55455-0392
<http://www.research.umn.edu/subjects/>

Questions concerning exemptions or other aspects of human subjects research review should be addressed to: IRB Office at (612) 626-5654 or fax (612)626-6061. Research may not be initiated until written notification of exemption is received. This includes recruitment of subjects, advertising, mailing or distributing consent forms, and data gathering (see more details in Appendix H).

3. The student and advisor select at least two other faculty members in the major who will be requested to serve with the advisor as a committee member in review of the project proposal.
4. The student and advisor contact committee members to review the project proposal.
 - a. The project advisory committee is responsible for reviewing and approving the proposal outlining the content and method of the study.
 - b. The three-committee members are expected to review and approve the proposal.
 - c. The project proposal may need to be amended during the course of the review as a result of suggestions and criticisms.
5. The three committee members evaluate the content and method of the proposal and may authorize the conduct of the study pursuant to the proposal utilizing the thesis proposal approval form or reject the same (see Appendix G for copy of form).
6. The signed project approval form is forwarded to the UM Educational Administration Director of Graduate Studies with the abstract and any revisions resulting from the review.
7. Upon approval, the Thesis Title Form, 250-word statement and cover sheet recommending committee members are forwarded to the Director of Graduate Studies, EdPA, UM for final approval.
8. The student conducts the study, maintaining such contact with committee members as was decided during the proposal review.
9. Copies of the completed study are distributed to all committee members who have been assigned as readers by the UM Graduate School at least 30 days prior to the scheduling of the final oral examination. The student is advised to give copies to the nonreaders as well.
10. The thesis readers identified by the Graduate School may then certify the study as ready for defense. This must be filed with the Graduate School at least one week before the final oral is held.

Final Project/Thesis and Publication

The organization and chapters of the final project depend on the type of research/project completed. The common chapters of a quantitative project might include the following:

Chapter 1: Introduction

- General statement of the problem
- Significance of the study
- Research hypotheses, questions, and objectives
- Limitations and delimitations
- Definition of terms
- Summary

Chapter 2: Review of Literature

- Review of previous research and opinion
- Interpretative summary of the current state of knowledge
- Formulation of expected findings
- Practical implications if findings are and are not as expected

Chapter 3: Research method

- Research design
- Sampling procedures
- Measures
- Analysis Techniques/ Overview of statistical procedures
- Summary

Chapter 4: Research findings

- Description of results for each hypothesis, question, or measure
- Supplemental analyses
- Summary

Chapter 5: Summary and Discussion (see details and suggested format in Appendix U)

- Introduction
- Summary of study
- Conclusions
- Discussion
- Recommendations

The most appropriate topics and organization will be dictated by the type and topic of study; the above outline is clearly not appropriate for qualitative research. Students should consult dissertation manuals, examples of completed dissertations conducted on similar topics and similar methodologies, and advisors. For specific guidelines about the thesis format required by the UM Graduate School, see Appendix V.

Scholarly Written Products

All materials produced by students in class work, examinations and the project should represent a scholarly level of conceptualization and written work. To assist in formulating and implementing the research/project, several courses, textbooks and a publication manual is required (see Appendix W for listing of required and recommended texts).

Professional Writing Style

As noted in Appendix W, the publication manual of the American Psychological Association (APA) is required. Students will be expected to use the APA format. Uniformity in style promotes clear communication and will assist students in learning the APA style when reading the papers of other cohort members. Students should note the procedure in the APA Manual for citation of electronic sources (5th Ed.).

Plagiarism

Students should exercise caution to avoid plagiarism. Any material taken from another source must be documented, and in no case should another person's work be presented as one's own. Citation is clearly required in many instances, e.g., using the exact words of others or citing previous research results. Citing another's ideas, even if paraphrased, may be less obvious but still requires citation. If in doubt, students should check with their professor or advisor.

Basic Composition and Writing

Students are also required to own or purchase a college level writing handbook; no specific grammar and composition handbook is recommended. Several satisfactory versions are available in university bookstores.

While the program will offer courses to assist students to reach an appropriate level of research understanding and skills, students are responsible for attaining an appropriate level of writing skills.

CHAPTER FIVE

GRADUATION

Time Limit for Earning a Doctoral Degree

All requirements for the doctoral degree must be completed and the degree awarded within five calendar years after passing the preliminary oral examination. Students who are unable to complete the degree within the five-year limit may petition the Graduate School for an extension for up to one additional year. *Extensions beyond one year are considered only in the most extraordinary circumstances.* Petitions should be filed no later than early in the semester in which the time limit expires.

Graduation and Commencement

Degrees from the University of Minnesota are awarded at the end of each month. To qualify for graduation for a particular month, a student must submit the Application for Degree Form (see Appendix L) on or before the first workday of that month and must complete the examination and all other requirements (including necessary forms and fees) by the last workday of that month.

Although degrees are awarded each month, only two graduate school commencement ceremonies are held each year. A ceremony is held in late spring for January through June graduates. Another ceremony is held in late fall for July through December graduates. Graduates are encouraged, but not required, to attend. To make sure their names appear in the program distributed at the commencement ceremony, graduates must submit the Application for Degree Form by the deadline specified in the graduate school section of the class schedule.

Students who have not yet completed all requirements for graduation may participate in commencement if the Commencement Attendance Approval Form has the appropriate signatures and is submitted by the published deadline date (about two months before the ceremony). The deadline can be found in the current University of Minnesota Class Schedule (see Appendix M for copy of form).

The Commencement Attendance Approval Form must be signed by the advisor. The condition for signing differs among departments within the UM. The standard used in this program is that the three committee members serving as readers must have signed the thesis sign-off form. This means that students, whom their readers believe are ready to defend their thesis/project, can participate in the commencement although they may not have yet completed the final examination.

Commencement is a special event to celebrate the academic accomplishments of the students and dedication of the faculty, and to celebrate our academic community. Students are encouraged to participate in the commencements at the University of Minnesota. Academic dress (cap, gown, tassel and hood) may be rented or purchased at the University Bookstore on the West Bank.

CHAPTER SIX

UNIVERSITY OF MINNESOTA PERSONNEL

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The Faculty

Programs in the Department of Educational Policy and Administration are delivered by highly qualified graduate faculty with diverse areas of expertise. Provided below is information about the academic background and areas of scholarly work of the core graduate faculty.

- Alexander, Nicola A. Assistant Professor, Ph.D., 1998, University at Albany, State University of New York. Public finance, policy studies, public sector economics, budgeting and cost-benefit analysis.
- Ammentorp, William M. Professor, Ph.D., 1964, University of Chicago. Organizational systems and theory, higher education administration and finance.
- Anderson, Melissa S. Associate Professor, Ph.D., 1990, University of Minnesota. Graduate education, ethics and misconduct in science, faculty issues, administration, academic-industry relations.
- Brunner, C. Cryss. Associate Professor, Ph.D., 1993, University of Kansas. Power, the superintendency, women in administration, school management and policy, and collaborative decision making.
- Chapman, David C. Professor and Dept. Chair, Ph.D., 1975, Syracuse University. Educational development, program evaluation, education policy.
- Cogan, John J. Professor, Ph.D., 1969, The Ohio State University. Comparative and international development education, social studies and global environmental education, citizenship education.
- Fry, Gerald W. Professor, Ph.D., 1977, Stanford University. Southeast Asia, comparative education, international educational reform, human resource development, education and development, politics of education.
- Harkins, Arthur M. Associate Professor, Ph.D., 1968, University of Kansas. Future cultural and educational systems, qualitative futures methods, knowledge base learning, advanced technologies for learning personalization.
- Hendel, Darwin D. Associate Professor, Ph.D., 1972, University of Minnesota. Undergraduate education, evaluation of teaching and learning, strategic planning, institutional research, student affairs.
- Johnson, David R. Associate Professor, Ph.D., 1987, University of Minnesota. Special education administration, evaluation studies, disability policy analysis, community integration.
- King, Jean A. Associate Professor, Ph.D., 1979, Cornell University. School change, professional development schools, program evaluation.
- Lewis, Darrell R. Professor, Ph.D., 1963, Louisiana State University. Economic education and the economics of education, cost-effectiveness, faculty development.
- McLeod, Scott C. Assistant Professor, J.D., 1998, Ph.D., 2000, University of Iowa. Technology and school administration, school law, data-driven decision making, research and policy analysis, class-based desegregation plans.
- Mestenhauser, Josef A. Professor Emeritus, Ph.D., 1960, University of Minnesota. International education, culture learning theory, social and cultural change, leadership.
- Paige, R. Michael. Professor, Ph.D., 1978, Stanford University. International development education, intercultural education and training, multicultural education, international educational exchange.
- Schneider, Byron J. Associate Professor, Ph.D., 1975, University of Chicago. Youth development leadership, youth policy, education in the community, leadership of youth organizations.
- Seashore, Karen. Professor, Ph.D., 1975, Columbia University. Organizational theory, planned change, schools as workplaces, leadership and administration.
- Yeh, Stuart S. Assistant Professor, Ph.D., 1998, Stanford University. Educational program evaluation (particularly evaluation of pre-school reading readiness programs), educational improvement, state-mandated testing (including high-stakes testing), and construction of improved state tests.
- York-Barr, Jennifer. Assistant Professor, Ph.D., 1986, University of Wisconsin. Teacher leadership, professional development, general/special education collaboration.

