

Doctorate in Educational Leadership Program Handbook / 2023-2024



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WELCOME

Welcome to the Doctorate in Educational Leadership program at Minnesota State University Moorhead. The Doctor of Education in Educational Leadership degree (Ed.D.) is designed to prepare educational leaders at both the P-12 and postsecondary levels. **This program utilizes an online cohort model with two face-to-face summer residencies.** This program is designed to prepare educational leaders to be creative, competent and compassionate change agents who are committed to advocacy, action, and are attentive to equitable education for all. You will receive instruction in the fundamental theories of leadership and change, and clinical opportunities will be required to demonstrate capacity to put theory into action. Successful Ed.D. candidates will be prepared to lead and transform educational institutions to meet the demands of a changing, culturally diverse, and technology-rich society. Action research will be the guiding framework for the dissertation component of the Ed.D. You are part of this cohort through a selective admission process, and we look forward to working with you throughout the duration of the program.

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ED.D. OVERVIEW

PROGRAM LEARNING OUTCOMES

For successful completion of the Ed.D. program in Educational Leadership, students will demonstrate competency in each of the following program learning outcomes:

- In succinct and articulate fashion, both orally and in writing, present and evaluate the fundamental theories of organizational leadership and change presented throughout the program.
- Demonstrate a consistent record exhibiting appropriate competence in academic writing throughout course work, comprehensive examinations, and dissertation processes.
- Use specific historical examples to demonstrate the fact that education in the United States has longstanding historical and legal bases that have guided its evolution at all levels.
- Promote an understanding of multiculturalism and multicultural education within the context of social justice and ethical leadership through applied advocacy and service.
- Provide illustrative examples that demonstrate the complex connections and relationships among budgets, data, and visioning as they arise within clinical settings.
- Within the context of instructional leadership, evaluate and discuss the importance of instruction in relation to learner success through specific examples of best pedagogical and andragogical practices associated with curriculum and instruction.
- Articulate current educational issues and trends impacting the educational scene in the United States at both P-12 and postsecondary levels.
- Apply quantitative and qualitative methods within the context of action research in an educational setting to produce scholarship intended to benefit an educational entity.

Assessment of these learning outcomes will occur through signature assignments, program checkpoints, and the comprehensive examination. At the culmination of these activities, students will have demonstrated the aforementioned learning outcomes. Signature assignments include projects, papers, and presentations. Evidence of signature assignments will be contained

in electronic portfolios and TK20, the data management system used for purposes of continuous improvement and program accreditation. Program checkpoints will include summer residencies, semester reviews of individual student progress, and dissertations and associated oral defenses. Both formative and summative assessments will be used throughout the program of study. All assessments will be designed to measure course and/or program outcomes. Instances of plagiarism with any assignment will result on a student failing the course, being suspended, or being removed from the Ed.D. program.

ED.D. DEGREE AND MSUM MISSION

Mission Statement of Minnesota State University Moorhead (MSU Moorhead): MSUM is a caring community promising all students the opportunity to discover their passions, the rigor to develop intellectually and the versatility to shape a changing world.

The Ed.D. degree is consistent with the mission of MSUM in the following ways:

- Making a positive difference in the lives of students, families, and all members of the educational community ties to the idea of a “caring community.”
- Developing on-going inquiry and innovation around challenges, evaluation, design, and application of research methods afford the rigor to develop intellectually.
- Developing skills and knowledge needed for the effective leadership and management of complex organizations in a global, technological, and culturally diverse society support the “versatility to shape a changing world” and “socially just contexts for learning.”

COURSE DELIVERY METHODS AND TIME-TO-DEGREE PLAN

The Ed.D. in Educational Leadership will be delivered via a cohort model through a combination of online courses, face-to-face summer residencies and other electronic interactive instructional mentoring and communications. This Ed.D. degree should be considered an online program, with the exception of two required summer residencies. Courses in the program’s curriculum will be taught by approved doctoral level faculty and instructors in the College of Education & Human Services, and courses will be primarily asynchronous with some required synchronous components.

Time-to-degree is three years, which consists of 8 consecutive terms (i.e., summer, fall, spring). The third year is designed to focus exclusively on the completion of one's dissertation and oral defense. Students who require additional time to complete their dissertation must register every semester (i.e., summer, fall, spring) in ED 698 (1) Continuing Registration therein until completion.

This program is designed to meet the needs of professionals who hold advanced degrees and who are seeking a terminal degree in leadership. A needs assessment survey and market research has determined regional demand for doctoral offerings, especially within geographically underserved populations. MSUM proposes to offer the following degree program designed to meet the career and professional development needs for both P-12, higher education, and business leadership professionals.

The curriculum consists of 72 total credit hours for the degree. The core required courses consist of 36 credits, 9 dissertation credits, and two required summer residencies. Also required are 27 elective or transfer credits with no more than 12 credits at the master's degree level. Up to 27 credits (maximum of 12 master's degree credits and 15 post-master's degree credits) could be transferred, and they may be applied toward elective credits upon prior approval. The choice of elective and transfer credits must be approved by the faculty advisor prior to enrollment and during the creation of a plan of study.

Enrollment and on-campus attendance in summer residency courses is mandatory. Summer residencies will be scheduled in advance, and each residency will be held on the MSUM campus. Each residency will last 5 consecutive days, and the residencies are embedded within required courses. Residency is the ideal opportunity to enhance your learning through sustained collaboration with MSUM faculty and other doctoral learners. Residency sessions are strategically planned for special presentations (e.g., Dissertation Proposal defense, research Q&A with members from past cohorts), time to meet with dissertation adviser (e.g., supervise Prospectus writing), meet with educational leaders, and extended time for research and proposal or prospectus development. An important, broader, objective of the summer residency is to build community among cohort members. Summer residency courses are ED 785 and ED 795.

PROGRAM FOCUS

The Ed.D. degree in Educational Leadership program is designed to specifically meet the needs of educational practitioners who:

- seek advanced leadership positions in both P-12 and postsecondary educational settings; and

- desire increased knowledge and proficiency with organizational leadership, change, finance, visioning, law, matters of diversity, ethics, instructional best practices, educational trends, research methodologies, and action research.

This program is designed to prepare educational leaders to be creative, competent and compassionate change agents who are committed to advocacy, action, and are attentive to equitable education for all. Students will receive instruction in the fundamental theories of leadership and change, and clinical opportunities will be required to demonstrate capacity to put theory into action. Successful Ed.D. candidates will be prepared to lead and transform educational and other institutions to meet the demands of a changing, culturally diverse, and technology-rich society. Action research will be the guiding framework for the dissertation component of the Ed.D.

PROGRAM FOCUS / HEALTHCARE EMPHASIS

The Healthcare Emphasis is designed to meet the needs of master's-prepared professionals seeking a terminal degree in healthcare leadership. In the Ed.D. in healthcare program, you will explore interprofessional collaboration between education, nursing, and healthcare practice, research, and leadership.

A BRIEF HISTORY OF THE EDUCATIONAL LEADERSHIP PROGRAM

The Educational Leadership program at MSU Moorhead had changed considerably over the years. With a start in the 1970s as a land-based program and as a collaborative effort through Tri-College University, the Educational Leadership program has grown into a stand-alone, online program with significant enrollment in various licensures, the Master of Science degree, the Education Specialist degree, and Doctor of Education degree. As of summer semester 2023, approximately 254 students are enrolled in pursuit of a licensure or Educational Leadership degree at MSU Moorhead.

