



## **2007 Student Handbook**

### **Doctor of Education (Ed. D.) Program in Educational Leadership**

Department of Educational Leadership

Ronan Hall 320

Mount Pleasant, Michigan 48859

989.774.3204

989.774.4374 (Fax)

[www.ehs.cmich.edu/eacl/](http://www.ehs.cmich.edu/eacl/)

## **WELCOME!**

This handbook is designed to assist students with navigating the various aspects of the Doctor of Education program in educational leadership. The Department of Educational Leadership (the “Department”) is the home base for the program. Students have a number of required and elective activities that will occur inside and outside of the Department.

What appear below are the major components and policies of the doctoral program. Students are encouraged to discuss the various aspects of their individual programs with their advisors. The appendices array the various rubrics and feedback forms that are used at the several transition points in a student’s program.

## Table of Contents

Program of Study	4
Course Load	5
Electronic Access	6
Program Commitment	7
Doctoral Internship	8
Qualifying Examination	9
Dissertation	10
Dissertation Support	12
Transition Points	13
Issues and Concerns	13
Appendices:	
• Internship Proposal Review Rubric	15
• Internship Feedback Form	16
• Internship Analysis Rubric	18
• Comprehensive Examination Rubric	19
• Dissertation Proposal Rubric	20
• Dissertation Rubric	22

## *Program of Study*

The doctoral program is built on prior preparation in educational leadership. Students are required to have had the equivalent of an advanced research course and an introduction to organizational theory. If students have master's degrees in other disciplines or have not had these equivalent courses, they are required to take the pre-requisite EAD master's courses (EAD 600—Administrative Research and EAD 660 Principles of Educational Administration or appropriate substitutions) as part of the doctoral program.

Students are assigned program advisors to help plan their programs of study. During the first year of the doctoral program, the student and program advisor should discuss the discretionary aspects of the program – namely, the student's Concentration and Cognate. Students are encouraged to file an Authorization of Degree Plan as soon as the components of the personalized program have been decided but **no later than** the end of fall semester of the second year. Any adjustments in the Degree Plans should be discussed with advisors so the proper form may be submitted.

### Degree Requirements—63 credits

#### **Academic Core: 15 credits**

- EAD 815 (3) Ethical Leadership
- EAD 855 (3) Organizational Culture and Change in Educational Institutions
- EAD 860 (3) Organizational Theory in Educational Institutions
- EAD 899 (6) Doctoral Seminar

#### **Research: 9 credits**

- EAD 700 (3) Advanced Administrative Research
- EAD 800 (3) Qualitative Analysis in Educational Leadership
- EAD 801 (3) Quantitative Analysis in Educational Leadership

#### **Field Based Experience: 3 credits**

- EAD 880 (3) Internship

#### **Concentration: 12 credits**

##### ***K-12 Leadership***

- EAD 775 (3) Educational Policy Analysis
- 9 credits electives

##### ***K-12 Curriculum***

- EAD 773 (3) Instructional Supervision

9 credits electives

***Higher Education Leadership***

EAD 876 (3) Higher Education Policy

9 credits electives

***Educational Technology***

EDU 707 (3) Seminar: Issues in Educational Technology

9 credits electives

**Cognate: 9 credits**

**Dissertation: 15 credits**

EAD 897 (3) Dissertation Colloquium

EAD 898 (12) Dissertation

**Concentrations:**

The Concentration is 12 hours of advanced graduate study in educational leadership. It is recommended these courses will be taken at the 700-level in the Department, unless otherwise proposed by the student and approved by the advisor. The Concentration should have a specific focus – educational administration, higher education administration, curriculum and instruction, instructional technology, *et al.*

The Cognate comprises courses taken outside of the Department in another field or combination of fields with a particular interwoven *theme*, again proposed by students and approved by program advisors. Choices of Cognates should emerge from a consideration of where the next career destination might be and what gaps might need to be filled in the knowledge base. Previous doctoral students have completed cognates in Special Education, Organizational Psychology, Interpersonal Communication, Sociology, *et al.*