Faculty/Staff Directory

FACULTY / STAFF	TITLE	PROGRAM EMPHASES	OFFICE PHONE #	OFFICE LOCATION	E-MAIL
Nicola Alexander	Assist. Professor	EdAd	624-1507	430A Wulling	nalexand@umn.edu
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2002-2003 Semester Calendar

Interession/Summer Session 2002

Interession: May 28 to June 14

Summer Session: June 17 to August 23

University of Minnesota Fall Semester 2002

September 2002

3 Fall classes begin

November 2002

28-29 Thanksgiving holiday

December 2002

13 Last day of instruction

14 Study day

16-21 Final examinations

21 End of fall semester

University of Minnesota Spring Semester 2003

January 2003

20 Martin Luther King holiday

21 Spring classes begin

March 2003

17-21 Spring break

May 2003

9 Last day of instruction

10 Study day

12-17 Final examinations

17 End of spring semester

CHAPTER SEVEN

STUDENT SERVICES AND FACILITIES

The University of Minnesota Graduate Student Handbook contains detailed information about various opportunities and resources available to assist graduate students during their career at the University. The Graduate Student Handbook is available on the web (<http://www.grad.umn.edu/gradbook/gradbook.html>); the general contents are indicated below.

- Beginnings
- The Twin Cities
- Information and Educational Resources (U Card, libraries, bookstores, copy services, computer services, international student services)
- Campus Activities (recreation, student union, and other sources)
- Money and Jobs (financial aid, fellowships, check cashing)
- Housing, Health, and Family Needs
- Transportation (buses, carpools, parking)
- Registration and Regulations (residency and reciprocity, grades, transfers, holds, transcripts, exams)
- Problem Solvers and Support Groups
- How to Get There (maps and directions)
- Index

While greater details about all of the following services and resources are available in the Graduate School Handbook, the following provides a general reference.

Transportation

- Buses: Help in planning your bus route (373-333; www.metrotransit.org)
Bus schedule (341-4BUS)
- Carpool service: (625-9000)
- Parking on campus: Maps of parking lots, etc., Parking and Transit Services (626-7275; parking@umn.edu); 300 Transportation & Safety Building (511 Washington Ave., SE; www.umn.edu/parking). See enclosed map (see Appendix X).
Note: Free parking for students is now available in the evenings from 8pm-8am and on Sundays in most ramps except during special events (call Parking to verify a particular ramp).

Identification Card

The University of Minnesota student identification card, the U Card, will be needed for general privileges and access, e.g., use of libraries. Students need to obtain their photo identification U Card from the University Card Office, 825 Washington Ave. SE, Room 107, 612-626-9900. Students will need to bring photo identification such as a driver's license or passport. No charges are made for the initial card; there is a replacement fee of \$15. Note: Be prepared to hear a mandatory informational session about ATT and TCF services.

Library

Many of the resources needed by EdPA graduate students will be located in Wilson Library on the West Bank. Among the collections are those for Education, Psychology, Children's Literature Research Collection, Education/Psychology Reference, and University Archives (includes non-circulating dissertations). The Wilson Library circulation desk can be reached at 612-624-3321.

Wilson Library also contains additional resources including government documents, a circulating collection of dissertations on open shelves on the second floor, and information about dissertations by departments in a document in the Reference Room on the first floor (LD3337.A5). *Dissertation Abstracts International*, available in Wilson and library, can also be accessed through the LUMINA Index or a CD-Rom in Wilson. The circulation desk can be reached at 624-3321; the reference desk at 626-2227. Remote access/direct dial to LUMINA is (612) 625-6009 (up to 2400 baud); (612)624-7539 (9600 baud); 1-800-U-LUMINA.

Hours vary from library to library and are subject to change; call the hours recording at 612-624-4552 for semester-specific opening and closing times.

Financial Assistance

Financial assistance for graduate students includes loans, grants, scholarships, fellowships, and graduate assistantships. Since financial assistance is usually related to fall semester admission, program applications should be submitted as early as possible but no later than January 1 to be considered for financial assistance for the ensuing academic year. Applications submitted after that date will be considered for any financial assistance still available.

Fellowships. The Graduate School awards some fellowships to incoming students; see the Graduate School Bulletin for lists of fellowships. For additional information, please refer to the Graduate School Fellowship Office in 321 Johnston (625-7579; gsfellow@umn.edu).

Need-based Financial Aid. Students must submit the Free Application for Federal Student Aid (FAFSA) to be considered for financial aid. Please contact the Financial Aid Office for more details and to receive a FAFSA for the intended academic year of graduate study. The Financial Aid Information Center is located in 210 Fraser Hall (624-1665; helpingu@umn.edu; www.onestop.umn.edu/Finances/index.html).

Tuition Rates/Fees. Updated Graduate tuition rates and fees are posted in the Class Schedule. Minnesota residents will pay lower tuition rates than non-residents; however, non-residents pay residential tuition rates for dissertation credits. To qualify for resident status, students must reside in Minnesota for at least one year prior to the first day of class attendance. For more information contact the Resident Classification and Reciprocity Office located in 240 Williamson Hall (625-6330; admissions@umn.edu).

Computer Services

Within a week of registration, student should receive a computer account ID and password from the University Computer Services. Services such as tutorials, examples of computers that can be purchased, and sale of a \$6 Internet kit with Netscape, Popmail and other software are available in Sheperd Lab, Room 190 (612-626-7676; www.umn.edu/adcs). Public computer labs are located in several campus buildings: Eddy Hall Annex, Walter Library, Lind Hall, Folwell Hall and Elliott Hall on the east bank; and Blegen Hall and

HHH Center on the west bank. For information about these facilities, check the Web-site (<http://www.micro.umn.edu/ADCS/LabHours.html>).

Statistics Assistance

The Statistical Consulting Service provides statistical consulting on experimental design, data analysis, and interpretation of results to researchers (students and faculty). The clinic operates on the Minneapolis campus (390 Ford Hall, 624-7859) and the St. Paul Campus (146 ClaOff, 625-3121). While appointments are advisable, walk-in clients are accepted if time is available. Information about the service can be found at <http://www.stat.umn.edu/~sandy/clinic/clinic.html>).

Campus Events

Information about current campus events can be obtained at <http://events.tc.umn.edu>

Student and Professional Services (SPS)

The SPS office located in 110 Wulling Hall serves the College of Education and Human Development as an information referral center for the College's graduate school student. Students will find information regarding College-wide programs, scholarships, financial aid, credential file information and support, and referral for College graduate programs. SPS receives notices of vacancies for college teaching positions as well as positions in counseling, administration, adult education, student personnel work, and research. For information contact (612) 625-6501 (spsinfo@umn.edu).

International Student Services

The staff at the International Student and Scholar Services office provide information and counseling to foreign nationals about academic, immigration, legal, career, financial, personal, and family matters, as well as issues of cross cultural and professional integration upon returning home. The office maintains a web site with information specifically for international students at <http://www.isp.umn.edu>. Staff can be reached through e-mail at iss@umn.edu or at (612) 626-7100. The office is located at 190 Hubert H. Humphrey Center, 301 19th Ave. S. with hours from 8 a.m.–12 noon and 4–4:15 p.m. on Monday through Friday.

Student Rights and Equal Opportunity

The Graduate School Handbook contains contact information for issues of sexual harassment, and employment and other grievances. The College Grievance Review Officer may refer some cases to the department Grievance Committee after informal means of communication and resolution were fully tried but unsuccessful. Formal written accounts are submitted to the College Grievance Review Officer; information about the procedure can be obtained at Student and Professional Services.

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Inquiries about compliance may be directed to the Office of Equal Opportunity and Affirmative Action, 419 Morrill Hall (624-9547).

Web Resources

Below are some resources for various professional activities of graduate students.

Writing the field project

Check with advisor about any preferred references regarding writing the field project. A listing of resource links can be found at <<http://education.umn.edu/EdPA/links.htm>>.

Submitting for publication

<http://dissertation.com/>; <http://www.problemfinder.com/seajan98.htm> (newsletter for graduate students).

Topic Analysis¹ and Prospectus^{2,3}

Early in the process of the development of a field project, a student is encouraged to consider several possible field project topics, or alternative approaches to the same topic. Each possible topic should be analyzed as early as possible in terms of its suitability and feasibility. A common problem for students is the selection of initial topics that are too broad, each able to serve as a basis for many field projects within that general area. The task is to identify several topics, and prepare an initial topic analysis for each. Refinement of the topics will lead to the selection of one, or perhaps a new related one, that is of importance and of interest to the investigator, is feasible, etc. The refinement process is assisted by advisors and other cohort students in the seminars. The selected topic is then developed into a comprehensive prospectus (both are outlined below). All documents should be written using approved writing style and the guidelines found in the Publication Manual of the American Psychological Association (4th ed.).