REQUIRED CORE COURSES:

(ALL 3 CREDITS EXCEPT DISSERTATION AND CONTINUING REGISTRATION)

ED 701 Introduction to Advanced Graduate Scholarship and Leadership

This course introduces students to the theories and principal elements of research and scholarly writing. Students will consider a critical analysis of philosophy of research and epistemology as applicable to theory development. Students will learn how to discern principal arguments, analyze research questions, and identify the key scholarly attributes to journal articles and other sources of scholarly data. This course also introduces learners to the University's overarching values and beliefs regarding education, research and the responsibilities scholars have in continuing a tradition of contributing to an ever-growing body of knowledge. This course will assist students in developing a framework for acceptable academic writing. As such, students will be engaged in evaluating journal articles; developing a topical outline in relation to their topic of interest and/or research question; and writing a literature review in preparation for dissertation work and/or specific publications. Learners will explore approaches to synthesizing literature and the application of the major components of APA form and style, and learn to coordinate literature searches.

As a result of completing this course students will:

- Critique theories of research.
- Analyze current educational research.
- Demonstrate knowledge of APA writing style and literature reviews.
- Gain ethical principles related to scholarship in educational settings.

ED 727 Educational Law and Policy: Historical, Political and Global Perspective

A review of public policy processes and legislation related to educational systems.

School case law is reviewed from multiple perspectives with an emphasis on fairness, justice and equity. Analyzes the legal structure of higher education including, academic freedom, employment, due process, student rights, accreditation issues, desegregation, tort liability, and other issues.

As a result of completing this course students will:

- Describe the various sources of law affecting practice in education.
- Examine fundamental concepts of constitutional, statutory, and case

law impacting education faculty, staff, and students.

- Identify and assess legal versus policy decisions.
- ☐ Demonstrate the ability to balance personal rights and professional responsibilities within the educational setting.

ED 735 Social Justice, Culture, Diversity and Ethical Practice for Educational Leaders

This course will facilitate the development of a student's critical understanding of the larger concept of culture within the notion of multiculturalism. Students will examine how cultural processes are intimately connected with social justice and ethical leadership practice. They will also explore how culture involves power, which serves to produce inequalities in the abilities of individuals and social groups to define and realize their needs. In addition, culture will be analyzed as a site of social difference and struggle.

As a result of completing this course students will:

- Critically examine discourse and research concerning culture and diversity issues in education.
- Critically examine social justice issues in education and discuss and debate how these issues are/are not connected to diversity and ethical leadership practices.
- Explore, write, reflect, and share experiences, beliefs, attitudes, and values in regards to diversity and social justice.
- Develop and apply strategies to support educational climates which welcome and support students, faculty, and leaders or underrepresented groups.

ED 740 Fiscal Management for Educational Growth and Change

Focuses on the skills needed to integrate the processes of planning, budgeting and financial management, utilizing data from performance accounting, measurement and evaluation systems. Compares and contrasts for-profit, not-for-profit, and public organizations; examines the conventions of revenue and expenditure budgeting; presents the basic principles of fiscal proposal writing and grants writing.

As a result of completing this course students will:

- Compare key differences between for-profit and not-for-profit public entities.
- Identify basic budgeting principles related to revenues and expenditures.
- Evaluate budgeting models through budget simulation exercises.

- Demonstrate an understanding of grant writing basics.

ED 767 Organization and Administration of Educational Leadership

Throughout this course, theory and practice of leadership is applied to educational settings. Students are exposed to leading educational and managerial organizational leadership theories and change theory with emphasis on their implementation in practical educational settings. Students will analyze philosophical and values anchors, vision casting, shared priorities and commitments, and vision through policy and program development. This course engages students in the study of major organization theories that inform educational leadership research. Students will use theory to help inform their own research interests.

As a result of completing this course students will:

- Demonstrate a solid understanding of formal leadership and organization theory through discussion, presentation and written paper assignments.
- Read research literature and present persuasive written and oral critiques.
- Engage in conversations to explore topics in their field of interest that represent opportunities for further investigation.
- Use theory to frame researchable questions and use existing literature to inform problems relating to research and professional practice.

ED 772 (3 credits) Instructional Models for Leaders and Learners

This course is designed to expand the participants' repertoire of teaching models within a student-centered learning environment, to foster deeper understanding of key concepts. This course focuses on specific contemporary thinking skills and model programs. Emphasis is placed on helping teachers adapt strategies, choose materials, and design a lesson that integrates subject areas across a non-textbook, student-centered curriculum. The course is designed to help develop teaching/learning strategies and to integrate curriculum in the classroom.

As a result of completing this course students will:

- Learn several teaching models, which they will examine and be able to apply to existing curriculum to enhance student learning in their classrooms.
- Reflect upon a number of teaching models and also on their current teaching models.
- Critique the effectiveness and appropriate choices of teaching

- models to meet particular learning goals.
- Assess the theory behind the featured teaching models from the readings and examine related research from cognitive science.
 - Design a teaching model related to those popular in current practice for potential efficacy and appropriate application.

ED 782 Emerging Issues in Supervision and Administration

This course examines issues for educational leaders. Students will engage in research, discussion, and writing about topics that are selected for review.

As a result of completing this course students will:

- Examine, synthesize, and analyze research on emerging issues in U.S. education leadership at the local, state, and federal level in both written and oral form.
- Generate and develop research questions, conceptual frameworks, and new lines of inquiry based on emerging issues and trends in the field.
- Engage advocacy research and scholarly critique in ways that inform and influence educational research, policy, and practice.

ED 783 Strategic Assessment and Accountability in Education

This course addresses the key role of leaders in educational systems for the development, articulation, implementation, and supervision of an assessment process that provides accountability for all stakeholders. This course examines the establishment of a shared mission, vision, and goals among both internal and external stakeholders as the foundation for both short-term and long-range strategic planning in education. Professional and facilities development is addressed in the context of education master planning.

As a result of completing this course students will:

- Discern organizational approaches for planning and policy development.
- Evaluate program evaluation methods and practices.
- Implement both short-term and long-range strategic planning strategies.

ED 785 Building a Compassionate Community of Scholars (1st summer residency requirement)

This course describes theories of compassionate leadership, studies the relationship between leadership style and organizational change, and examines the implementation process of a leader's vision. Leaders in Education are often taught to lead with their heads and not with their hearts. Good leadership is often

defined as strategic, rational, and bottom-line business people who focus on results. Yet, recent research on successful leaders suggests a different style of leader—one that exhibits kindness, compassion and empathy. This course examines relations with stakeholders, including boards, learners, parents, faculty, staff, and the community at large. Attention is given to creating and sustaining a diverse learning infrastructure through faculty and staff professional development, alumni relations, and the building of scholarly communities. This course uses team building, group dynamics, and interpersonal sensitivity to motivate and inspire students to work together toward common goals.

As a result of completing this course students will:

- Evaluate compassionate, shared, and strength-based leadership models.
- Examination of the benefits and applications of relational skills development.
- Consider group dynamic theories and best practices.
- Demonstrate team building, group dynamics, and motivational techniques.

