**Title of Paper**

By Your Name

Month Year

A Thesis

Submitted to the Graduate Faculty

Of Saint Mary’s University of Minnesota in Partial Fulfillment

Of the Requirements for the Degree of

Educational Specialist

Minneapolis, Minnesota

20xx

**Abstract**

In the first couple of sentences of the abstract, describe the overall research problem being addressed and indicate why it is important (i.e., who would care if the problem is solved). You can include a general introduction of the issue in the first sentence, but you need to quickly move to a clear statement of the research problem being addressed. Identify the key results, one or two conclusions, and recommendations that capture the heart of the research. Conclude with a statement on the implications for positive social change. Do not include citations in the abstract. The abstract should not exceed one page.

Dedication Page (optional)

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Chapter One

**Research Problem to be Investigated**

# Purposes

# In this section include the reason or purpose and rationale for this study.

# Assumptions

# Include any assumptions that were made during this study. These assumptions may include assumptions in design, development, and implementation of the study.

# Limitations

Additionally, include the ways in which your claims and methods have limitations. Is your answer generalizable to bigger populations? To different communities? How confident are you in the claims you are making?

# Justification

This section provides justification for this study. It may include rationale provided by a district or department situation. Provide background information as part of the justification. Justify the design of the study that was developed and implemented. Provide rationale for the subjects selected to participate, and the instruments used to gather the data needed to address the purpose of the study. Review what has occurred previous to this study, if applicable. Include definitions of instruments used, if not well known, instruction that will be provided for validity and reliability of the study and its components, and any additional information that would provide justification for your study.

**Overarching Research Question of the Literature Review**

This is the big question you are answering with your action research. It is stated the exact same way each time you state it in your paper.

# Sub Research Questions of the Literature Review

Write the sub questions you want answered by your Literature Review that will provide you with the background information you need to develop an action research project that will positively impact the academic achievement of students. Be sure to write questions broad enough to provide you with enough information and yet narrow enough so that you are not overwhelmed by the amount of information you read.

**Summary of Chapter 1**

Summary of Chapter 1 and a transition as to what is coming in Chapter 2. This may have to happen after writing your Chapter 2 Review of the Literature.

**Chapter Two**

**Review of Literature**

Write a narrative that reviews the information found in enough sources to provide you with a solid review of the information and research already done on your topic. Use as many primary sources as possible, as they provide you with data from studies that have been done. This review will recap what was read in the literature that addresses the purpose of the study. Subheadings will be used to guide the reader and must be included in the Table of Contents. The subheading will be printed in bold font on the left-hand margin of the paper. The first line of print is indented on the line below the heading. Write using third person, past tense in this section. See the headings in other sections to see how headings should appear. But here is an example of how headings might appear in a paper on fruit:

**Chapter Two**

**Review of Literature**

**Ancient Fruit**

(Ancient fruit is 2nd level: a division of the heading **History of Changes to Fruit**)

**Mendelian Genetics**

(Mendelian Genetics is 2nd level: a division of the heading **History of Changes to Fruit**)

**Genetic Modification**

(Genetic Modificationis 2nd level: a division of the heading **History of Changes to…**)

**Types of Fruit**

(1ST level heading-biggest section. Because we are no longer talking about history, I need a new section that is equal to **History of Changes to Fruit**)

**Citrus Fruit**

(2nd Level)

***Oranges***

(3rd Level-This is a division of **Citrus Fruit**)

***Grapefruit***

(3rd Level-This is a division of **Citrus Fruit**)

***Limes***

(3rd Level-This is a division of **Citrus Fruit**)

***Lemons***

(3rd Level-This is a division of **Citrus Fruit**)

**Apples**

(2nd Level)

***Fuji***

(3rd Level-This is a division of **Apples**)

***Granny Smith***

(3rd Level-This is a division of **Apples**)

**Bananas**

(2nd Level)

Organize your material in a logical manner that supports your topic. Be careful of the book report model of the literature review where you describe the work of one author and then another. You need to synthesize information on your topic from several researchers through the lens of your question. Background information provides the reader with what has happened up to this time in relation to your topic.

Only information read and reviewed is included in this section. Begin the narrative with a short introduction, stating your overarching research question followed by a description of how the research has been organized in your Literature Review. This would include your sub questions of the Review of Literature. Be sure to include a section that presents the opposing side of your question.

This is followed by the body of the review of the literature and ends with a summary section of what was read and reviewed and a transition as to what is coming in Chapter 3. This may have to happen after writing your Chapter 3.

This section of your paper should be approximately 40 pages in length to insure you have done a deep dive into the research needed for your question.