In almost all instances, students will have **eight** years in which to complete all requirements of the doctoral program. This means that all courses that apply to the Degree Plan will have to have been completed within that time frame (**including** all courses that a student may want to transfer from other institutions), and also the comprehensive examination and the dissertation. Students may only transfer in courses with a “B” grade or better. If the course was taken as pass/fail, the transferring institution must have language in their bulletin that indicates that a passing grade is at

the level of B or better or the instructor of record must verify that the student's work within the course was consistent with B level work. (It is the policy of CMU that at least one-half of the course work that will count toward the doctoral degree, including the hours for the master's degree, must be taken at CMU.)

The doctoral program is built on prior preparation in educational leadership. If students have master's degrees in other areas, they are required to take the co-requisite EAD master's courses as part of the doctoral program. In these cases, all of the Concentration and Cognate courses will be chosen from Departmental offerings, in consultation with the program advisor. *It is important to emphasize that doctoral study is seen as an integrated learning package, not just a compilation of courses.*

### *Course Load*

Since the doctoral program has been designed to accommodate working professionals, most students participate on a part-time basis. Normal course loads for part-time graduate students are six credit hours per semester during the academic year to allow adequate time for reflection and study. On rare occasions, students may be given permission to register for as many as nine credit hours. If their schedules allow, students may register for **no more than 12 credit hours** during the summer, with no more than six credit hours in either summer session.

### *Electronic Access*

Many activities may be accomplished through electronic means – e.g., registration, payment of bills, course activities, e-mail, and grade retrieval. All of these will use CMU global identification numbers. This is usually an eight-character code, which will normally be: first five letters of students' last names plus a single digit (usually "1") plus the first and middle initials of students' names. (Students with fewer than five letters in their last names will have shorter ID numbers.) A password will be assigned, which can be changed whenever students wish. **Students will need to call the Help Desk (989.774.3662) to set up their accounts initially.**

Students are responsible for their own course registration. This is done at specific times before the semester on the student portal; at the web site: <http://portal.cmich.edu>. You may find additional information on the help

screen [http://www.it.cmich.edu/faq/faq\\_portal.asp#how](http://www.it.cmich.edu/faq/faq_portal.asp#how). (Failure to register within prescribed times may cause a late fee to be assessed.) This site may also be used for grade retrieval.

Some instructors will use CMU's electronic classroom, Blackboard: <http://blackboard.cmich.edu/>. All e-mail will be distributed through the CMU server: <http://student.csv.cmich.edu/>. **Students are encouraged to check their CMU e-mail on a regular basis**, even if they have other e-mail accounts. Other functions may also be accessed through: <http://my.cmich.edu/> or <http://portal.cmich.edu>.

## *Program Commitment*

The departmental faculty members have taken great care to invite people into the doctoral program who have the potential to complete the program. Faculty members are committed to help students through the various aspects of the doctoral program, should students need help – recognizing that the program is the student's, as are the accomplishments.

Students are part of a doctoral **cohort**. The first two years of courses have been sequenced so that they will be taken together as a cohort.

It is anticipated that once a student begins the program, continuous progress will be made until program completion. Even though students have considered carefully their commitment of time and energy, situations occur that may give students cause to reconsider whether they can continue to devote themselves to the doctoral program.

Students finding themselves in a situation where pressures from outside the program cause problems regarding their involvement should talk with their advisors or the Doctoral Program Coordinator about their concerns or situation. If the conflicts cannot be resolved, students may wish to request **in writing** a leave from the program. Furthermore, students who do not take the required courses in the sequence they are offered will not continue to be a part of the current doctoral cohort.

It is *advisable* that students needing a hiatus continue their active status in order to maintain access to their University e-mail account and the library services. Students should discuss this option with their advisors. (Registration for one hour of EAD 592, Workshop in Educational Administration, or EAD 619, Continuing Registration, would be sufficient to maintain active status.)