The Topic Analysis

The student is likely to get better advice by initially presenting several alternative analyses for a topic to the program faculty and cohort members. The discussion of the alternatives brings fresh ideas that emerge as the student discusses the area of proposed investigation and as students hear cohort colleagues present their own topics.

The topic analysis is the skeleton of a prospectus; each of the components outlined below for the topic analysis will be found in the prospectus and eventual field project. The parts of the topic analysis are as follows:

1. Problem, hypothesis, or question
2. Importance and feasibility of project
3. Significant prior research
4. Possible research approach or methodology
5. Potential outcomes of research and importance of each

The assignments for the seminars include the development of the topic analysis from a one page document in the early fall to a completed topic analysis of 5-8 pages by the end of the spring semester. Below are descriptions of each component.

Problem, hypothesis, or question. This section states in clear, precise language the topic of the field project. If hypotheses are appropriate, they should be stated. However, many field projects are based on questions which must be clearly stated. A clearly stated question will enable the investigator to answer subsequent key questions, e.g., what kind of information should be collected and how.

Importance of the study. The investigator must consider the importance of the study and whether or not the study is important enough to complete (why it is worthy of doctoral research; is it researchable). In this section the investigator needs to make the argument to the reader that the study is important. This argument can be strengthened if a quote or a citation from an authority indicates the need for this research. The results of the field

project need not be such that would be expected to bring national attention to the topic, but no field project should deal with a trivial or inconsequential topic.

The student should also consider the researchability of the topic. While the topic may be very important, the ability to research the question may become unclear as the project question and the appropriate methodologies are clarified.

Significant prior research. A presentation of the major existing research should establish what is known and what is not yet known from the previous significant studies. This provides the basis for the student's work to identify where the knowledge and understanding on this topic can be expanded in the field study under consideration. This section need not be exhaustive when topics are being selected, but the student should pursue the literature adequately to verify what is currently known.

The possible methodology approach. This section of the topic analysis is very important to the success of the topic analysis, prospectus and the eventual field project. The methodology section outlines how the student proposes to gather the information or data to answer the questions articulated in the earlier part of the topic analysis. The method to gather the information must be consistent with the questions asked. For example, questions that answer why, how, or what are likely to suggest different methodology approaches. Students have choices about the general approach, e.g., qualitative versus quantitative or a combination. For each general approach, decisions must also be made about the selection of strategies, e.g., questionnaire, existing data, interviews, observation, focus groups, or case study, or some combination.

The approach should be explained in the topic analysis as precisely as possible; each iteration of the topic analysis will clarify the questions and concurrently clarify the methodology. Alternative methodologies should be presented with a clarification of the strengths and weaknesses of each.

Possible outcomes and implications. This section forces the student to identify the possible outcomes of the research and the related implications for each outcome. Students should identify as many scenarios as possible about data results collected to answer the questions, and identify the implications for each scenario, i.e., students should articulate what the implications would be if x, y, or z results were found in their study.

If the project involves quantitative data, the student would be better prepared to design the methodology if tables of the results were prepared in advance. This method often identifies needed changes in the data type and/or method of collection that is needed to answer the questions.

A topic analysis is a brief document providing the essential decision components in the design of a field project or thesis. Students often develop more than one topic analysis before identifying the final topic and approach to be used in the field project. Note that in this program, the topic analysis is expanded from eight pages into the Part II exam with the addition of the comprehensive review of literature and refinement of the other sections. The Part II exam is then expanded into a comprehensive prospectus which is usually from 25-50 pages in length.

Field Thesis Project Proposal or Prospectus

A well-written proposal or prospectus provides a blueprint, a map for the completion of the field thesis study. It provides a detailed description of the question(s) for the study, the existing research literature, and the details of the procedures that will be used to gather and analyze the information. A prospectus that is approved by a committee is a contract with the student. Approval of the prospectus must be obtained before submitting the human subjects application form and before gathering any information. The test of a good prospectus is the extent to which another person could conduct the study as intended by the researcher.

As noted earlier, the preparation of both the topic analysis and the prospectus should be viewed as an iterative process. These iterations occur from new insights and clarification from the feedback of advisors and cohort colleagues at the seminars, and in more formal review by advisors upon completion of the documents. The iterations also occur when students further clarify one section of the prospectus which then provides direction for and necessitates further clarification and refinement of other sections. Because all parts of the prospectus are interrelated and dependent, all sections are likely to be revised several times before the prospectus is completed.

Students are advised to obtain feedback from committee members before the prospectus meeting. The more thorough, well-conceived and logical the proposal presented at the prospectus meeting, the easier the exam and the better quality of the final prospectus. The quality of the final project and the ease of collecting and analyzing is highly related to the quality of the prospectus.

The outline provided below contains the major components of a quantitative research prospectus. The elements of a prospectus are not always combined in the same way or in the same order as those in this outline, but a logical sequence for reporting the background, outlining the question, and proposing the research approach is necessary for a sound prospectus. The prospectus may be from 25-50 pages in length.

This prospectus outline follows the standard format of dissertations consisting of the following chapters. Following this outline reduces the amount of revision that must take place for the final writing of the field project.

CHAPTER I	INTRODUCTION
CHAPTER II	REVIEW OF LITERATURE
CHAPTER III	RESEARCH METHODOLOGY
CHAPTER IV	RESEARCH RESULTS
CHAPTER V	CONCLUSIONS AND RECOMMENDATIONS

The outline below does not represent the official document of the Ed.D. program but is provided as a general guide and tool to students. Because individual faculty may have somewhat different requirements, students should check with their advisors and committee members about their preferences.

Chapter I: Introduction

The first section of the prospectus provides the setting, context, rationale, importance, and foundation for the study. The introduction may be from six to fifteen pages in length.

General Introduction. The background and setting for the topic of the study should be set in the first section of the introductory section (or chapter). The length and depth of this section may vary depending on the nature of the study but is usually no more than two pages. The writer should set the stage for the specific study being reported by clarifying the topic of the study and addressing the importance of the topic (the importance of the study is addressed later). The reader should understand the topic and be convinced of its importance.

Statement of the Problem. The problem is stated as an area of concern which created a need for an investigation. The problem should not be confused with the purpose of the study (see below).

Example of problem: Many children are failing to learn to read in School District # 000.

Purpose. The purpose of the study is to address the problem stated earlier. The purpose might be to describe, predict, or improve. The purpose of a study related to this problem might be to test the effectiveness of a particular teaching strategy in those kinds of schools, or to gain understanding about the relationship between success and various other variables.

Example of purpose: The purpose of the study is to improve the reading scores of the students by finding out if there is a relationship between the level of technology use of students and their attitude towards reading.

Importance of the Study. This section should justify your research and describe how the study will contribute to the field. The importance may be implied by the nature of the problem and the purpose of the study, but it should be stated explicitly so that no misunderstanding is likely. Why will the study be undertaken? What knowledge will be gained and of what use will it be? Statements from authorities about the importance of such a study should be included in this section. These statements answer the questions, “who cares” and “so what.” Note: Arguments that the research has not been done before come later after the review of the literature and not in this section.

Assumptions. The basic “givens” from which the investigator operates should be stated. An assumption should have a sound rationale but does not require proof. Usually an assumption is a fact or concept that almost any knowledgeable person will accept as a starting point.

Example: “The participant observer in the school, after a period of three days, will establish rapport with the teachers of technology and will not have a reactive effect on the behavior to be observed.”

Limitations and Delimitations. Uncontrolled variables often limit the applicability and generalizability of a study. Some of these are inherent in the research situation and the investigator has no control over them (limitations), e.g., the design or methodology. Others are brought about deliberately by the researcher (delimitations), e.g., scope of the study. For example, the results of a study may have limitations imposed upon it because of intervening variables such as a public news event which may affect the level of knowledge of the subject or temporarily affect in some way the subjects’ behavior or opinions. Or, the investigation may be delimited by the fact that because of economic necessity, the sample used by the investigator is smaller than

would be desirable for generalization purposes. In either case, the investigator must recognize and report these limiting and delimiting factors as evidence to the committee members and other readers that the factors have been carefully considered in terms of what can be confidently be learned from the study.

Limitation example: "While ideally the observer would be exposed to the full range of interactions between teachers and their principal regarding technology, permission has been granted to the investigator to be in the school for a maximum of two weeks."

Delimitation example: "Because of time limitations, the schools included in the case study were selected only from central Minnesota."

Definition of Terms. If any word or phrase may be (1) interpreted in more than one way, (2) unique to the field of study, (3) used in an unusual or special way in the report or, (4) the cause of misunderstanding by reasonable and intelligent readers, the word or phrase should be specifically defined relative to its use in the study being proposed. These terms and their definitions should be in alphabetical order for ease of reference by the reader, and be stated in complete sentences to assure completeness of thought.

Hypotheses or Questions. Articulating short, clear questions or hypotheses is a difficult and iterative process. A well-articulated question provides direction for a qualitative method or grounding for a qualitative study. Questions are often used when data of a descriptive nature are being collected and when those data will not be treated with inferential statistical methods.