REQUIRED RESEARCH COURSES:

ED 704 Quantitative Methods in Academic Research

This course is designed to provide doctoral level students with theoretical and practical preparation in quantitative research design including: instrumentation, data collection, statistical analysis, ethics and politics of the conduct of research, and development of analytical skills for critiquing quantitative research.

As a result of completing this course students will:

- Gain a sense of the landscape of quantitative research, including some of the different tools and approaches available to researchers and ways in which quantitative research can complement qualitative research.
- Develop an awareness of the overall process of conducting a quantitative research study, including the ways in which the different aspects of the process hang together.
- Develop quantitative research skills related to designing a study, collecting and analyzing data, making appropriate claims about findings, positioning their work relative to existing literature, and appraising others quantitative research.
- Analyze their own identities and ethical responsibilities as educational researchers, and synthesize skills for further and ongoing reflection about their work and their relationship to it.

ED 705 Qualitative Methods in Academic Research

This course is designed to provide doctoral level students with theoretical and practical preparation in qualitative methods including: data collection and analysis, ethics and the politics of the conduct of research, and critical analytical skills for review and critique of qualitative research.

As a result of completing this course students will:

- Gain a sense of the landscape of qualitative research, including some of the different tools and approaches available to researchers and ways in which qualitative research can complement quantitative research.
- Develop an awareness of the overall process of conducting a qualitative research study, including the ways in which the different aspects of the process hang together.
- Develop qualitative research skills related to designing a study, collecting and analyzing data, making appropriate claims about findings, positioning their work relative to existing literature, and appraising others qualitative research.
- Analyze their own identities and ethical responsibilities as educational researchers, and synthesize skills for further and ongoing reflection about their work and their relationship to it.

ED 795 Research Seminar – 2nd summer residency requirement

The seminar offers students the opportunity to pursue an approved research project with the guidance of an advisor in areas of special interest to the student. Students will learn from ideas generated by peers and in consultation with their instructors. In this course, learners formalize their research proposal specific to their topic. Emphasis is placed on fully developing Chapter 1 and incorporating Chapters 2 and 3 (drafts) from previous research courses. This proposal becomes the first three chapters of the dissertation upon approval of the final draft. A complete written research proposal will be developed and presented at a Proposal Defense with approval of a program advisor required.

Prerequisite: Approval of a program advisor

ED 799 Dissertation – (9 credits)

This course provides learners with individualized support in their dissertation journey. Learners work directly with their dissertation chair and committee members to continue their research endeavors as aligned with their individual

progress plan.

Prerequisites: ED 795

ED 698 Continuing Registration – (1 credit)

This course provides learners with the opportunity to maintain Doctoral Candidate status while completing the dissertation or Doctoral Student status while taking one year or one semester off. Registration needs to occur every semester (i.e., Fall, Spring, Summer). Students failing to complete this requirement will be removed from the program.

Prerequisites: None.

ELECTIVES

With advisor approval, you may choose 12 credits from the following elective list.

[ED 717](#) Adult Learners (2)

[ED 753](#) College Student Development (3)

[ED 780](#) Instructional Models (2)

[ED 787](#) Teaching and Learning at the University Level (3)

[ED 788](#) School Finance and Business Management (4)

[ED 789](#) School Community Relations (2)

[ED 793](#) Superintendent Seminar (3)

[ED 793](#) Student Affairs and Higher Education Seminar (3)

[ED 793](#) Community Education Seminar (3)

[ED 793](#) Special Education Director Seminar (3)

[ED 793](#) Services for Principals Seminar (3)

[ED 793](#) Athletic and Activity Director Seminar (3)

[ED 794](#) Elementary Principal Practicum (3)

[ED 794](#) Secondary Principal Practicum (3)

[ED 794](#) Superintendent Practicum (3)

[ED 794](#) Student Affairs and Higher Ed Seminar (3)

[ED 794](#) Special Education Director Practicum (3)

[ED 794](#) Community Education Director Practicum (3)

[ED 794](#) General Leadership Practicum (1-3)

[ED 613](#) Social, Cultural, Political, and Community Dimensions of Education (4)

[ED 630](#) Leadership, Planning, and Organizational Behavior in Education (3)

[ED 631](#) Educational Law & Organizational Structure of Education (3)

[ED 632](#) Curriculum, Instruction & Learning Theory (4)

[ED 634](#) Personal Communication and Ethics (3)

[ED 635](#) Personnel, Supervision & Staff Development (4)

- [ED 636](#) Policy and Educational Finance (2)
- [ED 640](#) PreK-12 School Administration (3)
- [ED 644](#) PreK-12 School Curriculum (3)
- [ED 660](#) Introduction to Student Affairs and College Counseling in Higher Education (3)
- [ED 662](#) Administration of Student Affairs and College Counseling in Higher Education (3)
- [ED 670](#) Educational Alternatives for Learning (2)
- [ED 671](#) Issues in Education (2)
- [ED 690](#) Topics in Education (2)
- [ED 523](#) Design of Online Instruction (2)
- [ED 525](#) Methods of Computer Mediated Communication in Education (2)
- [ED 527](#) Emerging Technologies (2)
- [ED 534](#) Assessment Strategies for Technology Enhanced Curricula (2)

Course descriptions may be found in the [Graduate Bulletin](#).

ELECTIVES / HEALTHCARE EMPHASIS

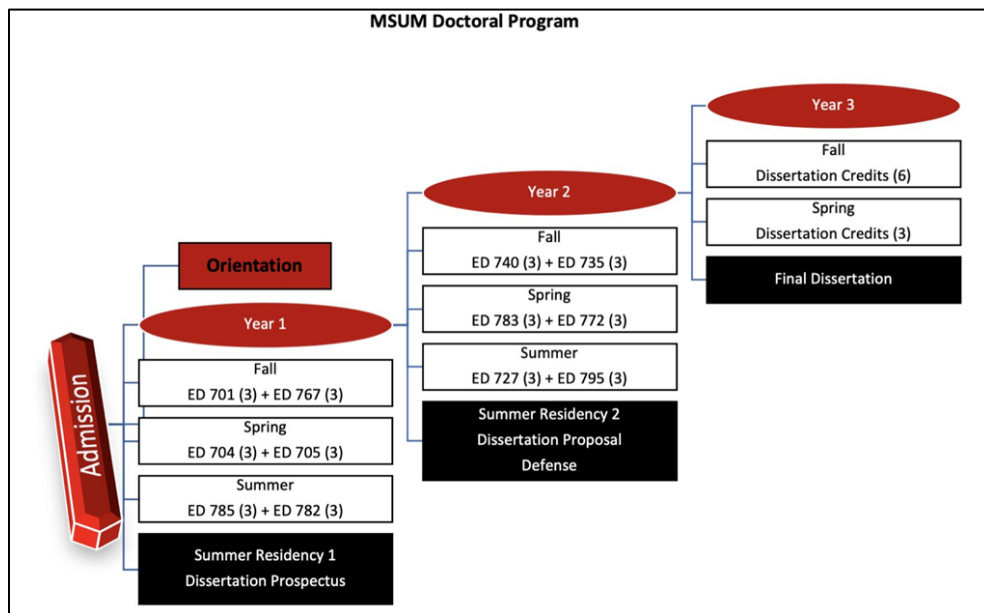
With advisor approval, you may choose 12 credits from the following elective list. However, 9 of the 12 elective credits must be from MHA or NURS.

