



**Doctorate in Educational Leadership
Program Handbook
2017-18**

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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 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 comprehensive examinations. 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.

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 (summer, fall, winter). The third year is designed to focus exclusively on the completion of one’s dissertation and oral defense.

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 attendance in summer residency courses are required. 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 courses are strategically planned for special presentations, group activities, visits to local schools and colleges, professional exchange forums, and extended time for research and proposal development. 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.

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 fall semester 2017, approximately 150 students are enrolled in pursuit of a licensure or Educational Leadership degree at MSU Moorhead.

LEADERSHIP CORE, DISSERTATION, AND ELECTIVES

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 798 Continuing Registration – (1 credit)

ELECTIVES

The following electives are recommended, if students are required to take electives.

ED 717	Adult Learners (2 credits)
ED 780	Instructional Models (2 credits)
ED 788	School Finance and Business Management (4 credits)
ED 789	School Community Relations (2 credits)
ED 734	Ethics, Communication, and Leadership (3 credits)
ED 753	College Student Development (3 credits)
ED 787	Teaching and Learning at the University Level (3 credits)
ED 794	Elementary Principal Practicum (1-2 credits)
ED 794	Secondary Principal Practicum (1-2 credits)
ED 794	Superintendent Practicum (1-2 credits)
ED 794	Budget Finance Practicum (1-2 credits)
ED 794	Special Education Director Practicum (1-2 credits)
ED 794	Community Education Director Practicum (1-2 credits)
ED 794	General Leadership Practicum (1-2 credits)
ED 794	Supervision Practicum (1-2 credits)
ED 790	Superintendent Seminar (1-3 credits)
ED 790	Higher Education Seminar (1-3 credits)
ED 790	Community Education Seminar (1-3 credits)
ED 790	Special Education Director Seminar (1-3 credits)
ED 790	Services for Principals Seminar (1-3 credits)
ED 790	Athletic and Activity Director Seminar (1-3 credits)
ED 793	Seminar: Higher Education (2 credits)
CNSA 660	Introduction to Student Affairs and College Counseling in Higher Education (3 credits)
CNSA 662	Administration of Student Affairs and College Counseling in Higher Education (3 credits)

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

Fall Semester		Spring Semester		Summer Session	
C&I	ED Lead	C&I	ED Lead	C&I	ED Lead
EECE 613 3 cr.	ED 632 4 cr.	ED 696 8-10 cr.	ED 613 4 cr.	EECE 645 3 cr.	ED 632 4 cr.
EECE 614 3 cr.	ED 613 4 cr.	EECE 615 3 cr.	ED 630 3 cr.	EECE 646 2 cr.	ED 634 3 cr.
ED 601 3cr.	ED 634 3 cr.	ED 670 2 cr.	ED 631 3cr.	ED 601 3 cr.	ED 613 4cr
ED 690 2 cr.	ED 631 3cr.	ED 527 2 cr.	ED 635 4cr.	ED 671 2 cr.	ED 630 3cr.
ED 603 2 cr.	ED 635 4cr.		ED 636 2cr.	ED 602 3 cr.	ED 631 3cr.
ED 696 8-10 cr.	ED 630 3cr.		ED 632 4cr.	ED 603 2 cr.	ED 635 4cr.
	ED 636 2cr.		ED 638 2cr.	ED 696 2 cr.	ED 636 2cr.
	ED 695A 1cr.		ED 639 2cr.		ED 638 2cr.
	ED 695B 1cr.		EECE 642 2cr.		ED 639 2cr.
	ED 794 **		ED 643 2cr.		EECE 642 2cr.
	ED 799 **		ED 794 **		ED 643 2cr.
	ED 632				ED 695A 1cr.
ED 669 1 cr. (Packaged)		EECE 691 2 cr. (Packaged)	ED 695A	ED 527 2 cr. (Packaged)	ED 695B 1cr.
ED 523 2 cr. (Packaged)		ED 669 1 cr. (Packaged)	ED 695B	ED 525 2 cr. (Packaged)	ED 717 2cr.
ED 525 2 cr. (Packaged)		ED 534 2 cr. (Packaged)	ED 799	ED 669 1 cr. (Packaged)	ED 789 2cr.
					ED 796 2cr**
					ED 794 **
					ED 799 **
					ED 788 4cr.
					ED 790 2cr.
					ED 780 2cr.
					ED 793 2cr.

Course descriptions can be found at <https://www.mnstate.edu/academics/course-descriptions.aspx>.

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.

TRANSFER CREDITS

Learners may transfer up to 12 credits from a master's degree from an accredited institution. In addition, learners may transfer up to 15 credits of post-master's work into the doctorate. 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.

GRADUATE POLICIES

All Graduate Studies policies are found at https://www.mnstate.edu/uploadedFiles/Level_2/Content/Academics/Graduate_Studies/FacultyGuideGraduatePolicies.pdf. Since the Doctor of Education degree is new, please note that some policies are still under development. Please consult with your advisor regarding any policy questions that you might have.