If there is adequate theory about the problem and the data require statistical treatment, a hypothesis may be most appropriate. For detailed information about formulating hypotheses see Locke, Spriduso, & Silverman, 1993, or Creswell, 1994.

Hypothesis example: "Girls at the sixth grade level will exhibit significantly higher scores on the Spear Test of Leadership than the boys."

If a study has related questions or sub-hypotheses, these should be subsumed under the guiding question and their connections explicated. A more detailed explanation of these questions is frequently reserved for the methodology chapter of the dissertation.

Chapter II: Review of Literature

This section should provide a summary of what previous researchers and writers have reported on the topic under consideration. The major purpose of the review is to determine what has already been done that relates to the topic, as well as providing a framework for the issue that will suggest to the investigator what remains to be done. This is not the final, entire literature review for your field project; the prospectus is only a summary. This summary in a prospectus should be about six to fifteen pages in length.

Many sources provide helpful guidelines in writing the review of literature including Borg & Gall (1989, pp. 866-868). Below are some additional suggestions.

1. Do not overlook the value of studies that report statistically insignificant findings. The reports will be a good source for the rationale for your project, and are likely to provide some ideas about needed research, measures, and approaches.

2. Limit the number of articles included in the prospectus, e.g., 10-20. Avoid the temptation to include everything you find that is related to your problem. If your topic has been extensively researched, you will find many highly relevant articles and will not need to include less related ones. Including only a summary of the most significant writings is advisable. The review may contain previous studies using the same or similar designs and/or instrumentation as well as writing on the topic being researched.

If, however, the prior research is limited in your topic problem, you may need to include articles that are less directly related if they can help you develop a logical framework for the study. You may need to look for related or similar studies and integrate in such a way that will convince the reader that there is some reasonable probability that it will also work in your area. Another strategy in a less researched area is to include evidence of your claim that nothing exists by describing the process for literature search, e.g., descriptors used in the ERIC computer search, and key words used in the manual search.

3. Spend time planning the structure of the literature review around topics; use an outline in planning the structure. The topics might be the variables under study or some other logical organization. Do not use a series of paragraphs each addressing a different reference as an organizational scheme.

4. The components of the investigator's arguments for the inquiry may serve as the organizing structure. Conceptualize the major topics, write them down, and rearrange until they are in a logical order. Review each of your references and decide in which of the topics each should appear.

Some authors suggest presenting the least related topics first and the most related topics last so that the review leads logically to a researchable question or a testable, tentative conclusion, i.e., the hypothesis.

5. For each of the topics, identify how the references are similar and how they are different. Report those relationships in a concise manner. For example, the references that have reported the same findings could be cited as,

Several researchers reported that (Jones, 1994; Miller, 1992; Smith, 1990).

Mixed results could be reported using the previous sentence followed by the sentence,

In contrast to these results, Brown (1991) found that

6. Comment on the contradictory results. When contradictory results are reported, provide a possible explanation that could have produced such results, e.g., methodological or sampling irregularities.

7. The literature review should be objective and should not include value judgments or sensational and emotional language. Do not include any of your personal conclusions or reactions.

8. The review should conclude with a brief summary that traces the logic followed in arriving at the implications and tentative conclusion.

Chapter III: Methodology

This section should explain the methodology you have selected for your proposed study, e.g., how you will answer the question(s) or test the hypotheses. It begins with the general type of research design and is followed by details of that design plan. The level of detail should allow someone else to read your plan and execute your study exactly as you intended. This section may be from five to twelve pages in length.

Research Design. The general type of design to be used should be identified. If it is a quantitative design, identify if it is correlational, descriptive, etc. If it is a qualitative design, identify if it is a case study, historical, phenomenography, ethnography, etc.

Sample Selection and Population Definition. The targeted population from which the sample will be selected should be identified, e.g., elementary school principals, athletic directors, counselors. The description should indicate the attributes of the population such as the size and major characteristics of the group and should explain how the population will be identified.

Example: "Subjects will be selected from a population of 157 students enrolled in an algebra I course at a large urban high school in Minneapolis, Minnesota. The population is tricultural, being composed primarily of Caucasian students, African-American students, and Mexican-American students".

Provide a description of the sample, i.e., the size and detailed description of the subjects. This assists the reader in determining if the results of the study can validly be generalized. The sample selection procedure technique should be described.

Example of partial description "In the summer of 1998, prior to the assignment of students to classes, a list of all students schedule to take general math in the fall (approximately 150 students) will be obtained. Using this list, 60 students will then be randomly assigned to one of two general math classes, one class to received program instruction and one class to receive lectures-discussion instruction.

Data Collection Procedures. All the steps in the study should be described from the beginning to the end, in the order in which they will occur. This description includes identification of all techniques for the collection of information, e.g., questionnaire, existing data, interviews, observation, focus groups, Delphi technique, document examination or some combination.

If the design uses a pilot or pretest, the administration procedures should be clarified, i.e., when and how. In the final version of the proposal, include an explanation of the control procedures to be used, if applicable, for extraneous variables such as teacher skill and experience, time on task, and testing conditions.

Example of control: "All eight teachers have more than five years of experience".

Some discussion should address obtaining approval from the Human Subjects Board (IRB), and how the rights of human subjects will be protected through such procedures as anonymity, confidentiality and informed consent.

Description of Measures/Instruments. All instruments to be used in the study should be identified and described. Some explanation should be provided about the reasons each instrument was selected as the appropriate operational definition of the variable in the research question or hypothesis. If the instrument must be developed, describe in detail how the instrument will be developed and the variables to be measured in the instrument. If the instrument needs to be developed, describe how validity and reliability would be established.

Provide the source for any commercially available instrument. If the instrument is commercially available, the validity and reliability statistics should be reported.

Chapter IV: Data Analysis Procedures

In this section, the investigator should state the techniques to be used in the data analysis and the plan for the data presentation. This section might be three to six pages, depending on the complexity of the analysis.

A quantitative proposal may need to include the following in the data analysis plans:

- appropriate description statistics
- if applicable, inferential statistics to be used for each question and/or hypothesis
- if necessary, the rationale for the statistical technique
- the alpha level selected by the investigator if using inferential statistics

The rationale may be based on the purpose of the study, sample size, and the type of data (nominal, ordinal or interval). The level of significance acceptable to the researcher should be determined in advance and should be adhered to thereafter in the study. It is not considered good form to equivocate or elaborate on this after the fact.

Chapter V: Analysis of Results

Although the data will be presented in Chapter 5 in the final project, the prospectus of a quantitative study should include the planned presentation if at all possible. Including the proposed form of the presentation of the data in the prospectus can be very beneficial and efficient for the student. It not only helps clarify the way in which the data will be analyzed which needs to be approved by the committee, but it may also reveal implications for aspects of the research design such as sample size and variable definition. This section should include drafts of tables, figures, and charts that organize and summarize each set of data for the research questions and/or hypotheses. Depending on the type of analysis, this section of the prospectus might be from two to four pages in length.

¹ The discussion of the topic analysis and the introduction for the prospectus draws largely from two sources: Davis, G.B. & Parker, C.A. (1979). *The Dissertation*. In *Writing the Doctoral Dissertation* (pp. 58-63). Woodbury, NY: Barrons' Educational Services, Inc. *Inquiry in Practice*, an on-line University of Minnesota EdPA course found on the web at (<http://edpa.coled.umn.edu/ip>).

² Discussion of content of chapters 1, 2, 4 and 5 is based on the document, "A Quantitative Research Prospectus Outline", A.M. Thomas, 1993.

³ Chapter 3 is based on the work of Borg & Gall (1989), in Educational Research, pp. 868-870.

Recent UM Ed.D. Projects Completed in Educational Administration (Student name, Date, Project title, Advisor(s))

Alden A.C. (1996). Simple Things - - - Complex Lessons - - - A Study to Determine the Best Practices for a Kindergarten Parent/Teacher Conference. N.C. Nickerson.

Ajarimah, Ahmad A. H. (1997). Organizational Climate of Saudi Aramco's Academic and Job Skills Training Centers. W.M. Ammentorp.*

Atkinson, Albert D. (1997). High Teach Dreams —Hard Teach Realities—Managing Realistic Technology Programs for International Schools in the Developing World. N.C. Nickerson.*

Bradley, David. (1997). Teacher Satisfaction of Teachers in American Schools in Saudi Arabia. R.F. Weatherman.*

Chastenet deGery, Veronique M. (1997). Perceptions of Parents and Teachers in a Private School in Saudi Arabia. R.F. Weatherman.*

Dulan, L. (1995). The Impact of Professional Development on the Careers of K-12 Women Educators in the State of Minnesota. N.C. Nickerson.

Fashant, Z.D. (1996). A Case Study of an Elementary School Multicultural Education and International Study Program. N.C. Nickerson.

Finochio, Patrick D. (1997). An Investigation of the Role of the Assistant Principalship in the Saudi Aramco School System. R.F. Weatherman.*

Gainey, K.O. (1996). The Extent of Elementary Teacher Involvement in School Decision Making. T. Mazzoni & C. Moore.