- [MHA 618](#) Healthcare Law and Ethical Decision Making (3)
- [MHA 625](#) Health Program Planning and Evaluation (3)
- [MHA 619](#) Applied Healthcare Financial Management (3)
- [MHA 651](#) Healthcare Operations Management (3)
- [NURS 600](#) Nursing Science, Ethical and Transcultural Theories (3)
- [NURS 610](#) Health Promotion and Disease Prevention (3)
- [NURS 629](#) Education Foundations and Teaching Strategies (4)
- [NURS 635](#) Pathophysiology, Pharmacology, & Physical Assessment for Nurse Educators I (3)
- [NURS 636](#) Pathophysiology, Pharmacology, & Physical Assessment for Nurse Educators II (3)
- [NURS 639](#) Curriculum/Course Development and Evaluation (3)
- [NURS 642P](#) Advanced Nurse Educator Practicum Capstone I (3)
- [NURS 643P](#) Advanced Nurse Educator Practicum Capstone II (3)
- [NURS 649](#) Nursing Education Assessment, Testing, and Evaluation Strategies (3)
- [ED 630](#) Leadership, Planning, and Organizational Development (3)
- [ED 634](#) Personal Communications and Ethics (3)
- [ED 613](#) Social, Political, Cultural, and Community Dimensions of Education (3)
- [ED 717](#) Adult Learners (2)

ED.D. PROGRAM TIMELINE

The Ed.D. program and course schedule has been designed for learners to complete their degree over the course of eight consecutive semesters, if six

credits (2 core courses) are taken each semester (treating summer as a semester) and any necessary electives are taken over the course of the eight semesters. Learners are expected to move through the program as a cohort. Learners have seven years to complete the degree from the date of matriculation, but all efforts should be made to complete the degree within eight semesters. **Note that registration in ED 698 (1) is required every semester (i.e., Fall, Spring, Summer) when a student takes more than 3 years to complete the program or takes a semester or a year off. Students failing to complete this requirement face being removed from the program.**



IMPORTANT DATES

Year One

- July 27th, 2023 – Attend Orientation.
- June 10th through 14th, 2024 – Attend Summer Residency, form Dissertation Committee, and write Dissertation Prospectus.

Year Two

- First week in September (check with your Dissertation Chair)—Submission of documentation for IRB approval to conduct your study.
- First week in March—Dissertation proposal submitted to dissertation adviser*.
- Second week in April—Dissertation proposal with edits submitted to Dissertation Committee members who have one month to review and provide feedback to you*.
- June 9th through 13th, 2025 – Attend Summer Residency, take Comprehensive

Examination, and Defend Dissertation Proposal.

Year Three

- Early April – Submit necessary graduation forms and order regalia for commencement.
- Early May (or earlier) – Successfully defend dissertation. This date should account for the month needed for Committee Members to review final dissertation and provide feedback. This date should afford you sufficient time to make any final modifications to your dissertation and make it to the graduation deadline.

* Please note that if you do not comply with these deadlines, you will not be able to defend your proposal and take your comprehensive exam until the following year. This will have the net effect of delaying your graduation a minimum of one year, and you will need to pay for at least one credit of continuous enrollment during any semesters beyond the ones scheduled. You cannot expedite this process after missing the deadlines, you will need to adjust to the deadlines of the following cohort (i.e., C8).

For a thorough description of programmatic requirements, please visit the [Advising / Educational Leadership Ed.D. Program on D2L Brightspace](#).

TRANSFER CREDITS

Learners may transfer up to 15 credits from a master's degree from an accredited institution. In addition, learners may transfer up to 12 credits of post-master's work into the doctorate not applied toward the master's degree. All transfer credit approval is at the sole discretion of the advisor.

Students must complete a minimum of 45 credits (36 core and 9 dissertation) with MSU Moorhead. Students need to process their transfer credits via Dashboard. [Review directions on how to complete this process.](#)

GRADUATE POLICIES

Review Graduate Studies Policies [here](#) and consult with your advisor regarding any policy questions that you might have.

COURSE ROTATIONAL SCHEDULE

Semester	Courses/Credits
Fall 2023	ED 701 Introduction to Advanced Scholarship and Leadership (3 credits) Cohort 7 ED 767 Organization and Administration of Educational Leadership (3 credits) Cohort 7
Spring 2024	ED 705 Qualitative Methods in Academic Research (3 credits) Cohort 7 ED 704 Quantitative Methods in Academic Research (3 credits) Cohort 7
Summer 2024	ED 785 Building a Community of Scholars in Higher Education (3 credits) Cohort 7 ED 782 Emerging Issues in Supervision and Administration (3 credits) Cohort 7
Fall 2024	ED 740 Fiscal Management for Educational Growth and Change (3 credits) Cohort 7 ED 735 Social Justice, Diversity, and Ethical Practice for Leaders (3 credits) Cohort 7 ED 701 Introduction to Advanced Scholarship and Leadership (3 credits) Cohort 8 ED 767 Organization and Administration of Educational Leadership (3 credits) Cohort 8
Spring 2025	ED 772 Instructional Models for Leaders and Learners (3 credits) Cohort 7 ED 783 Strategic Assessment and Accountability in Education (3 credits) Cohort 7 ED 705 Qualitative Methods in Academic Research (3 credits) Cohort 8 ED 704 Quantitative Methods in Academic Research (3 credits) Cohort 8
Summer 2025	ED 727 Educational Law and Policy: Historical, Political, and Global Perspectives (3 credits) Cohort 7 ED 795 Research Seminar (3 credits) Cohort 7 ED 785 Building a Community of Scholars in Higher Education (3 credits) Cohort 8 ED 782 Emerging Issues in Supervision and Administration (3 credits) Cohort 8
Fall 2025	ED 799 Dissertation (6 credits) Cohort 7 ED 735 Social Justice, Diversity, and Ethical Practice for Leaders (3 credits) Cohort 8 ED 740 Fiscal Management for Educational Growth and Change (3 credits) Cohort 8 ED 701 Introduction to Advanced Scholarship and Leadership (3 credits) Cohort 9 ED 767 Organization and Administration of Educational Leadership (3 credits) Cohort 9
Spring 2026	ED 799 Dissertation (3 credits) Cohort 7 ED 772 Instructional Models for Leaders and Learners (3 credits) Cohort 8 ED 783 Strategic Assessment and Accountability in Education (3 credits) Cohort 8 ED 705 Qualitative Methods in Academic Research (3 credits) Cohort 9 ED 704 Quantitative Methods in Academic Research (3 credits) Cohort 9

DOCTORAL PROGRAM PROCESS

For a detailed description of program requirements, please visit the Advising / Educational Leadership Ed.D. Program on D2L Brightspace.

Year 1

Attend the initial cohort Orientation virtually. The meeting will be held the last Thursday morning of the summer term. This meeting will welcome you to the program and provide an overview of what you should expect. You will be introduced to administration, faculty, and support personnel. In addition, you will be provided an opportunity to interact with your fellow learners in the cohort.

Enter elective credit information to the [Graduate Dashboard](#) System. [Watch video that guides you through this process.](#)

Complete six required courses over the course of three semesters (i.e., fall, spring, summer).