**Chapter 3**

**Action Research Plan**

# Background Information

Use this section to state specifically the purposes of your project, interjecting information gathered from your review of the literature to direct and focus your study. Begin each paragraph with an indent.

**Purposes of the Action Research Project**

Be thorough in your report of the background information and provide rationale for the purposes of your study.

# Overarching Research Question and Sub Research Questions of the Research Review now Action Research Project.

The Action Research Project addressed the following question(s): Write your questions here.

**Overarching Research Question**

***Sub Research Questions***

(These are the same questions used in your Literature Review)

# Definitions of Terms

***Term One***

Define the term, using a grammatically complete sentence. Definitions should be derived from professional or academic sources, not from dictionaries, and should include an APA style citation.

***Term Two***

Note that major works are capitalized in Level 1 and Level 2 headings. But in level 3 headings, only the first words are capitalized. Note also that every level must contain at least 2 headings at that level.

# Research Design

A sample of each tool you will use are discussed here and placed in a separate

appendix at the end of your paper. You need at least 3 tools to triangulate your results.

This is a comprehensive discussion about how you conducted your study. In the following sections you will provide: an introduction to your study, background information and all information to help the reader understand the importance and relevance to the subjects, school, or site of the study.

In this subsection identify the design methodology for your study (for example, “This study was a quantitative, non-experimental comparative study”).

# Population

Define the subjects of your study. Be all-inclusive and specific with your description. Include such information as diversity and student demographics. (This data may be included in tables or figures to provide specificity to the narrative information.)

# Sample

In this section, you will discuss the smaller groups of subjects who were selected to participate in the study and including how they represent the larger population from which they were selected. Include the selection process that was used to select the subjects and any limitations to the selection process. Include any factors that were taken into consideration to limit threats to the validity or the reliability of the study.

# Instrumentation

Thoroughly describe each instrument and how each instrument was scored. Include information on rubrics used, scores given to surveys, Likert scales, or other measures used. Also include information about where the instrument came from or how you designed it, how you piloted it, improvements (if any) you made as a result of the pilot, and so on.

# Procedure

At this point you will provide information about how the study was designed. Describe what was done to gather the information necessary to complete the study and why that information was needed. This section will probably have several subheadings because each different data gathering technique will have its own section. These headings may include: Study Timeline, Interviews, Pre and post-test assessments, Likert survey, and Questionnaire, among others. Be specific in describing the exact detailed procedures that were used, any changes that you made to the procedures and how you progressed, limitations you ran into, obstacles that you encountered, assistance you received, etc. Explain your rationale for including each instrument, or procedure used.

# Validity and Reliability

In this section discuss the forms of validity that were addressed in the study and how they insured that the information gathered was valid and reliable. If there is a question about validity of an instrument, further discussion on why the instrument was used is warranted. This is a very important part of the design. Much thought must go into the discussion of the instruments used. Discuss any internal or external threats that were possible threats to the study and how they were addressed so as not to affect the results.

The reliability of the instruments is also addressed. A discussion of inter-rater reliability tests that are used should be included in this section. Also include a discussion of results that were gathered during the use of these tests. Formula used is also appropriate for this section with a discussion following it. Subheadings may be included in this section and may include such headings as: Measures of Inter-rater Reliability, Comparison of Scoring Sessions.

# Ethical Considerations

In this section, describe steps you took to assure the study meets ethical standards for educational research. Be sure to address the points identified in the modules on ethics.

# Concerns and Limitations

In this section discuss the concerns and limitations that were considered during the development and implementation of this study. Include concerns and limitations with the instruments used and the data gathered. Determine if these could be used of the data for reasons other than those stated in the design of the study. Chapter 3 ends with a summary section of what was done in your research and a transition as to what is coming in Chapter 4.

**This Chapter is turned to past tense after your research is complete.**

**Chapter 4**

**Results**

In this section, report the data obtained from your action research project. Include any tables and figures necessary to illustrate your findings.

# Findings

This is the section in which what was found in the data is revealed and discussed. Narrative information may be interspersed with graphs and tables, correctly labeled and headed, to explain what is being shown. Be specific about all areas researched. Break the information down into pieces that answer one finding at a time.

# Interpretation of Results

In this section explain the significance of the results--what they mean and why they are important. The discussion should be thorough and include information about how the results relate to your research question. Any limitations or factors that should be taken into account when interpreting the results should be included here.

# Application and Conclusions

In this section explain how your research will influence your professional practices. Use the first person when describing how you will apply the results of the action research and of the findings of the literature review. This section should be thorough and detailed.

This chapter ends with a summary section of what was found and shared and a transition as to what is coming in Chapter 5. This may have to happen after writing your Chapter 5.