Gullickson, J.A. (1996). A Synthesis of Interorganizational Relations and Education Concepts Concerning Collaboration: A Case Study. W.M. Ammentorp.

Heath, S.M. (1996). Chapter 1 Students: How the Amount of Time spent in a Chapter 1 Supplemental Reading Program Affects Reading Achievement. G.F. Alkire.

Hopkin, Mark G. (1997). Group Decision Support Systems: In Investigation of Communication Technology Applied to the Team Planning Process for Technology Integration in a Private Saudi Arabian School. W.M. Ammentorp.*

Inkster, C.D. (1997). Technology Leadership in Elementary Schools: A Comparative Case Study. T. Mazzoni & A. Thomas.

Kasper, D.G. (1996). Superintendent Succession, An Imperative for Transition Planning. N.C. Nickerson.

Kirkpatrick, B.J. (1996). Case Study of a Family - Community Partnership: Leaders' Perspectives of Critical Elements that Impact the Collaboration Process. N.C. Nickerson.

Kudela, M.L. (1996). Factors which Affect Teacher Concerns Toward the Educational Innovation of Performance Assessment. T. Mazzoni & C. Moore.

Lillestol, J.K. (1996). High School Teachers' Perceived Preparedness to Teach Students with Special Needs. T. Mazzoni & R. Johnson.

- Loberg, M.K. (1996). High School Block Scheduling. N.C. Nickerson.
- Meyer, N.E. (1996). Current ADD/ADHD Practices in the State of Wisconsin. V.D. Mueller & C.H. Sederberg.
- Moncada, Gregory J. (1997). Conversation as an Agent of Change within Interdisciplinary Team Stages of Development. A.M. Ammentorp.*
- Mullin, D.L. (1996). Follow-Up of Students Taking On-Campus Courses Through the Minnesota Postsecondary Enrollment Options Program. V.D. Mueller.
- Nelson, L.M. (1997). An Investigation of Site Councils in Three Urban High Schools. N.C. Nickerson.
- Norlin-Weaver, Jennifer L. (1997). Exploring Accountability: Do Indicators for Rating Schools Make the Grade? R.F. Weatherman.*
- Parker, N.E. (1995). The International Baccalaureate Program: Identifying and Evaluating Factors Affecting Students' Success. N.C. Nickerson.
- Pinkston, Gary L. (1997). Information Technology Trends: An Investigation into the Current Attitudes of Teachers as They Relate to Institutional Technology. R.F. Weatherman.*
- Russell, B.R. (1996). A Political Analysis of the Decision-Making Process for Developing a Character Education Program in a School District. N.C. Nickerson.
- Schlicht, S.B. (1996). Perceptions of Secondary Students with Learning Disabilities Regarding Their Networking Knowledge, Skills and Attitudes. T. Mazzoni & R. Johnson.
- Sicoli, A.G. (1996). An Evaluation of the Effects of a Second-Year School-Within-A-School. J. King.
- Sigford, J.L. (1995). Self-Definitions of Success by the Women Head High School Principals in Minnesota in the School Year 1993-94, as a factor of Life Path, Career Path, Leadership Styles, Mentoring/Networking, and Career Goals. N.C. Nickerson.
- Simpson, Mark W. (1997). Comparative Case Studies: The Attrition of Graduates of the College Preparatory Program of Saudi Aramco from Universities in the United States. W.M. Ammentorp.*
- Taipale, L.E. (1996). Organizational Structure of an Alternative Program - A Study of the Relationship Between Learner Expectations and Program Design. N.C. Nickerson
- Thofern, R.M. (1996). An Investigation of Parent Behavior in and Satisfaction with the Controlled Choice Plan of the St. Paul Public Schools. N.C. Nickerson.
- Wheeler, Kirk M. (1997). Second Language Development: A Study of Community Expectations and Beliefs in the American Sponsored Overseas School. W.M. Ammentorp.*
- Wick, W.R. (1996). An Analysis of the Effectiveness of Distance Learning at Remote Sites versus On-Site Locations in High School Foreign Language Programs. N.C. Nickerson.

* Field Thesis Projects completed by the First Year International Cohort.

Example of Chapter 5 Outline

Students often have difficulty writing Chapter 5. Faculty in the program recommend that Chapter 5 should be able to stand alone. If well done, the chapter may be a good solid, draft for a paper to be submitted for publication and can serve as a basis for the final oral. The following outline of Chapter 5 is provided; students should check with their advisors, however, for their suggestions about the outline.

Introduction	(about 1/2 page)
Summary of Study	(2-4 pages)
Purpose	
Significance	
Framework	
Method	
Limitations	
Findings	(2 pages)
Conclusions	(1-2 pages)
Discussion	(5-10 pages)
Recommendations	(2-4 pages)
Future Research	
Implications for Practice (emphasis for Ed.D.)	

Approximate total number of pages = 20

Thesis Format:
Preparation of the Doctoral Field Project/Thesis

After you have registered your thesis title page and passed your final oral examination, you must submit two copies of your thesis to the Graduate School. Listed below are the specifications for preparing the copies of your thesis (see Appendix I for Thesis Proposal Transmittal). Prepare one for St. Cloud State University.

If you are not going to prepare the manuscript yourself, be sure to find a typist who is familiar with the Graduate School's requirements, or supply your typist with a copy of these requirements. **THE GRADUATE SCHOOL WILL ACCEPT ONLY THESES THAT MEET THESE REQUIREMENTS.** If you or your typist have any questions, contact the Graduate School staff in 316 Johnston Hall (612/625-5833).

Thesis Project or Field Study
Ed.D. or Ph.D. IN
EDUCATIONAL ADMINISTRATION

Instructions for the processing of the prospectus are specified in the last section under PROCEDURES FOR APPROVAL AND CONDUCT OF DOCTORAL RESEARCH. The prospectus, when approved, becomes a blueprint of the candidate's thesis or field project.

Inasmuch as committee members and the Director of Graduate Studies are likely to make inferences about the candidate's ability and scholastic promise on the basis of his/her prospectus, the candidate should plan and prepare the proposal with meticulous care. Many feel the prospectus is an excellent predictor of the quality of the candidate's research, and the prospectus provides the opportunity to express the problem exactly and concisely to the committee. Be certain to include all pertinent information. Any lack of understanding can predispose the committee toward rejecting the prospectus.

The format of the candidate's prospectus is his/her responsibility. However, the Director of Graduate Studies recommends use of the form which includes the parts described in the remainder of this section.

The core of any prospectus is the definition of the problem, the design of **the study and** the treatment of the data. Whenever one or more parts are omitted, the candidate should be ready to orally justify the reasons for such omission.

1. The Title. Every dissertation or field study should have a title which is descriptive and informative. Since studies are often listed by title without benefit of abstract, the title should provide relevant information about its content without burdening the reader with excessive wordage.
2. Your name and special field.
3. Names and titles of recommended faculty members to serve on the final examining committee.

4. Description of Research. Prior to the more thorough description of the different parts of the dissertation, the candidate should present a statement which gives a general description of his/her enterprise. The statement should identify the scope of the research and the methodology involved. The statement should be approximately 250 words and typed on the form provided for the description, as required by the Graduate School (Form 63b) and attached to the Ph.D. Thesis Title or Ed.D. Project Title (Form GS 63).
5. The Review of Related Literature for the Ph.D. and the Ed.D. The review of research serves several purposes: (1) It demonstrates the candidate's scholarship in the area involved, (2) it reviews recent substantive and methodological developments, and 3) it describes the setting wherein the candidate's study will seek to extend knowledge.

Though professors may disagree on how extensive the review should be as required for the prospectus, all agree that the aspirant must be thoroughly familiar with the literature. A carefully written review needs only to be extended and updated to constitute a chapter in the thesis. By all means avoid implying that little has been done or the research has been too extensive for summarization. Such comments are taken as indications of ignorance or indolence. Though some problems may have no previous research, wisdom demands that the candidate describe the processes involved in the futile search if this was his/her experience and to include relevant research from related fields if applicable .

Considerable confusion and disagreement exists about the content appropriate for the review of related research. As with kinfolk, a problem may be one of finding the appropriate place to draw the line. There may be merit in describing the general problem and its early research having a direct bearing on the specific problem. The review of research may well include discussion of new methodologies, techniques, research design, statistical analyses or other developments the candidate plans to use or adapt for use in his/her study.

The literature review is expected to provide the theoretical foundations for the design, conduct and final interpretation of results. Without such a foundation, the Ph.D. thesis plan is incomplete.

The Ed.D. is defined as a problem-oriented (or field-oriented) project. The review of the literature may have much different focus than that for the Ph.D. Contextual, current and concise are important keywords describing this literature review.

The context of the problem studied must be carefully described in order to enhance the transfer of results to practice. Concise and current reviews of the substantive basis present a carefully constructed problem frame to be used as the basis for the interpretation of the results of the study.