Attend one **summer residency**, which is mandatory. Complete a **Dissertation Prospectus**. The Prospectus is approximately ten pages in length and consists of an introduction, background of study, explanation of the study, and potential methods to be used. See Dissertation Prospectus Rubric in Appendix A.

Form a **Dissertation Committee**, which will consist of 4 members: 1) chair*, selected from core MSUM doctoral faculty, 2) MSU Moorhead faculty member with approved graduate status at the doctoral level, 3) an outside scholar who must have a terminal degree and receive approval by your advisor and is granted Temporary Graduate Faculty Status (TGFS) at MSUM**, and 4) one fellow learner (each student should serve on a single dissertation committee). Share the prospectus with potential committee members for their feedback and approval.

*Depending on the methodology described in the Prospectus (i.e., qualitative, quantitative, mixed), doctoral students will be matched with an Ed.D. Core Faculty who assumes the role of Dissertation Committee Chair. Final decision regarding which faculty chairs which dissertation committee is made based on availability and methodological expertise. In very exceptional circumstances the Chair is replaced. If the Chair is replaced, it is the students' responsibility to facilitate the transition process and work closely with the newly designated Chair.

**Obtain this member's CV/Resume and send it to your Dissertation Committee Chair so

that the temporary GFS can be processed on a timely manner.

Year 2

Complete **six required courses** over the course of three semesters (i.e., fall, spring, summer).

Obtain **IRB approval** for your study. This is done via IRBNet.org. There will be a session guiding you through the completion of this process.

Write the **Dissertation Proposal**. The Proposal includes three chapters: introduction, literature review and methods. Consult with your Chair during this process and keep close attention to the Dissertation Writing Checklist (see Appendix B).

Complete an **oral defense of the dissertation proposal** with your committee. The defense takes about 60 minutes and doctoral students engage in a discussion regarding their research proposal with the dissertation committee members. No PPT presentations are allowed. Doctoral students from other cohorts are invited to attend. Committee makes a decision regarding approval of the dissertation proposal at the defense meeting.

Pass **comprehensive examination** (COMPs).

Ed.D. candidacy is recommended to Graduate Studies only after completing the previous requirements. That is, Doctoral Students whose dissertation proposals are approved gain **Doctoral Candidate status**.

Year 3

Conduct your study, complete data analysis, report findings.

Write chapters four and five and complete dissertation with committee approval.

Schedule the final dissertation defense. The defense takes about 60 minutes and doctoral candidates engage in a discussion regarding their research with the dissertation committee members. PPT presentations are allowed with Chair's approval. Doctoral students from other cohorts are invited to attend. Committee makes a decision regarding approval of the dissertation proposal at the defense meeting.

Make recommended changes to the dissertation and submit to RED (see Appendix C for directions).

Graduation

Complete necessary forms for graduation through Dashboard.

Participate in the Medallion Ceremony at the Comstock Memorial Union in the morning. You can participate only if you have at least a defended and approved Dissertation Proposal.

Participate in the Commencement Ceremony at Nemzek Hall in the afternoon. You can participate only if you have at least a defended and approved Dissertation Proposal.

Continuing Registration (ED 698/1credit)

If you do not complete your Dissertation by the end of Year 3, you must maintain your Doctoral Candidate status by registering every semester in ED 698 (1) (i.e., Summer, Fall, Spring) and continue demonstrating progress toward the completion of your Dissertation. Be aware that failure to register in ED 698 will result in your removal (i.e., exit) from the Ed.D. program. If you are in Year 1 or Year 2 and you need to take a semester off, you need to register in ED 698 (1) during the semesters you are taking off. Only when an admitted student defers beginning the program for the following year, the requirement for registration in ED 698 every semester does not apply.

ACADEMIC INTEGRITY

Doctoral Students must review MSUM's [Academic Honesty Policy](#) regarding cheating and plagiarism since both may result in the removal from the Ed.D. Program. The goal of our program is to ensure that your academic work reflects your original thinking and that you are responsible for reporting the instances where this does not occur. Giving due credit to the intellectual work of others is imperative as well as ethical. In the academic world, cheating and plagiarizing are considered very damaging behaviors for one's professional career.

Our procedures do not differentiate accidental versus intentional academic dishonesty. There is sufficient understanding among doctoral students, all fully functional professionals, what is not product of their original thinking. Once an instance of plagiarism or cheating is identified, this is reported to the Dean of the College of Education and Human Services. A committee is formed to evaluate the evidence. Until the committee completes this analysis, the doctoral student cannot register in any courses in the Ed.D. Program.

A proven instance of academic dishonesty may result in 1) the doctoral student failing the assignment, 2) the doctoral student failing the course, 2) the doctoral student being suspended for one year, or 3) the doctoral student being removed from the Ed.D. Program. Read MSUM's [Academic Dishonesty Policy](#).

PREVENTIVE PRACTICES: It is professors' discretion that you submit your written assignments to Turnitin (within D2L). Some professors are using Turnitin as part of the evaluation of written assignments. "Turnitin does not identify plagiarism. It looks for matches of similarity (verbatim passages) against a large repository of published works and works submitted to Turnitin previously" (B. Bradbury, personal communication, July 8, 2021). As Bradbury (2021) indicated, "direct quotes and references can get flagged." Currently, the Ed.D. program is not requesting students to make any written work changes that result in a Turnitin score of 35% or lower. When the score is higher than that, students will have to confer with the professor and provide an explanation about the high Turnitin score (e.g., passages that were not cited, verbatim passages that were not presented in quote format). A lower score can be also flagged, indicating you are not using sufficient references to support your ideas.

Recently, Turnitin has developed the capacity to identify text developed with AI and that feature is added to the report.

PROGRAM ADVISING

Upon admission, doctoral students will be provided access to the Advising / Educational Leadership Ed.D. Program, accessible through your D2L Brightspace account. In this Advising site doctoral students will find detailed information regarding the requirements associated to each year in the program. Doctoral students will also find resources (e.g., MSUM Zoom account activation) and important links that will support the completion of yearly requirements (e.g., Dashboard). It is the entire responsibility of doctoral students to check this Advising site regularly as important messages will be continuously posted here.

SCHOLARLY WRITING

Upon admission into the Ed.D. Program, students must pay special attention to their writing style. Scholarly or academic writing has unique characteristics and it is used in university programs as well as for professional publishing. Scholarly writing must be **clear, succinct, focused, structured, unbiased, and grounded in evidence**. Students who have difficulty producing scholarly writing are referred to [MSUM Writing Support Center](#) or [MSUM Academic Support Center](#), both can be accessed online.

SIGN-OFF HANDBOOK SHEET

I have read all the contents in this Handbook, particularly those related to:

1. Program Requirements and rubrics.
2. Plagiarism, suspension, and expulsion from the program.
 - a. Creation of Turnitin account
 - b. Use of Turnitin before submission of any written work for grading. This includes all course assignments as well as Dissertation Prospectus, Dissertation Proposal, and Final Dissertation. The cutoff point is a Turnitin score of 45% or lower. Scores higher than that will trigger conferring with the professor.
3. ED 698 (1) / Continuing Registration when the program has not been completed after Year 3 or when a doctoral student stops registration at any point during the program. Failure to register every semester (i.e., Fall, Spring, Summer) in ED 698 (1) will result in a doctoral student or doctoral candidate being removed from the Ed.D. program.