When students are ready to resume their studies, they should write a letter to the Doctoral Program Coordinator requesting continuance. Students whose requests are approved will join a new doctoral cohort that has an available opening. Should students choose not to join the next available cohort or find a need to postpone their program a second time, they will be prohibited from further participation in the doctoral program.

Students are required to maintain continuous enrollment during the dissertation phase until completion of their doctoral program. During the academic year, fall and spring semesters, doctoral students must be enrolled for at least one credit (Registration for one hour of EAD 619, Continuing Registration, would be sufficient to maintain active status.) Continuous enrollment allows students access to university resources, including the library and departmental resources. Students preparing for their final dissertation may opt to take some of their Doctoral Dissertation credits (EAD 898) in one-credit increments to assure continuous enrollment.

### *Doctoral Internship*

Students are required to complete a doctoral internship. The registration for this experience (EAD 880) is usually during the first summer after admission to the program.

With a consideration of their future plans and career goals, students propose learning plans for internships. Applications for internships should be sent to the Departmental Internship Supervisor. (These forms are available through the Department office or on the departmental website—[www.ehs.cmich.edu/eacl/](http://www.ehs.cmich.edu/eacl/)).

Internships may be either three or six credit hours, depending on discussion with the student's program advisor and in accord with a student's professional goals. Students are required to complete a minimum of 135 clock hours of approved activities for each three credits of registered hours. Students may begin to log hours toward completing internship requirements **only** after the learning plan has been approved. Students may opt to create an internship with a variety of experiences that comprise the total of 135 hours.

Should students encounter a need to modify their learning plans, they should contact the Departmental Internship Supervisor with the proposed modifications. The students should not proceed with logging any activity hours without prior approval of the modifications. Failure to gain approval may negate any credit for those activities.

Most of the internship supervision will come from the Field Supervisor, who is the on-site person who agrees to oversee the student's activities. The Internship Supervisor at CMU is the instructor of record and

will coordinate the activities between the internship site and CMU. An affiliation agreement with the site organization must be on file with the department prior to the start of the internship. Students should confer with the doctoral internship coordinator to determine if an agreement is currently on file.

### *Qualifying Examination*

Beginning in 2006, a program change creates a different structure for students to advance to candidacy. At the completion of all courses in the Program Core, students will complete a qualifying examination. These examinations are offered in early-fall and in the spring as need demands. Those students who are not successful with the qualifying exam may retake the exam in the spring. A complete re-take of the exam is required.

The initial examination is written and is administered on campus in one day, with morning and afternoon sessions. Program faculty review the examination and determine if the responses are: Pass or Inadequate. (See Appendices for rubric and evaluation form.)

If examination responses fall into the Inadequate category, students will be asked to meet with a group of faculty. The purpose of the meeting is to discuss deficiencies in the responses. Students may reschedule to retake the qualifying exam in the spring or at the next opportunity.

If examination responses are Inadequate, students will be asked to retake the examination no later than the next general offering. Students may retake the qualifying examination only once. If they are unsuccessful a second time, they will be excused from the program.

### Oral Comprehensives

During the last semester of course work, students will enroll in EAD 897—Doctoral Colloquium. Embedded in the course is an assessment and demonstration of use of research methodologies. Students will complete a tentative proposal during this course and at the conclusion of the semester will present this proposal to a faculty and alumni panel. Upon successful conclusion of EAD 897, students will be recommended for advancement to candidacy for the Doctor of Education degree. This advancement means that students may proceed to proposing a research topic to be formalized into a

dissertation. Students will work directly with their dissertation chair and committee to complete their final proposal and will have a proposal defense with this official body.