COURSE ROTATIONAL SCHEDULE

Semester	Courses/Credits
Fall 17	ED 701 Introduction to Advanced Scholarship and Leadership (3 credits) Cohort 1 ED 767 Organization and Administration of Educational Leadership (3 credits) Cohort 1
Spring 18	ED 705 Qualitative Methods in Academic Research (3 credits) Cohort 1 ED 782 Supervision and Administrative Theories (3 credits) Cohort 1
Summer 18	ED 704 Quantitative Methods in Academic Research (3 credits) Cohort 1 ED 785 Building a Community of Scholars in Higher Education (3 credits) Cohort 1
Fall 18	ED 740 Fiscal Management for Educational Growth and Change (3 credits) Cohort 1 ED 735 Social Justice, Diversity, and Ethical Practice for Leaders (3 credits) Cohort 1 ED 701 Introduction to Advanced Scholarship and Leadership (3 credits) Cohort 2 ED 767 Organization and Administration of Educational Leadership (3 credits) Cohort 2
Spring 19	ED 772 Instructional Models for Leaders and Learners (3 credits) Cohort 1 ED 783 Strategic Assessment and Accountability in Education (3 credits) Cohort 1 ED 705 Qualitative Methods in Academic Research (3 credits) Cohort 2 ED 782 Supervision and Administrative Theories (3 credits) Cohort 2
Summer 19	ED 727 Educational Law and Policy: Historical, Political, and Global Perspectives (3 credits) Cohort 1 ED 795 Research Seminar (3 credits) Cohort 1 ED 785 Building a Community of Scholars in Higher Education (3 credits) Cohort 2 ED 704 Quantitative Methods in Academic Research (3 credits) Cohort 2
Fall 19	ED 799 Dissertation (6 credits) Cohort 1 ED 735 Social Justice, Diversity, and Ethical Practice for Leaders (3 credits) Cohort 2 ED 740 Fiscal Management for Educational Growth and Change (3 credits) Cohort 2 ED 701 Introduction to Advanced Scholarship and Leadership (3 credits) Cohort 3 ED 767 Organization and Administration of Educational Leadership (3 credits) Cohort 3
Spring 20	ED 799 Dissertation (3 credits) Cohort 1 ED 772 Instructional Models for Leaders and Learners (3 credits) Cohort 2 ED 783 Strategic Assessment and Accountability in Education (3 credits) Cohort 2 ED 705 Qualitative Methods in Academic Research (3 credits) Cohort 3 ED 782 Supervision and Administrative Theories (3 credits) Cohort 3

Summer 20	ED 795 Research Seminar (3 credits) Cohort 2 ED 727 Educational Law and Policy: Historical, Political, and Global Perspectives (3 credits) Cohort 2 ED 785 Building a Community of Scholars in Higher Education (3 credits) Cohort 3 ED 704 Quantitative Methods in Academic Research (3 credits) Cohort 3
Fall 20	ED 799 Dissertation (6 credits) Cohort 2 ED 735 Social Justice, Diversity, and Ethical Practice for Leaders (3 credits) Cohort 3 ED 740 Fiscal Management for Educational Growth and Change (3 credits) Cohort 3 ED 701 Introduction to Advanced Scholarship and Leadership (3 credits) Cohort 4 ED 767 Organization and Administration of Educational Leadership (3 credits) Cohort 4
Spring 21	ED 799 Dissertation (3 credits) Cohort 2 ED 772 Instructional Models for Leaders and Learners (3 credits) Cohort 3 ED 783 Strategic Assessment and Accountability in Education (3 credits) Cohort 3 ED 705 Qualitative Methods in Academic Research (3 credits) Cohort 4 ED 782 Supervision and Administrative Theories (3 credits) Cohort 4

DOCTORAL PROGRAM PROCESS

Year 1
<p>Attend the initial cohort meeting in person or virtually. The meeting will be held in August. 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.</p> <p>Complete six required courses over the course of three semesters (fall, spring, summer).</p> <p>Attend the first summer residency, which is mandatory.</p> <p>Complete a dissertation prospectus. The prospectus is five to ten pages in length and consists of an introduction, background of study, explanation of the study, and potential methods to be used.</p> <p>Learners form their doctoral committees by having potential members read the prospectus. Faculty members sign the prospectus form if they agree to serve on the committee</p> <p>Form a dissertation committee, which will consist of an advisor from core MSUM doctoral faculty, another MSU Moorhead faculty member with approved graduate status at the doctoral level, an outside scholar who must have a terminal degree and receive approval by your advisor, and one fellow learner. Share the prospectus with potential committee members and obtain their signatures on a committee agreement form.</p>
Year 2
<p>Complete six required courses over the course of three semesters (fall, spring, summer).</p> <p>Present the dissertation proposal to your committee. The proposal includes three chapters: introduction, literature review and methods. Consult with your advisor during this process.</p> <p>Obtain IRB approval. This is done online through the Graduate Studies Office.</p> <p>Pass comprehensive examination.</p> <p>Committee must approve dissertation proposal at a proposal meeting.</p> <p>Ed.D. candidacy is recommended to Graduate Studies only after completing requirements 1-5. You will not be able to register for ED 799 Dissertation credits until 1-5 have been completed. No research can begin until you have completed 1-5.</p>

Year 3
<p>Conduct your study, and complete data analysis and findings.</p> <p>Write chapters four and five.</p>
Phase Four: Recommendation for Awarding Degree
<p>Complete dissertation with committee approval.</p> <p>Schedule a final meeting for the dissertation presentation.</p> <p>Make recommended changes to the dissertation.</p> <p>Complete necessary forms for graduation.</p>

CONTINUOUS REGISTRATION

Students enrolled in a doctoral program must register for at least six academic credits for each fall, spring, and summer semester until all courses and examinations are completed, and the student is admitted to candidacy. Thereafter, doctoral students are required to register for at least one credit every semester until they receive their degree.