IMPORTANT: Upload a screenshot of this page to the Advising / Educational Leadership Ed.D. Program on D2L Brightspace before Year 1 / Fall semester starts. There is a Discussion Board entitled "Ed.D. Handbook / Sign-Off Sheet." By uploading the screenshot doctoral students fulfill this sign-off requirement.

Appendix A

Dissertation Prospectus Rubric

The dissertation prospectus is the formal document you present to the Dissertation Advisor during your first summer residency. At some institutions, this would not happen until you are formally an Ed.D. candidate (after completing all course work and receiving proposal approval). However, at MSUM, we believe that the sooner you get focused on your dissertation project, the better the odds will be that you complete your degree on schedule. You must complete and submit this prospectus to your Dissertation Committee members prior to leaving the first residency. Once approved by your Dissertation Committee members upload for final grading in ED 785.

Item	Points
<p>A carefully considered, precise title that succinctly indicates the nature and direction of your project: The title should state the variables being studied, the population in which the study is being conducted, and the setting (Review APA 7, p. 30). Browse through MSUM dissertations in our Advising site, Module entitled Dissertation from Past Cohorts for some title exemplars.</p>	0-10
<p>A carefully constructed statement of the problem, in one paragraph, describing the social phenomenon your dissertation will address (i.e., what is the problem? Who are affected by the problem? What has been tried in the past to address the problem? Is this something that has not been studied before?). This statement will serve as a context in which to ground the research question(s). Every dissertation is essentially the answer to a single question, and so you need to begin by formulating the question before you can approach devising an answer. Because dissertations tend to be long, it is reasonable to assume that the question is probably a complex one, formulated in an informed and sophisticated fashion. Even a very long and complicated dissertation, however, may be driven by a startling simple question. So aim first for the simplest and most direct articulation of the question. Complications and qualifications can follow: they should not lead or dictate.</p>	0-10
<p>A few paragraphs for a literature review describing previous scholarship in the field, both specific to your topic itself and relevant to the critical, theoretical, and methodological concerns you will bring to your dissertation. It is here that you indicate the unique contributions of the project you propose to undertake for the expansion of the existing literature. Elaborate on the theoretical, practical, and professional implications of studying this social phenomenon and cement the idea that this study is needed.</p>	0-10
<p>A few paragraphs detailing the methodology of your study. Specifically, elaborate on the research paradigm (see Table 1 below):</p> <ul style="list-style-type: none"> -ontology: How reality is being conceptualized (e.g., relativism: through the collective narratives of a few individuals who have experienced the social phenomenon). Elaborate on the WHY of your selection in light of your inquiry. -epistemology: How knowledge about reality is being conceptualized (e.g., objectivism: through the measurement of the social phenomenon and the presentation of mathematical information). Elaborate on the WHY of your selection in light of your inquiry. -methodology: Research design (e.g., phenomenology, quasi-experimental), explain WHY you selected this specific design. Will you do a qualitative/quantitative/mixed methods study? If mixed methods, will both the 	0-10

<p>quantitative and qualitative sections get equal billing or will one be more prominent? Will it be exploratory or explanatory? Will it be sequential or convergent? Also, indicate who the participants will be and how are you planning to recruit them.</p> <p>-methods: Instrumentation used for data collection (e.g., interview, observations, questionnaire, focus group)</p> <p>Finally, elaborate on the theoretical or conceptual framework that will guide your dissertation.</p>	
<p>Another paragraph, this one assessing the feasibility of your project. Can you do it at your place of employment? Are the necessary materials available? If not, how will you get access to what you need? Can you do all that needs to be done in the time available to you? Do you have the special tools (e.g., languages, computer skills, archival experience) required for the sort of project you are proposing? Would this study be approved by your supervisor and would potential participants support the study?</p>	0-10
<p>A paragraph on sometime that is all too commonly overlooked: the leadership-related attractiveness of your project. Put most simply, is this a project you really want to do? Why? Get beyond the superficial, and consider the professional aspects of the project. Will this project help you develop particular professional skills you want to have? If so, why do you want those skills? Will the project lead to publication(s)? If so, of what sort? Will pursuing this project help you when it comes to formulating and pursuing other projects--on other (related or not) subject--later in your career? What do you really want--and need--to get from this project?</p>	0-10
<p>Finally, you should present a selective bibliography of primary and secondary sources most immediately central to your project. In compiling this bibliography (and all bibliographies), you should develop annotations for the entries for your own use, so that you will be able to keep straight what is what, and which are the materials to which you will need to return. The bibliography you include in your prospectus (and which need not be annotated) should include some or all of the following:</p> <ol style="list-style-type: none"> a. Primary sources, with an indication of their accessibility (Livingston Lord Library? available via interlibrary loan? located in special collections to which you may need to travel?); b. Literary, critical, theoretical, or other studies directly related to your primary subject (particularly your author and her or his work[s]); c. Critical or theoretical works not necessarily about your primary subject but significantly related as paradigms for some of the things you may wish to do in your own study; d. Works that furnish methodological paradigms for what you might wish to do. 	0-10
<p>While there is no set length for this prospectus, you may wish to think in terms of 8 to 10 pages as a general guideline.</p>	0-5

Please note that points will be awarded based on the completeness of each requirement noted in the rubric.

This prospectus was adapted from the following: Behrendt, S. C. (n.d.). *Guidelines for the dissertation prospectus*. Retrieved from https://www.unl.edu/english/grad/diss_prospectus.pdf

Appendix B

Dissertation Writing Checklist

The purpose of this checklist is to support your development as a scholar-researcher during the dissertation process. Use this checklist to self-evaluate your proposal and dissertation. When submitting your proposal or dissertation draft to your committee chair, include this checklist as a separate attachment. In this way, you and your chair can see whether expectations are perceived to be met, and your chair can communicate feedback about necessary revisions that will help you complete this project.

Section and Quality Indicators	Specific Comments and Feedback	Indicator is Present (Yes/No)
Cover Page Formatted correctly		
Abstract		
A. Describes the research problem and why it is important		
B. States research purpose		
C. Summarizes research question(s)		
D. Briefly describes the research design, methods and data analysis procedures		
Section I: Introduction		
1. Clearly demonstrates the significance of problem and worthiness of the study.		
2. A summary of the problem is well articulated and substantiates the study with references to more detailed discussions in Section 2.		
3. The problem statement describes the need for increased understanding about the issue to be studied.		
4. The nature of the study, specific research questions, and research objectives are briefly and clearly described. Reference is made to more detailed discussions in Section 3.		
5. The purpose of the study is described in a logical, explicit manner.		
6. The conceptual framework shows which ideas from the contemporary scholarship support/justify the research being conducted		