As a graduate student, the candidate is expected to use judgment in preparing this section. Be sure to establish convincing evidence of scholarship and competence without creating the impression of padding.

6. Statement of the Problem. The specific topic should be stated explicitly. Terms which have meanings other than common usage should be defined. For convenience, assemble all such definitions in one subsection. If the problem fits within a theoretical framework, the theory should be delineated and the expectations arising from the theory stated. When special assumptions or premises are utilized, these should also be recognized. In any problem many related or side issues could often constitute interesting excursions or diversions. The researcher must avoid allowing his/her problem to become so general that it is unresearchable. In that respect the limitations must be imposed on the scope of the study. The statement of the problem should state the questions to be answered or the hypotheses to be tested.
7. Significance. In a pragmatic or realistic society, the researcher is constantly asked to indicate the significance of his/her study. Here consideration should be given to two levels: (1) The advancement of the theory of education, and (2) The further development or refinement of educational practice. The Ph.D. candidate is expected to emphasize both whereas the focus for the Ed.D. candidate may often be on the latter. The committee will desire a clear-cut statement of the significance and possible contribution of the study. Limitations of the study also merit inclusion in the proposal.
8. The Research Design. This section is the most crucial. Of all proposals which get rejected, at least 90 percent are found deficient in this area. If the details of the design are fully outlined, the candidate will need only to translate plans to action with the occasional necessary adjustment for unforeseen situation factors as he/she does his/her research. The following research design considerations apply to both the Ed.D. and Ph.D. research plans.
 - a. The basic element of good design is a step-by-step plan to answer every question posed and/or test every hypothesis. This involves eliminating or minimizing the effect of certain extraneous variables.

The Ed.D. is defined as a problem-oriented (or field-oriented) project. The review of the literature may have much different focus than that for the Ph.D. Contextual, current and concise are important keywords describing this literature review.

The context of the problem studied must be carefully described in order to enhance the transfer of results to practice. Concise and current reviews of the substantive basis present a carefully constructed problem frame to be used as the basis for the interpretation of the results of the study.

As a graduate student, the candidate is expected to use judgment in preparing this section. Be sure to establish convincing evidence of scholarship and competence without creating the impression of padding.

- b. Sources of data need to be specified. If the study is descriptive, some careful thought needs to be given to justifying the restriction of the study to this particular group. If the study utilizes sampling, the mode of sampling should be explained and justified. What limitations must be applied to the conclusions as a consequence of sampling procedures? Note special requirements of the *Committee on Use of Human Subjects for Research* as noted earlier.
 - c. Be sure to describe data gathering processes. This may involve such items as the collection schedule, the personnel involved and their reliability, the training exercised, the follow-up methodology and environment.
 - d. The nature of the data collection is a major factor in research design. Whether the researcher utilizes a previously prepared instrument or prepares his/her own, he/she must be prepared to discuss the validity and reliability and the effect of these characteristics on the conclusions permissible from the study.
 - e. A glaring error in many proposals is the failure to consider what treatments can be applied to the data. Many students gather data with the expectation that they will devise fitting treatments when needed. In some cases data which were collected with considerable effort and expense are found to be useless. In other cases treatments cannot be applied to data because additional needed information is not available. It is imperative that all steps in the answering of questions or the testing of hypotheses be specified in advance. For hypothesis testing studies, care should be taken to state the probability levels for accepting or rejecting hypotheses, because on borderline cases the candidate's bias might tempt him/her to set limits to satisfy his/her prejudice or biases.
9. Budget. Though the committees may or may not wish to consider the cost of the research, such expenditures are an especially important part in the planning of the research study for the candidate who conducts the research.

While funds for research projects are available in only a few cases, a detailed financial statement is needed to secure such grants. Such planning may also be useful in budgeting expenditures.

10. Overview of Organization. It would be well to include a general overview of how you expect to present your thesis. A list of probable chapter headings and a brief statement of the content of each would probably suffice.
11. Bibliography. The bibliography must include all sources referred to in the prospectus. Other references which have a bearing on the topic may well be included.

Plan diligently and well because the quality of your thesis or field study is dependent on such planning. Confer with your advisor but remember that he/she is serving strictly in an advisory capacity. You have the responsibility to earn the degree.

A. FORMAT OF THE THESIS

You must submit two copies of your thesis to the Graduate School. One copy will be sent to University Microfilms International in Ann Arbor, Michigan for microfilming and will then be returned to circulate in the university library system. The other copy will be added to the permanent collection of theses in the University Archives. (Note: Your departmental office or your advisor(s) may require you to provide them with additional copies.)

1. PAPER

To insure durability, permanency, and opacity, one copy must be on white bond paper that is at least 20 pound weight, is 8 1/2 x 11 inches, and has 75 or 100 percent cotton rag content (a watermark in the paper will indicate the cotton content). White acid-free paper also is acceptable with prior approval from the Graduate School. The second copy can be either on the same paper or on standard white copy or printer paper.

2. TYPE

Your thesis may be prepared on a typewriter or with a word processor. In either case, any easily readable standard type in pica or elite measure (10 or 12 pitch respectively), or of 10 point font or larger is acceptable. Print from a computer printer must be letter quality or near letter quality. Standard "line printer" type is not acceptable. Script type is not acceptable. All print must be in permanent black ink and must appear on only one side of each page.

The title of the thesis must not contain chemical or mathematical formulas, symbols, superscripts, subscripts, Greek letters or other non-standard characters. Words must be substituted.

In the body of the thesis, different typefaces may be used to set off examples, quotations, tables and charts from the rest of the text. Typeface must be of a similar size and easily readable.

Footnotes, section headings, and chapter titles may be printed in typefaces and sizes different from those in the body of the thesis. All thesis print must appear on only one side of the page.

The two copies of the thesis may be original typescripts or photocopies of the original typescript. If photocopies are submitted care must be taken to insure an acceptable reproduction (see #8 Illustrative Material). Photocopies must be made from the original--not from another copy. All pages must have high contrast with consistently dark print throughout the thesis. The print must be permanent; it must not smudge. All pages in the archive copy must be copied onto acceptable paper, as described above. It is recommended that you work with a reputable copying firm or bindery when having your thesis reproduced.

3. MARGINS

Every page of the thesis, including all appendices, all notes and the bibliography, must have a LEFT margin of 1 1/2 inches (to allow room for binding) and TOP, RIGHT and BOTTOM margins of 1 inch. Absolutely nothing must appear in the margins. This means that all page numbers, text, tables, parts of illustrations, etc., must be contained completely within the area bounded by the margins.

4. SPACING

The body of the thesis must be double-spaced (three lines of the text per inch) or 1 1/2-spaced (four lines of text per inch). Long quotations, notes and the bibliography may be single-spaced (six lines of text per inch).

5. PAGE NUMBERING

Every page in the body of the text must be numbered sequentially from the first page of the text right through the bibliography and appendices. Any materials before the body of the thesis (such as acknowledgments, dedication, abstract, table of contents or list of figures) must be numbered with lowercase Roman numerals and must be arranged in that order after the copyright page (or title page if you do not include a copyright page). **NOTE:** The signature, title and copyright pages must not be numbered.

6. STYLE

Because stylistic conventions vary greatly from one field to another, you should consult with your advisor or director of graduate studies regarding recommended style manuals. If your field has no preferred style manual, the staff of the University Libraries can assist you in choosing one.

All theses must contain an advisor's signature page (see section 7 below), title page, a table of contents, list of tables and figures if you have them and a bibliography. A page containing a copyright statement is optional. (For format to be used for the title page and the page carrying the copyright statement, see the **SAMPLE TITLE PAGE** and **FORMAT FOR COPYRIGHT NOTICE.**)

If your thesis will be in two or more volumes, a title page in correct format must appear at the beginning of each volume and must include the volume number and each volume must have a complete table of contents.

The description or title of an illustration may appear on the page facing the illustration if the reverse side of that facing page is blank. All figures must have either a figure number or a page number on them regardless of where the figure caption is located.

For music students submitting musical scores in an oversized format, the requirement that the two copies of the thesis be submitted on 8 1/2 x 11 inch paper will be waived.

In all other respects, (type of paper, margins, etc.) the thesis must conform to the format specifications described in this information sheet. In such cases, only the abstract, not the score itself, will be microfilmed. Contact the Graduate School in 316 Johnston for further information.

7. SIGNATURE PAGE

The signature page must be the first page in the volume immediately preceding the title page. Your advisor(s) must sign both copies in order to assure that he/she has seen and approved the final version of the thesis. If you have co-advisors, both faculty must sign. See **SAMPLE SIGNATURE PAGE** attached for the format used for the signature page. A specially designed signature page is also available from the Graduate School in 316 Johnston Hall.

8. ILLUSTRATIVE MATERIAL

All illustrations must be included in both copies.

- a. Photographic illustrations must be black and white photographic originals or well-done black and white photographic copies of the originals (such as a color laser copier set to black toner only). Standard photocopies of photographs are not acceptable.