### *Dissertation*

While students should be considering a dissertation topic throughout the program, formal involvement with the dissertation begins after advancement to candidacy. The following is the sequence of activities:

- Students will enroll in EAD 897—Dissertation Colloquium as a class during their final semester of course taking. This class will meet at the beginning of the semester to review the elements of a dissertation proposal. Additional face-to-face class meetings will be scheduled throughout the semester with students ultimately completing a draft of their dissertation proposal by the end of this class. Students will work closely with their dissertation advisor and the instructor of record during this course work to assure progress. This final draft proposal will be presented to a faculty and alumni panel.
- After careful consideration of a general topic, students contact a faculty member in the department whom they think can lend his/her expertise to the project and be a shepherd through the dissertation process. In consultation with the dissertation advisor, students will select members of the committee. At least one member must be from outside of the department.
- Students work in consultation with this faculty member, the dissertation advisor, to develop the dissertation proposal during the EAD 897 Dissertation Colloquium class.
- As the proposal begins to take shape, students should discuss the composition of the dissertation committee with the dissertation advisor (who may or may not also be their program advisor). At least one member of the dissertation committee must come from outside of the Department. There must be at least three committee members, all of whom must have Full Member Graduate Faculty status.

- Once the proposal is approved by the dissertation committee and the College of Graduate Studies, students are authorized to begin their study. (**Note:** Studies involving human subjects need to have the approval of the Institutional Review Board. Application information and guidelines may be found at: <http://www.orsp.cmich.edu/Forms.htm#I.>)
- In addition to EAD 897, students must enroll in EAD 898, Dissertation, for a minimum of 12 hours; however, they may enroll for no more than three hours of EAD 898 until the proposal is approved. (Students will receive a “grade” of Z [deferred] until the dissertation is approved; then credit will be awarded.) Students are required to have continuous enrollment and to be enrolled in the University and in EAD 898 in the semester they defend their dissertations.
- Professional courtesy requires that students provide faculty with dissertation material to review not fewer than two-weeks prior to the scheduled proposal defense dates and dissertation defense dates. No defense dates will be scheduled during the first or last weeks of the semester, unless there are mitigating circumstances and the committee members agree to be available. Not all faculty are available for work over the summer months. Students should have a conversation with committee faculty early on during the process to determine the ways in which the committee will operate with respect to contact, timing, and proposal formats.
- The Department has adopted the style prescribed by the American Psychological Association (currently found in the fifth edition of the *APA Style Manual*) as the format for dissertations. Preparation guides and supportive materials may be found at: <http://www.grad.cmich.edu/appsforms.htm#D%20form>
- Students should be aware of the deadlines established by the College of Graduate Studies ([www.grad.cmich.edu](http://www.grad.cmich.edu)) regarding submission of the dissertation in the semester in which students hope to complete their degrees.

## *Dissertation Support*

CMU offers a competitive grant to reimburse some expenses students may incur with their dissertations. An application and guidelines may be found at: <http://www.grad.cmich.edu/appsforms.htm>

The awards are competitive and campus-wide, which means applications will be reviewed with all of the other CMU doctoral programs. Awards are made twice a year on a reimbursable basis. The dissertation proposal must have been approved by the committee for the application to be considered. Students must submit receipts for reimbursement while they are still enrolled – that is, before they graduate.

Some points of note for consideration:

- A clear (and supported) explanation of the significance of the study is important – that is, what will this new knowledge contribute to the field? As students justify their study in a review of literature, they should use as many *primary* sources that appear in highly recognized publications as possible.
- A clear explanation of the methodology is crucial, including specific validation and reliability information of procedures for any instrumentation students might use. Also, the representativeness of the sample should be emphasized, especially as it relates to the generalizability of the findings.

## *Transition Points*

Students have several transition points in their programs. These are times for reflection and assessment.

- To determine student progress and ability to meet expectations, instructors provide activities and feedback. Most forms of feedback are responses to written assignments, examinations, and oral presentations.
- University and field supervisors provide feedback to students on their activities, logs, and written activity summaries. Additionally, field supervisors are asked to provide written feedback concerning

the student's accomplishments of the internship, demonstrated areas of proficiency, and suggestions for professional development.