7. Key terms are operationally defined		
8. Assumptions, Limitations, Scope, and Delimitations provide descriptions of: A. Facts assumed to be true but not verified B. Potential weaknesses of the study C. The bounds of the study		
9. The Significance of the Study is described in terms of A. How the study can be applied to the local problem B. Professional application C. Positive social change (improvement of human or social conditions by promoting the worth, dignity, and development of individuals, communities, organizations, institutions, cultures, or societies)		
10. Section I ends with a transition statement that contains a summary or key points of the study and an overview of the content of the remaining sections in the study		
Section II: Literature Review		
1. There is an introduction that describes: A. The content of the review the review B. The organization of the review C. The strategy used for searching the literature		
2. The review of related research and literature is clearly related to the problem statement as expressed in the research questions and objectives		
3. The review of the related research and literature includes A. Comparisons/contrasts of different points of view of different research outcomes B. The relationship of the study to the previous empirical research that has come before it		
4. The review contains concise summaries of literatures that help A. Define the most important aspects of the study; B. Substantiate the rationale of conceptual framework for the study		
5. There is a literature based description of the potential themes and perceptions explored in the study		
7. Literature related to the research method is reviewed		
8. Literature related to the use of differing methodologies to investigating the outcomes of interest is reviewed		
9. The review is an integrated, critical essay on the most relevant and current published knowledge on the topic. The review is organized around major themes.		
Section III. Research Method – Qualitative Studies		

1. Introduction describes how the research design derives logically from the problem or issue statement		
2. Design describes which qualitative tradition or research design will be used. The choice of research design is justified, with explanation why other likely choices would be less effective		
3. Research questions and sub-questions make sense, are answerable, are few in number, are clearly stated, and are open-ended.		
4. The context for the study is described and justified.		
5. Methods for ethical protection of participants are clearly explained step by step. Procedures for gaining access to participants are described.		
6. Role of the Researcher A. The role of the researcher is described in terms of past/current professional roles at setting, past/current professional relationships with the participants, and how these past/current roles and relationships are likely to affect data collection. B. Methods of establishing a researcher-participant working relation are appropriate C. The researcher's experiences or biases related to the topic are described		
7. Criteria for selecting participants are specified and are appropriate to the study. There is a justification for the number of participants, which is balanced with depth of inquiry-the fewer the participants the deeper the inquiry per individual		
8. Data collection procedures are explained in detail. Data collection tools such as interview guide, observation guide, etc. are included in the Appendix. Choices about which data to collect are justified. Data collected are appropriate to answer the questions posed in relation to the qualitative tradition chosen. How and when the data was collected and recorded is described.		
9. How the data was analyzed is articulated. Procedures for dealing with discrepant cases are described. If a software program is used in the analysis, it is clearly described. Data analysis procedures after coding are described.		
10. Methods to address validity or trustworthiness (i.e. member-checking) are appropriate and specific.		
Section III. Research Method – Quantitative Studies		

1. Introduction includes a clear outline of the major areas of the section.		
2. Research Design and approach A. Includes a description of the research design and approach. B. Provides justification for using the design and approach. C. Derives logically from the problem or issue statement.		
3. Setting and Sample A. Describes the population from which the sample will be or was drawn. B. Describes and defends the sampling method including the sampling frame used. C. Describes and defends the sample size. D. Describes the eligibility criteria for study participants. E. Describes characteristics of the selected sample.		
4. If a treatment is used, it is described clearly and in detail.		
5. Instrumentation and Materials A. Presents descriptions of instrumentation or data collection tools to include: name of instrument; type of instrument; concepts measured by instrument; how scores are calculated and their meaning; processes for assessment of reliability and validity of the instrument(s); processes needed to complete instruments by participants; where raw data are or will be available (appendices, tables, or by request from the researcher). B. Includes a detailed description of data that comprise each variable in the study.		
6. Data Collection and Analysis A. Includes an explanation of descriptive and/or inferential analyses used in the study, such as: nature of the scale for each variable; statements of hypotheses related to each research question; description of parametric, nonparametric, or descriptive analytical tools used; and description of data collection processes. B. Description of any pilot study results, if applicable.		
7. Measures taken from protection of participants' rights are summarized. The Role of the Researcher in the data collection and data analysis procedures is described. The role of the researcher is described in terms of past/current professional roles at the setting, past/current professional relationships with the participants, how these past/current roles and relationships are likely to affect data collection.		
Section III. Research Method – Mixed Method Studies		

<p>1. Introduction includes a clarification of the intent of mixing qualitative and quantitative data in a single study and an outline of which components are qualitative and which are quantitative.</p>		
<p>2. Research Design and Approach</p> <p>A. Indicates the strategy for data collection (concurrent or sequential)</p> <p>B. Includes a description of the multiple forms of data collection and analysis</p> <p>C. Provides justification for using the design and approach</p> <p>D. Includes when and where (data collection, analysis, interpretation) the integration of the approaches will occur.</p>		
<p>3 Setting and Sample</p> <p>A. Describes the population from which the sample will be/was drawn</p> <p>B. Describes and defends the sampling method, including the sampling frame used</p> <p>C. Describes and defends the sample size</p> <p>D. Describes the eligibility criteria for study participants</p> <p>E. Describes the characteristics of the selected sample</p> <p>F. Describes the role of the researcher in the data collection procedure</p>		
<p>4. Treatment and/or questions are clarified as being gathered sequentially or concurrently and connects to the objectives and questions of the study.</p>		
<p>5. The context and sequential or concurrent strategies for the study are described and justified.</p>		
<p><u>For the qualitative sequence:</u></p> <p>A. Procedures for gaining access to participants are described</p> <p>B. Methods of establishing a researcher-participant working relationship are appropriate</p> <p>C. Data triangulation is built into the data collection and analysis</p>		
<p><u>For the quantitative sequence of the design:</u></p> <p>A. Presents descriptions of instrumentation or data collection tools to include:</p> <ol style="list-style-type: none"> 1. Name and type of instrument and/or data to be collected. 2. Concepts measured by instrument and/or data. 3. How scores/responses are calculated/rated and their meaning. 4. Process for assessing reliability and validity of the instrument(s) or internal validity/reliability. 		

<p><u>For the quantitative sequence of the design (cont.):</u> 5. Procedure for participants to complete instruments. 6. Where raw data are or will be available (appendixes, tables, questions, or by request from the researcher). B. Includes a detailed description of data that comprise each variable in the study.</p>		
<p>6. Data Analysis and Validation Procedure A. Identifies the procedures within the design. B. Analysis occurs within the quantitative approach and the qualitative approach, and/or between the two approaches. C. Validity of both the quantitative data and the qualitative findings is checked.</p>		
<p>7. Measures taken for protection of participants' rights are summarized. The Role of the Researcher in the data collection and data analysis procedures is described. The role of the researcher is described in terms of past/current professional roles at the setting, past/current professional relationships with the participants, how these past/current roles and relationships are likely to affect data collection, and the researcher's experiences or biases that are related to the topic.</p>		
Section 4: Findings – Qualitative Studies		
<p>1. The process by which the data were generated, gathered, and recorded is clearly described.</p>		
<p>2. The systems used for keeping track of data and emerging understandings (research logs, reflective journals, cataloging systems) are clearly described.</p>		
<p>3. The findings A. build logically from the problem and the research design. B. are presented in a manner that addresses the research questions</p>		
<p>4. Discrepant cases and non-confirming data are included in the findings.</p>		
<p>5. Patterns, relationships, and themes described as findings are supported by the data. All salient data are accounted for in the findings.</p>		
<p>6. A discussion on Evidence of Quality shows how this study followed procedures to assure accuracy of the data (i.e., trustworthiness, member checks, triangulation, etc.). Appropriate evidence occurs in the appendixes (sample transcripts, researcher logs, field notes, etc.). (This discussion may appear in section 5 instead of 4).</p>		