**Chapter Five**

**Were From Here**

# Next Steps Forward: Implementation

Create a plan or course of action for applying the findings from your literature review and action research. You are to apply the knowledge and skills gained in the course, literature review, and action research in a summative discussion of the leadership actions that can be implemented in your current setting or another setting. Suggest any changes needed to further implement your findings. Write a summary of Chapter 5 and conclusion of your thesis.

**References**

Put a hard page break before you begin this page to ensure that the reference page always begins at the top of a new page.

Begin typing on the line directly below the heading, References. Do not press the Enter key until the entire entry has been typed. Press Enter to begin the next entry. The references below are provided only as examples. (By typing over this entry, you will have the correct hanging indent format for this section.)

Dewan, S. (2010, February 12). Experts say schools need to screen for cheating. *The New York Times.* http://www.nytimes.com/2010/02/13/education/13erase.html?ref=education

Gibbs, J. T. (Ed.). (1991). *Children of color.* Jossey-Bass.

Harding, T. (2010). Fostering creativity for leadership and leading change. *Arts Education Policy Review*, *111*(2), 51-53. https://doi.org/10.1080/10632910903455827

Rhodes, C., & Brundrett, M. (2009). Growing the leadership talent pool: Perceptions of heads, middle leaders and classroom teachers about professional development and leadership succession planning within their own schools. *Professional Development in Education, 35*(3), 381-398. ERIC database. (EJ863450)

(Add a hard page break after the last source in your reference list to ensure that the appendices begin on a new page.)

**Appendixes**

The information you put in the appendix or several appendixes is additional information in the form of tables, additional sources of information, not included in the literature review, materials prepared prior to sharing the results, or any other material may be included in this section.

If your thesis has only one appendix, label it “Appendix”; if there are multiple appendixes, label each with a capital letter (e.g., “Appendix A,” “Appendix B” etc. and the title of the materials shared). You must refer to each appendix at least once in your text (e.g., “See Appendix B”). See Section 2.14 of the APA Manual for additional formatting guidelines.

**Resume**

The resume is the final item listed in the table of contents. A copy of the Author’s resume must be included at the end of the thesis. The resume may be formatted in either basic outline form, as a résumé, or in full-sentence form. The resume must conform to the same margin specifications as the thesis and be included in the pagination.

**Publishing Instructions:**

Prior to graduation, Saint Mary’s Ed.S. students must submit a Microsoft Word copy of their thesis to the Twin Cities Campus Library. Thesis will be stored in a password protected folder, accessible only to current Saint Mary’s students, faculty and staff. A librarian will catalog the thesis in SuperSearch and in WorldCat, a national library catalog. All student’s theses must be reviewed and approved by a librarian before being added to SuperSearch and WorldCat. Twin Cities Library may lend electronic copies to alumni upon request and to members of the public through library interlibrary loan.

**Thesis Publishing Process Map:**

Instructor sends canned email to student, including link to the Library’s form.

Instructor

approves thesis.

Student fills out Library’s form and includes an MS Word copy of the thesis.

Library staff:

* Add “Do not disseminate” page to top of dissertation document.
* Convert MS Word document to a PDF.
* Save dissertation to a password protected folder on the library website.
* Catalog dissertation in SuperSearch and in OCLC.
* Link to the password protected dissertation in the catalog record.
* Email student and cc PD that the thesis is in SuperSearch and how to:
  + Get articles published based on their thesis
  + Disseminate their thesis
  + Purchase bound copies of their thesis, if desired

Program Director:

* Reads Twin Cities Library’s email.
* Notes on the approval form that the thesis was added to SuperSearch.
* Graduates student, provided other requirements have been met.

As needed, the library staff:

* Send the dissertation as a PDF to alumni upon request.
* Send the dissertation as a PDF to for interlibrary loan requests.
* Maintain dissertation publishing policies on the library website.
* Link to the dissertation publishing policies in program handbooks.