- After the completion of course work, students have the opportunity to demonstrate what they have learned in their substantive and reflective responses to issues posed on the qualifying exam and dissertation proposal defense.
- The proposing of a research topic and the development of that topic into a dissertation are components of the capstone of a student's doctoral program. A committee of faculty, chaired by a Department faculty member, approves the proposal, oversees the project, and interviews the student about what s/he has found and how it contributes to the professional body of knowledge in educational leadership. Approval of the dissertation and deposit of the document with the College of Graduate Studies complete the student's requirements for the degree.
- The culminating activity for each student is receiving the doctoral degree, conferred by the President upon recommendation of the Provost and faculty. The student's dissertation advisor has the honor of placing the doctoral hood on the shoulders of the student at a University Commencement. [At least eight weeks before the end of the fall or spring semester in which a student expects to be graduated, a completed Graduation Application form, along with a check or money order for \$35, should be submitted to the College of Graduate Studies.]

### *Issues and Concerns*

Students are part of a program that cares about them and is invested in the accomplishment of their educational goals. Should students encounter problems or have questions about the program or their involvement, they should begin by discussing their concern with their program advisor.

Should the program advisor be unavailable or unable to help, students should contact the Doctoral Program Coordinator. If that person is unavailable or unable to resolve the issue, students should then contact the Department Chair.

## **APPENDICES**

**Central Michigan University  
College of Education and Human Services  
Department of Educational Leadership**

Internship Proposal Review

Objectives

- |   |   |
|---|---|
| • Unclear; not measurable; poorly written | 1 |
| • Vague; some writing problems            | 3 |
| • Clear; measurable; well written         | 5 |

Methodology

- |  |   |
|--|---|
| • Unclear; poorly written                        | 1 |
| • Some specificity; some writing problems        | 3 |
| • Clear relationship to objectives; well written | 5 |

Evaluation

- |   |   |
|---|---|
| • Unspecified; unclear; unrelated to objectives | 1 |
| • Some relationship to objectives               | 3 |
| • Clear relationship to objectives              | 5 |

Total \_\_\_\_\_

Unacceptable: Fewer than 9 points

Acceptable: 10-12 points

Target: 13-15 points

**CENTRAL MICHIGAN UNIVERSITY**  
**College of Education and Human Services**  
**Department of Educational Leadership**

Internship Feedback

Intern: \_\_\_\_\_

Site: \_\_\_\_\_

Semester: \_\_\_\_\_

CMU Advisor: \_\_\_\_\_

Site Advisor: \_\_\_\_\_

Please complete the form, adding any appropriate comments. Please also share your comments with the CMU intern you have supervised?

Thank You.

The CMU intern accomplished the objectives s/he set...

- Excellently     Adequately     Marginally     Inadequately  
Comments:

The CMU intern engaged in internship activities...

- Enthusiastically     Appropriately     Reluctantly     Apathetically  
Comments:

The leadership potential of the CMU intern is...

- Exceptional     Above average     Average     Limited  
Comments:

Areas in which the CMU intern demonstrated strong ability are:

Primary areas that the CMU intern might develop most immediately:

Field Supervisor Signature: \_\_\_\_\_

Receipt by Intern Signature: \_\_\_\_\_

Date: \_\_\_\_\_

[Distribution: Field Supervisor, Intern, University Supervisor]

When completed, please return to:  
**Doctoral Internship Coordinator**  
**Central Michigan University**  
**Ronan Hall 320**  
**Mount Pleasant, MI 48859**

**Central Michigan University  
College of Education and Human Services  
Department of Educational Leadership**

Internship Analysis

Log

- Poorly written and organized 1
- Some organization problems 3
- Well organized 5

Hours

- Insufficient hours 1
- Adequate hours 3

Activity Summaries

- Poorly written; unreflective of learning 1
- Some learning reflections; some writing problems 3
- Substantial learning reflections; well written 5

Field Supervisor Feedback

- Missing or unsupportive of student learning/involvement 1
- Somewhat supportive of student learning/involvement 3
- Highly supportive of student learning/involvement 5