Section 4: Findings – Quantitative Studies

<p>1. Section 4 is structured around the research questions and/or hypotheses addressed in the study, reporting findings related to each.</p>		
<p>2. Research tools: A. Data collection instruments have been used correctly. B. Measures obtained are reported clearly, following standard procedures. C. Adjustments or revisions to the use of standardized research instruments have been justified, consistent with standard practices, and any effects or limitations on the interpretation of findings are clearly described.</p>		
<p>3. Overall, data analysis (presentation, interpretation, explanation) is consistent with the research questions or hypotheses and underlying theoretical/conceptual framework of the study.</p>		
<p>4. Data analyses A. logically and sequentially address all research questions or hypotheses. B. where appropriate, outcomes of hypothesis- testing procedures are clearly reported (e.g., findings support or fail to support). C. do not contain any evident statistical errors.</p>		
<p>5. Tables and Figures A. are as self-descriptive as possible, informative, formatted to conform to standard dissertation styles. B. are directly related to and referred to within the narrative text included in the section. C. have immediately adjacent comments. D. are properly identified (titled or captioned). E. show copyright permission (if not in the public domain).</p>		
<p>6. The comments on findings address observed consistencies and inconsistencies and discuss possible alternate interpretations.</p>		
<p>7. In a concluding section of Section 4, outcomes are logically and systematically summarized and interpreted in relation to their importance to the research questions and hypotheses.</p>		

Section 4: Findings – Mixed Method Studies

<p>1. The strategy (sequential, concurrent, or transformative) of the study is clearly established. Data are presented in the appropriate manner for the type of study conducted.</p>		
<p>2. The systems used for keeping track of data and emerging understandings is clearly described.</p>		
<p>3. The findings:</p> <ul style="list-style-type: none"> A. Build logically from the problem and the research design. B. Are presented in a manner that addresses the research questions. C. Are consistent with the research questions or hypotheses and the underlying theoretical/conceptual framework of the study. D. Are clearly reported (e.g., findings support or fail to support . . .) and are supported by the data. E. Do not contain any evident statistical errors. 		
<p>4. Tables and Figures for both the qualitative and quantitative data:</p> <ul style="list-style-type: none"> A. Are as self-descriptive as possible, informative, and conform to standard Doctoral Study format. B. Are directly related to and referred to within the narrative text of the section. C. Have immediately adjacent comments. D. Are properly identified (titled or captioned). E. Show copyright permission (if not in the public domain). 		
<p>5. The structural approach for presenting and analyzing the data are appropriate and consistent with the chosen strategy (sequential, concurrent, or transformative).</p>		
<p>6. In a concluding section of Section 4, outcomes are logically and systematically summarized and interpreted in relation to their importance to the research questions and hypotheses. Patterns, relationships, and themes described as findings are supported by the data.</p>		
<p>7. A discussion on Evidence of Quality shows how this study followed procedures to assure accuracy of the data (trustworthiness, member checks, triangulation, etc.).</p> <p>Appropriate evidence occurs in the appendixes (sample transcripts, researcher logs, field notes, etc.).</p>		

Section 5: Discussion

<p>1. The section begins with a brief Overview of why and how the study was done, reviewing the questions or issues being addressed and a brief summary of the findings</p>		
<p>2. The Interpretation of Findings</p> <ul style="list-style-type: none"> A. includes conclusions that address all of the research questions, B. contains references to outcomes in Section 4, C. covers all the data, D. is bounded by the evidence collected, and E. relates the findings to a larger body of literature on the topic, including the conceptual/theoretical framework, F. includes a discussion of the practical applications of the findings. 		
<p>3. The Implications for Social Change are clearly grounded in the significance section of Section 1 and outcomes presented in Section 4. The implications are expressed in terms of tangible improvements to individuals, communities, organizations, institutions, cultures, or societies.</p>		
<p>4. Recommendations for Action.</p> <ul style="list-style-type: none"> A. should flow logically from the conclusions and B. state who needs to pay attention to the results, and C. indicate how the results might be disseminated. 		
<p>5. Recommendations for Further Study point to topics that need closer examination and may generate a new round of questions.</p>		
<p>6. For qualitative studies, includes a reflection on the researcher's experience with the research process in which the researcher discusses possible personal biases or preconceived ideas and values, the possible effects of the researcher on the participants or the situation, and her/his changes in thinking as a result of the study.</p>		
<p>7. The work closes with a strong concluding statement making the “take-home message” clear to the reader</p>		
<p>Also Submitted: (For our post-dissertation publication project):</p> <ul style="list-style-type: none"> A. Author Guidelines from Selected Journal B. Two Qualitative Studies from this Journal 		

General Comments: Applies to the Entire Manuscript

<p>Writing Style and Composition: The research study is written in scholarly language (accurate, balanced, objective, tentative). The writing is clear, precise, and avoids redundancy. Statements are specific and topical sentences are established for paragraphs. The flow of words is smooth and comprehensible. Bridges are established between ideas.</p>		
<p>Organization and Form The proposal/final research study</p> <ul style="list-style-type: none">A. is logically and comprehensively organized, using subheadings where appropriate.B. has a professional, scholarly appearance.C. is written with correct grammar, punctuation, and spelling.D. includes citations for the following: direct quotations, paraphrasing, facts, and references to research studies.E. in-text citations are found in the reference list.		

Appendix C



RED

A repository of digital
collections from MSUM

Graduate Studies and
Livingston Lord Library

RED is an open-access repository maintained by the Minnesota State University Moorhead Library to showcase, preserve, and provide access to the scholarly and creative work produced by the MSUM community. For more information, visit the webpage at: <http://red.mnstate.edu/>

A copy of each dissertation and thesis written by a graduate student at MSUM as partial fulfillment of the requirements for the graduate degree is deposited in RED. For those graduate students that elect to do a Project/Action Research (Plan B), a copy of the Abstract will be uploaded in RED.

Instructions for creating an account and submission

1. Go to the RED website linked off of the Library's home page. <http://red.mnstate.edu>
2. On the lower left side, find "Author Corner" and click on "Submit Research"
3. Click on Graduate Studies and select Dissertations, Theses, and Projects
4. Create an account; make sure to use your mnstate e-mail address
5. Read and agree to the terms
6. Fill out required information for your submission
 - a. Full Title *(required)*
 - b. Your e-mail *(required)*
 - c. Your full name as it appears on your paper *(required)*
 - d. Date of Award (this will be the commencement date) *(required)*
 - e. Document Type, select one: *(required)*
 - i. Dissertation (if you registered for 799)
 - ii. Thesis (if you registered for 699)
 - iii. Project (if you registered for 696 or 796)
 - f. Degree Name *(required)*
 - g. Department is Graduate Studies
 - h. Committee Chair *(required)* **DO NOT include titles** such as Dr., Ph.D., or Mr./Mrs./Ms.
 - i. Keywords, you may select up to six *(optional)*
 - j. Subject categories *(optional)*
 - k. Abstract *(required)*
 - l. Access *(required)*
7. Dissertations and Theses **only** will upload a PDF of their final committee approved paper
8. Submit

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