Color photographs and images are **not acceptable** for two reasons:

1. The microfilming process produces only a black and white reproduction in which color differences may not be clearly visible.
2. The color dyes that are the basis of photographic prints will deteriorate and fade over time. Exceptions for color may be made if the illustrations are meaningless in black and white. You must contact the Graduate School to obtain an exception. You may insert photographs into the thesis in either of two ways.
 - Photographs printed directly on 8 1/2 x 11 inch photographic paper, double-weight with a glossy finish on which the image conforms to the margin specifications described above.
 - Photographs may permanently be mounted onto thesis-quality paper using a heat or pressure-sensitive dry-mounting process, such as Kodak Dry Mounting Tissues or Scotch 568 Positionable Mounting Adhesive Sheets. The adhesive material must be used on the entire back of the photograph and the photograph must be permanently attached to the page. Other adhesive methods such as library paste, rubber cement, spray mounting or tape are **not acceptable**. These mounting techniques are not permanent and the adhesives used will eventually destroy both the paper and the photograph.

NOTE: Label the backs of all photographs so that they can be replaced if they become detached.

- b. Black and white offset prints or laser copies are acceptable if printed or photocopied onto thesis quality paper. Standard photocopies of photographs are **not** acceptable. Since print quality varies, check with print shops or copy services regarding these processes. Bring or send a sample of what you propose to use to the Graduate School, 316 Johnston Hall, where the staff can tell you whether it will be acceptable.
- c. Tables, charts and graphs prepared on transparent film or produced by computer graphics devices should be photocopied onto thesis-quality paper. All charts must be in black and white for the same reasons described in section 8.a. above. Thus, identification of lines and figures on graphs and charts must be made clear by the line symbols rather than by variation in color. Reduced photocopies of tables, charts, and graphs are acceptable if legible and within the specified margins. If the material is illegible after reduction, full-sized copies must be used. Oversized material submitted separately, as in a mailing tube, is **not** acceptable.

If hand lettering or drawing is necessary, India ink must be used. Felt tip pens must not be used, since the ink will bleed through to adjacent pages.

- d. Computer print-outs must conform to the margin specifications, must be dark and legible with high black and white contrast, and must be copied on thesis-quality paper.

9. APPENDICES

The appendices are an integral part of the thesis and must conform to all the format specifications described in this information sheet. This includes the consecutive page numbering that continues from the numbering of the main text.

10. FINAL REVISIONS, CORRECTIONS, AND PREPARATION FOR MICROFILMING

Since acceptance of the thesis by the final oral committee constitutes approval for publication on microfilm, the copies must be ready for microfilming when submitted to the Graduate School. Thus, any revisions required after the examination must be made before the copies are submitted to your advisor(s) for signature.

Neither correction fluid nor white correction tape may be used in any copy submitted to the Graduate School. These materials destroy the paper and correction fluid is transparent in microfilming.

B. PUBLISHED WORK INCLUDED IN OR IN LIEU OF THE THESIS

Your thesis may include materials that you have had published while being a University of Minnesota graduate student. In this case you must obtain from the publisher a letter authorizing your use of this material. A copy of this letter must be included as part of your thesis.

If all or part of your thesis is initially in a form appropriate for submission to a professional journal, the following apply:

1. The research must have been carried out under the direction of the graduate faculty and approved by your advisor for incorporation into the thesis.
2. Your advisor should notify the Graduate School in writing of the intention to publish a part of the material. (The Graduate School's approval is not required.)
3. You must be listed as the sole author of the thesis. Editorial or substantive contributions with general significance made by others should be acknowledged in the prefatory materials. More specific contributions should be acknowledged by footnotes where appropriate.
4. If manuscripts include more than your research, your contribution must be clear to the committee.
5. A suitable introduction is required, as are transition sections that might not ordinarily be included in the published manuscript.
6. Where appropriate, a comprehensive literature review, not usually permitted by journals, should be part of the submitted thesis.
7. Appendices should be added to the manuscript as necessary. This provides the comprehensiveness not ordinarily permitted by scholarly journals.
8. Use of reprints of the manuscripts or the published articles themselves is acceptable if they are satisfactorily (and legally) reproduced on thesis quality paper. They must conform to all the format specifications described in this information sheet.

C. PUBLICATION, COPYRIGHT, AND DISTRIBUTION OF THE THESIS

The University of Minnesota requires publication of doctoral theses. To meet this requirement you need to complete and sign the 'Doctoral Dissertation Agreement Form'. University Microfilms International (UMI) will produce and store a microfilm negative, print the abstract in Dissertation Abstracts and sell microfilm positives or hard copy upon request. Publication by microfilm does not preclude publication later by other methods. Please note that the Doctoral Dissertation Agreement Form grants UMI the right to distribute dissertations and abstracts by electronic means. If you do not wish to grant UMI that right, cross out and initial "electronic format" in the second paragraph on the back page of the form.

1. COST

The fee for microfilming a thesis is currently \$70. If you wish UMI to register the copyright on your behalf, there is an additional fee of \$35. These fees are subject to change. Contact the Graduate School for current rates. Checks or money orders must be made payable to the University of Minnesota and submitted to the Graduate School, 316 Johnston Hall, along with the signed Doctoral Dissertation Agreement form and two copies of your title page. The university will pay UMI, as well as all shipping costs.

2. ABSTRACT

Two copies of the abstract (not your thesis prospectus) must be submitted to the Graduate School, 316 Johnston Hall. Both copies must be signed by your advisor below the body of the text. An additional copy of your abstract may be included in the thesis, if desired.

The abstract must be double-spaced or 1 1/2-spaced, printed on thesis quality paper as described in part A, section 1 above. It must conform to the same margin requirements as the body of the thesis. **The abstract must not exceed 350 words. Abstracts exceeding 350 words will not be accepted.** Pages must be numbered and your full name and the number of words must be printed in the upper right hand corner of the first page.

3. COPYRIGHT RELATED TO THE THESIS

There are two aspects to copyright considerations: (a) Your copyright of your thesis, and (b) The use in your thesis of material copyrighted by others.

- a. With respect to the first, the *Copyright Act* adopts the principle of "automatic copyright". Works created after January 1, 1978, are copyrighted under the federal statute upon their creation. A work is "created" when it is fixed in a tangible form of expression. **EXAMPLE:** any written or drawn on paper, sculpted or made, placed on film, disc or videotape, or recorded on sound tape. While registration with the U.S. Copyright Office and use of a copyright notice are not conditions for securing the initial copyright for these works, "registration" and "notice" are still important. If you fail to observe these formalities, especially upon publication, your material may not be legally protected and you may forfeit the initial copyright.

Registration of copyrights with the U.S. Copyright Office may be made for all works before or after publication. Copyright notice consists of the symbol c or the word "copyright", the name of the owner of the copyright and the year that the work was created. For example, a notice would appear as "c Jane A. Doe 1995". This notice should be affixed in such manner and location as to give "reasonable notice" of the copyright claim. See the attached **SAMPLE TITLE PAGE** and **FORMAT FOR COPYRIGHT NOTICE** in formatting the page carrying the copyright statement.

If you want UMI to register a copyright for the thesis on your behalf, sign the Copyright Authorization on the Doctoral Dissertation Agreement form at the time it is submitted to the Graduate School. The cost of this method of copyrighting is currently \$35. This fee is also subject to change. Consult the Graduate School for the current rate. A check or money order for the

copyright fee must be made payable to the University of Minnesota and submitted to 316 Johnston Hall.

- b. With respect to the second aspect, the *Copyright Act* provides for the legislative recognition of "fairuse" of copyrighted materials. The "fairuse" of a copyrighted work for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research is not an infringement of copyright. To help determine whether the use made of a work in any particular case is fair use, the factors to be considered shall include:
1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes.
 2. The nature of the copyrighted work.
 3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole.
 4. The effect of the use upon the potential market for or value of the copyrighted work.

You, as author of the thesis, bear the responsibility of determining whether a use is fair or not.

NOTE: In your thesis, if you included copies of, or materials from journal articles or other publications that you authored, **you must obtain a letter from the publisher authorizing your use of this material.** A copy of this letter must be included as part of your thesis.

Additional questions about copyrighting your thesis or using copyrighted materials in your thesis can be directed to:

**The Registrar of Copyrights
Copyright Office
Library of Congress
Washington, D.C. 20559**

If you have complex questions please consult legal counsel. Questions regarding copyright, patent and trademark are of a legal nature and should not be considered lightly. The Graduate School staff is not authorized to answer legal questions.

4. RELEASE OF THE THESIS TO THE PUBLIC

In accordance with Regents' policy regarding withholding of research results, you may request a 90-day hold on the release of your thesis to the public. During this period, UMI, the University of Minnesota Library and the University Archives will not release your thesis to the public. The hold period begins immediately after the official graduation date.

If you wish to request a hold please complete a Thesis Hold Request Form in 316 Johnston Hall. After 90 days your thesis will be released for circulation. An additional 90 days (180-day maximum) may be requested.