Total \_\_\_\_\_

Unacceptable: Fewer than 13 points

Acceptable: 13-18 points

## **Qualifying Examination Rubric**

**1= Unacceptable; 2= Marginal; 3= Acceptable; 4= Exceptional**

- I Overall understanding of issue and conceptual framework
  - 1. Little understanding; little reflection of issue
  - 2. Minimal understanding
  - 3. Basic understanding
  - 4. Knowledgeable understanding; broad reflection
  
- II Creation of cogent and tenable argument
  - 1. Poor focus and organization of argument
  - 2. Limited focus and organization of argument
  - 3. Basic focus and organization of argument
  - 4. Keen and pointed focus and organization of argument
  
- III Ability to integrate concepts
  - 1. No integration
  - 2. Limited integration of concepts
  - 3. Basic integration of concepts
  - 4. Excellent integration
  
- IV Command of theory base and use of citations
  - 1. Lack of awareness of related sources
  - 2. Minimal awareness; listing with no purpose
  - 3. Good awareness with some sense of dates
  - 4. Excellent awareness with extensive dating
  
- V Written communication skills
  - 1. Poor grammar and syntax; many technical errors
  - 2. Minimal ability to convey message; technical errors
  - 3. Fluent writing; some errors
  - 4. Polished writing; few errors

**Educational Leadership Doctoral Program**  
Qualifying Examination Review Form

Student						Examination Date	
<u>Response</u>	<u>Question #</u>	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>	<u>Total</u>
1	_____	_____	_____	_____	_____	_____	_____

Overall\*

Criteria:

Responses to **each** question should be reviewed with regard to five areas; each area should be given a rating according to the following scale:

**1= Unacceptable; 2= Marginal; 3= Acceptable; 4= Exceptional**

- I Overall understanding of issue and conceptual framework
- II Creation of cogent and tenable argument, and support for position
- III Use of examples and ability to integrate concepts
- IV Command of theory base and use of citations
- V Written communication skills

The interpretation of the Overall rating is as follows:

1.00—3.25 **Inadequate** (must rewrite exam; oral interview with faculty to explain weaknesses)

3.26-5.00 **Pass** (Acceptable)

**CENTRAL MICHIGAN UNIVERSITY**  
**College of Education and Human Services**  
**Department of Educational Leadership**

Scoring Rubric for Dissertation Proposals

Name \_\_\_\_\_

In relation to the quality of work exhibited in the majority of accepted dissertation proposals, this criterion is:

5 = exceptionally well done

3 = marginally acceptable, not of high quality

1 = substandard for doctoral level work

- \_\_\_\_\_ 1. The dissertation proposal contains the elements of the format for proposals as appropriate for this particular study and the expectations of the student's advisor.
- \_\_\_\_\_ 2. The proposal reflects the quality of written expression commensurate with doctoral level work; i.e., the discussion is logically sequenced, free of errors of grammar, punctuation and usage, sentences convey complete thoughts, paragraphs focus on a single topic, and the rhetoric easily advances the reader's understanding of the study.
- \_\_\_\_\_ 3. The statement of the problem is a logical argument that establishes the context in which the problem resides, critically, but briefly, examines that context for its virtues and limitations, identifies a particular limitation that requires focused investigation, and justifies the pursuit of that focus.
- \_\_\_\_\_ 4. The project has a clearly stated purpose in the form of either a direct statement or central research question(s), or both as appropriate to the present study.
- \_\_\_\_\_ 5. The review of related research further establishes the existence of the problem, reviews and critiques the existing research directly pertaining to the focus of the study, underscores the theoretical or logical premise of the study, and explicitly discusses the major variables or categories that are the subject of the investigation
- \_\_\_\_\_ 6. The design of the study reflects an understanding of the principles of research design to an extent appropriate for the scope and purpose of this particular project