EDS Rubric

Student’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Committee Chair \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
|  | Not acceptable -0 pts | Beginning -2 points | Competent3 -4 points | Exemplary -5 points |
| Research question,  Rationale,  Significance  Points this section | * Questions are not researchable. * Questions not timely or relevant. * Questions do not reflect the program's philosophy and guiding principles. * Description of content not clear. | * Questions somewhat researchable. * Questions not timely or relevant to the program * Questions somewhat reflect the philosophy and guiding principles of the program. * Description of the context is unclear or confusing. | * Questions are researchable. * Questions are timely. * Questions reflect the philosophy and guiding principles of the program. * Description of the context is clear. | * Questions researchable and could potentially make a contribution to the field. * Questions are relevant, timely and offer new insights into the subject of the research. |
| Literature Review  Points this section | * Lit review does not cite salient research or theory. Or research and theory cited is inadequate. * Lit review does not include sufficiently contemporary research. * Lit review does not identify research gap that needs study. | * Lit review cites research and theory in the field of study that is salient or comprehensive but not both. * Lit reviewed includes some contemporary research in the topic. * Lit review identifies gaps in research that demands further study but does not support it well. | * Lit review cites salient research in the field. * Lit review includes contemporary research in the topic. * Lit review has appropriately identified a gap in the research that warrants further study. | * Lit review cites comprehensive research and theoretical knowledge of the field. * Lit is synthesized, appropriate connections made. * Connections substantiate this research. |
| Methodology  Points this section | * Plan for studying research questions are not clear or systematic. * Methods chosen are not reasonable given the research question. * Rationale for the methodology unclear. | * Plan for studying research questions are clear or systematic, not both. * Methods chosen are appropriate given the research questions. * Weak rationale for research methodology | * Plan for studying research questions are clear, systematic. * Methods chosen are appropriate. * Methodology plan is sound and well-supported. | * Rationale for methodology is very well developed, sophisticated. * Methodological rigor is evident, at a high level. |
| Data Collection and Analyses  Points this section | * Process of data collection is not systematic or thorough. * Inadequate data collected. * Data collected is inappropriate for topic. | * Process of data collection is reasonable but not thorough. * Data collected minimally acceptable for design and planned analyses. * Justifications weak for changing the original plan. | * Data collection process is systematic and thorough. * Data collected are adequate for the design and analyses. * Changes to original plan justified. | * .Design changes are substantiated by data. * Data reflects the intent, direction of the study. |
| Results  Points this section | * Analysis techniques are not appropriate for the data. * Results from raw data are not well summarized. * Results not clearly articulated. | * Analysis techniques used are minimally appropriate for the purpose and scope of the study. * Results from raw data are summarized a more clear, systematic format needed. * Results include graphs or tables appropriately, but without APA style. * Assessment results used but not thoroughly described. | * Analysis techniques used are appropriate for the purpose and scope of the study. * Results from raw data are summarized clearly. * Results includes clearly articulated in APA style. * Assessment data and results adequately described. | * Analysis includes techniques beyond normal scope of this level of research. * Written presentation of results suggest a thoroughly analytical interpretation. * Relationships among data are presented graphically. |
| Discussion  Points this section | * Invalid or incomplete interpretation of data. * Trends or patterns in data not clearly identified. * Inadequate description of meaning of results. * Assessment of impact of intervention missing. * Results not tied to research. | * Partial interpretation of data. * Trends or patterns in data marginally identified. * Marginal description of meaning of results. * Assessment of impact of intervention is valid, but minimally explained, analyzed. * Results not tied well to research. | * Valid interpretation of data. * Trends or patterns in the data clearly identified. * Adequate description of meaning of results. * Assessment of impact of intervention is valid. * Results confirm or refute previous research. | * Interpretation of data shows synthesis of previous and current research. * Trends or patterns clearly identified in the data. * Description of meaning of results pushes knowledge and understanding of the subject. |
| Conclusion  Points this section | * Little or no reflection. | Reflection on research process includes some but not all:   * what the study has shown * limitations (generalization, validity issues) * ways the research study could be improved * suggestions for further study * ways future teaching/professional practice is informed | Reflection on research process includes:   * what study shows * limitations (generalization, validity issues) * ways research study could be improved * suggestions for further study * ways future teaching/professional practice is informed | * Reflection ties the study to new potential direction in the field. |
| Quality of Writing,Voice  Points this section | * Citations not correct. * Academic language not used. * Organized poorly. * Unclear writing. | Some but not all of the following:   * Citations properly formatted. * Academic language used. * Clear focus, well organized. * Conceptual clarity. | * Use of proper citations consistently. * Demonstrates ability to use academic language. * Clear focus, well organized. * Conceptual clarity | * Clearly developed analysis and arguments that show relationships between all the components of research. |
| Overall APA format | * Does not conform to APA style | * Many aspects do not conform to APA style | * A few aspects do not conform to APA style | * Thesis conforms to APA guidelines |

Total points\_\_\_\_\_\_\_\_\_\_\_/45 possible

**This form is completed after the student’s Exit Assessment Meeting for the Program Director:**

Saint Mary’s University of Minnesota

**EDS Degree**

**GRADUATION APPROVAL FORM**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Anticipated Graduation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thesis presentation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The above named student has presented an thesis for consideration for the EDS degree to the following committee:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: EDS Committee Chair

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: EDS Committee member

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: EDS Committee member

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: EDS Committee member

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Department Representative

Recommend for Degree? (Check if yes)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ : Committee chair's signature

Program requirements met \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Program Director signature

This form is to be given to the Program Coordinator..