ANY QUESTIONS REGARDING THESIS STYLE AND PREPARATION SHOULD BE DIRECTED TO THE GRADUATE SCHOOL, 316 JOHNSTON HALL (612/625-5833). THE GRADUATE SCHOOL WILL REFUSE TO ACCEPT THESES NOT PREPARED ACCORDING TO THESE SPECIFICATIONS.

FEES QUOTED ABOVE ARE CURRENT AS OF NOVEMBER 1995, FOR THE 1995-1996 ACADEMIC YEAR. IF YOU ARE READING THIS IN A LATER YEAR, PLEASE CHECK WITH THE GRADUATE SCHOOL, 316 JOHNSTON HALL, FOR CURRENT FEES.

SAMPLE FORMAT FOR COPYRIGHT NOTICE PAGE

(This should appear on a separate page following the title page)

© Mary Jane Doe 1997

(The essential components of the copyright notice are the copyright symbol © or the word "copyright", the full legal name of the author, and the year of publication.)

Required and Recommended Textbooks Related to Thesis/Project

Required Textbooks

American Psychological Association. (2001). Publication manual of the American Psychological Association (5th ed.). Washington, D.C.: American Psychological Association.

Students are required to own or purchase a college level writing handbook. Several satisfactory versions are available in university bookstores.

Recommended Textbooks

Becker, H. (1986). Writing for Social Scientists. Chicago, IL: University of Chicago Press.

Gall, M.D., Borg, W.R., & Gall, J.P. (1996). Educational research: An introduction (6th ed.). White Plains, NY: Longman Publishers.

Cooper, H.M. (1989). Integrating research: A guide for literature reviews (2nd ed.). Newbury Park, CA: Sage Publications.

Creswell, J. (1994). Research design: Qualitative & quantitative approaches. Thousand Oaks, CA: Sage Publications.

Drew, C., Hardman, M. & Hart, A. (1996). Designing and conducting research: Inquiry in education and social science. Boston, MA: Allyn & Bacon

Fowler, F.J., Jr. (1993). Survey research methods (2nd ed.). Newbury Park, CA: Sage Publications.

Fowler, F.J., Jr. (1990). Standardized survey interviewing. Newbury Park, CA: Sage Publications.

Girden, E. (1996). Evaluating research articles. Thousand Oaks, CA: Sage Publications.

Holcomb, Z.C. (1992). Interpreting basic statistics. Los Angeles, CA: Pyczak Publishing.

Kachigan, S. (1986). Statistical Analysis. New York, NY: Radius Press.

Kirk, J., & Miller, M.L. (1986). Reliability and validity in qualitative research. Newbury Park, CA: Sage Publications.

Krathwohl, D.R. (1993). Methods of educational and social science research: An integrated approach. New York: Longman Publishing Co.

Leedy, P.D. (1985). Practical research planning and design. New York: Macmillan.

Maxwell, J. (1996). Qualitative research design. Thousand Oaks, CA: Sage Publishing.

Miles, M., & Huberman, A.M. (1984). Qualitative data analysis. Beverly Hills, CA: Sage Publications.

Pyrczak, F., & Bruce, R.R. (1992). Writing empirical research reports. Los Angeles, CA: Pyrczak Publishing Co.

Vogt, W.P. (1993). Dictionary of statistics and methodology: A nontechnical guide for the social sciences. Newbury Park, CA: Sage Publications.

International Ed.D. Cohort Members

Michael Adams

Director, Colegio Granadino, Manizales, Colombia

B.A. – Psychology, Austin College, Sherman, TX

M.A. – Elementary Education, Austin College, Sherman, TX

Certificate in Counseling – University of Houston, Houston, TX

Michael has a solid educational background in teaching, counseling, and administration. He has focused the majority of his studies in middle-level education.

Michael has worked as an elementary teacher, middle school counselor, middle school principal, and school director. The majority of his experience has been in bilingual education in Colombia, South America.

Michael's objectives are to finish his doctoral degree before he turns 43 and to continue to lead and develop a top-notch, bilingual, Colombian, US-style school.

Darren Arbour

Teacher, Lincoln International School, Uganda

B.A. – Political Science, Brandon University, Canada

B.Educational – Elementary, Brandon University/Alsager-Crewe, UK

M.A. - Educational Psychology, Mount Saint Vincent University

Darren's educational background seems to be as eclectic as Darren is. His honour year took him to study in Nice, France and to a joint teaching degree in the UK. He has achieved an M.A. in psychology on gender and sexuality issues. Darren has always been one to pursue higher education with a passion for lifelong learning.

Darren's professional experience is as international as he is. Darren has taught in the UK, volunteered in Africa, and as a teacher's consultant in Japan, producing a textbook and a national level inservice teacher training program. Currently he is a grade 5 teacher at Lincoln International School in Uganda. Prior to returning to the classroom, he taught English as the University of Manitoba, Canada.

Darren is keen to be an active member of the cohort programme. He has professional objectives to refine his leadership skills in an educational setting.

Tracey Carey
Assistant Principal, Saudi Aramco Schools

B.S. – Secondary Education, Kutztown University, Kutztown, PA
M.S.E. – Educational Administration, University of Wisconsin, Superior, WI

Tracey earned her bachelor's degree in secondary education from Kutztown University in 1985. In 1999, she was awarded a master's degree in education administration from the University of Wisconsin, Superior.

Tracey's first professional position was with the Palm Beach County School District in West Palm Beach, Florida. During her ten years of employment with this district, she enjoyed diverse teaching experiences, including middle and high school level assignments in the areas of biology, chemistry, and anatomy/physiology. She also assumed various leadership positions and sought training in the International Baccalaureate program. Tracey's first administrative position was in a small Minnesota parochial school. She also had the chance to teach in a K-12 rural school in Minnesota before beginning her international career. For the past five years, Tracey has lived and worked in Saudi Arabia as both teacher and administrator in 2 company-owned American curriculum schools, Saudia-SAIS and Saudi Aramco Schools, where she is currently serving as Assistant Principal of the Dhahran School, grades 6-9.

Tracey is very excited to join the cohort to pursue advanced study in Educational Policy and Administration. Though she intends to earn an Ed.D and Minnesota licensure in the process, she looks forward to establishing supportive collegial relationships and to exchange valuable school leadership experiences within the international arena. Among other goals, Tracey is interested in exploring the concept of assessment and its integral role in instructional design and delivery.

Scott Finnamore
Head Principal, Tianjin International School, Tianjin, P.R. China

B.S. – Math Education, Pensacola Christian College, Pensacola, FL
B.S. – Science Education, Pensacola Christian College, Pensacola, FL
M.Ed. – Administration, Columbia International University

Scott's background is entirely in the field of education and most of it focuses on secondary education. Up to this point in time, Scott's education has been primarily in private institutions.

Scott has been head principal at Tianjin International School for the last two years and high school principal the year previous. Prior to administration, School worked as a high school chemistry teacher.

Scott is seeking to develop a workable structure for a bilingual education program (K-12) in China. Scott also hopes to sharpen and expand his administrative skills.

Greg Hedger
Elementary Principal, International School of Karachi, Karachi, Pakistan

B.S. – Recreation, University of Minnesota, Minneapolis, MN
Certificate in Elementary Education, Augsburg College, Minneapolis, MN
M.Ed. – Educational Leadership, University of Southern Mississippi, _(location?)

Greg grew up in Minnesota and attended the University of Minnesota and earned a Bachelor of Science in Recreation. He completed a fifth year program at Augsburg College in Minneapolis, Minnesota to earn a certificate in elementary education. Greg completed a Master's of Education in educational leadership at the University of Southern Mississippi.

Greg taught for three years in Edina, Minnesota, then went on to Bucharest, Romania for five years. These experiences were followed by five years with an ISS school in Indonesia teaching middle school and working as the middle school coordinator there. Greg will be working in Karachi, Pakistan beginning Fall 2002 to work as the elementary principal in the International School of Karachi.

Greg's professional objectives are to: 1) survive Karachi, 2) develop his skills as an educational leader, and 3) develop educational experiences that are more multiculturally based for students and educational opportunities for students in crisis situations.

Janet Helmer
Teacher, Cairo American College, Cairo, Egypt

Joint Honors B.A. – Sociology & Recreation, University of Waterloo, Waterloo, Canada
B. Ed. – Elementary Education, University of Western Ontario, London, Ontario,
Canada
M.Ed. – Educational Leadership, Framingham State College, Framingham, MA
Certificate of Advanced Graduate Studies – Curriculum and Assessment, Plymouth
State College, Plymouth, NH

Janet recently graduated from Plymouth State College with a Certificate of Advanced Graduate Studies with a concentration in Curriculum and Assessment. Most of her education is from Ontario, Canada.

Janet started her teaching career in Canada and then moved to Tokyo, Japan to teach. From Japan, she went on to Guatemala, then Laos. Janet is currently teaching in Cairo, Egypt in the Cairo American College, a K-12 school of approximately 1,300 students from around the world. Janet is the Grade Level Leader for the third grade team and is a member of the Language Arts Committee.

Janet's professional goals are to: 1) develop and refine leadership skills, 2) become a more reflective problem solver, and 3) complete this doctoral program.