- \_\_\_\_\_ 7. The design of the study (e.g., any relational propositions) is premised on sound theoretical assumptions (or commonsensical rationale), is realistic, and is likely to contribute worthwhile new knowledge
- \_\_\_\_\_ 8. The methodology is internally consistent with the purpose(s) of the study and appropriate to the design
- \_\_\_\_\_ 9. The description of the procedures or methodology creates for the reader a clear and thorough understanding of steps the researcher will follow when carrying out the project
- \_\_\_\_\_ 10. The procedural section of the proposal specifies the method(s) to be used for collecting data, sources of data (subjects, sample, documents), instruments (if any) and their development, and addresses issues of validity and reliability
- \_\_\_\_\_ 11. The procedural section of the proposal contains an adequate discussion of data management and any statistical analysis that will be used to test relational hypotheses or to describe how the results will answer a central question or purpose
- \_\_\_\_\_ 12. The proposed study addresses legal, ethical and human relations requirements for the protection of human subjects in research

Total Points \_\_\_\_\_

Unacceptable:	Less than 36 points
Acceptable:	36 to 48 points
Target:	Greater than 48 points

**CENTRAL MICHIGAN UNIVERSITY**  
**College of Education and Human Services**  
**Department of Educational Leadership**

Scoring Rubric for Dissertations

Name \_\_\_\_\_

In relation to the quality of work exhibited in the majority of accepted theses/dissertations, this criterion is:

5 = exceptionally well done

3 = marginally acceptable, not of high quality

1 = substandard for advanced graduate level work

- \_\_\_\_\_ 1. The thesis/dissertation contains the elements of the format for theses/dissertations as appropriate for this particular study and the expectations of the student's committee.
  
- \_\_\_\_\_ 2. The thesis/dissertation reflects the quality of written expression commensurate with advanced graduate work; i.e., the discussion is logically sequenced, free of errors of grammar, punctuation and usage; sentences convey complete thoughts, paragraphs focus on a single topic; and the rhetoric easily advances the reader's understanding of the study.
  
- \_\_\_\_\_ 3. The statement of the problem is a logical argument that establishes the context in which the problem resides, critically, but briefly, examines that context for its virtues and limitations, identifies a particular limitation that requires focused investigation, and justifies the pursuit of that focus.
  
- \_\_\_\_\_ 4. The project has a clearly stated purpose in the form of either a direct statement or central research question(s), or both as appropriate to the study
  
- \_\_\_\_\_ 5. The review of related research further establishes the existence of the problem, reviews and critiques the existing research directly pertaining to the focus of the study, underscores the theoretical or logical premise of the study, and discusses explicitly the major variables or categories that are the subject of the investigation.
  
- \_\_\_\_\_ 6. The design of the study reflects an understanding of the principles of research design to an extent appropriate for the scope and purpose of the project.

- \_\_\_\_\_ 7. The design of the study (e.g., any relational propositions) is premised on sound theoretical assumptions (or commonsensical rationale), is realistic, and contributes worthwhile new knowledge.
- \_\_\_\_\_ 8. The methodology is internally consistent with the purpose(s) of the study and appropriate to the design.
- \_\_\_\_\_ 9. The description of the procedures or methodology creates for the reader a clear and thorough understanding of steps the researcher followed when carrying out the project.
- \_\_\_\_\_ 10. The procedural section of the thesis/dissertation specifies the method(s) to be used for collecting data, sources of data (subjects, sample, documents), instruments (if any) and their development; addresses issues of validity and reliability; and addresses legal, ethical and human relations requirements for the protection of human subjects in research.
- \_\_\_\_\_ 11. The analysis section of the thesis/dissertation contains an adequate discussion of data management and any statistical analysis that was used to test relational hypotheses or to describe how the results answered a central question or purpose.
- \_\_\_\_\_ 12. The discussion of the results was pertinent to the design of the study, to the questions posed, and to overarching issues in the field.

Total Points \_\_\_\_\_

Unacceptable:	Less than 36 points
Acceptable:	36 to 48 points
Target:	Greater than 48 points