Education Administration

Education Specialists Degree (Ed.S.)

Scholarly Writing Project

Division of Education Leadership and Policy Studies (ELAPS) College of Education

University of Missouri-St. Louis

2005
Education Administration

Education Specialist Degree (EDS)

Scholarly Writing Project

Introduction

The Education Specialist Degree (Ed.S.) in Education Administration is an advanced academic degree. As such it requires candidates for the degree to successfully complete a scholarly writing project. The writing project must conform to all of the requirements described herein. Before being awarded the Ed.S. the candidate must submit to the ELAPS Division: (1) a corrected copy, appropriate for binding, of the full text of the project including an abstract, approved by the candidate’s advisor, of no more than 250 words; and (2) a digital copy of the abstract to be posted on the ELAPS website.

Procedures

Before beginning the writing project, the student’s advisor must give written approval. The approval is to be based on a detailed written proposal with an appropriate time-line for completing the project. Candidates are strongly encouraged to begin their projects no later that completion of forty-five (45) of the sixty (60) required credit hours.
Types of Projects

The writing project can be in one of several types, but must be related to P-12 schooling:

- Quantitative or qualitative action research project (AR),
- Program evaluation,
- Case study,
- Instructional vignette,
- Legal brief,
- Article published in a professional education journal,
- Manual, guidebook, curriculum, etc. used throughout at least one (1) entire school district,
- Internship portfolio, or
- Unique writing project (proposed by the degree candidate). Projects

This section contains only brief comments about some of the possible project forms listed above. References are provided for further explanations of forms and styles of presentation. No matter the nature of the project, all written material must conform to the standards found in: Carole Slade, *Form & Style: Research Papers, Reports and Theses*, 12th Edition (Boston, MA: Houghton Mifflin, 2003). All projects must be submitted in both print and in digital format on a CD.
Quantitative or Qualitative Action Research (AR)

There are many definitions of Action Research (AR). For the purposes herein, the definition of AR is that given by Wilfred Can and Stephen Keramis:

Action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out.¹

The scope of AR can range from a single classroom to very large systems. For the Ed.S. requirement, students are encouraged to limit the scope to no larger than an individual school setting. The individual classroom locus is entirely acceptable. A final report of an AR quantitative or qualitative study for the Ed.S. should not exceed fifty (50) pages including tables, figures, and references. The report for a quantitative study should include the following: (Qualitative studies have similar Part 1.0 and Part 3.0 sections. Part 2.0 is individualized for each study.)

Cover page

Abstract

Table of Contents

Program Evaluations

School administrators are often called on to evaluate and report on the implementation of curricular and other programs. The format for reporting program evaluations is similar to those of quantitative and qualitative research. Appropriate modifications must be approved by the candidate’s adviser.
Case Studies

There are a number of definitions of just what constitutes a case study. For the purpose of the Ed.S. requirements, the following definition given by Meredith D. Gall, Walter R. Borg, and Joyce P. Gall is helpful

A case study is done to shed light on a phenomenon, which is the processes, events, persons, or things of interest to the researcher. Examples of phenomena are programs, curricula, roles, and events. Once the phenomenon of interest is clarified, the researcher can select a case for intensive study. A case is a particular instance of the phenomenon.

Instructional Vignette

See the Missouri Professors of Education Administration (MPEA) website for format and examples. See: http://www.mpea.org

Legal Brief

A legal brief is a written argument in defense of a particular position relative to a case before the court (trial or appellate). The brief must contain the essential facts of the

case, the questions of law that the case presents, statement of the law that ought to be applied, and the legal justification for the application of the law argued. Before attempting to write a legal brief, the candidate must consult appropriate library and/or online resources concerning legal briefs. Citation style for legal papers must conform to that found in the Harvard Law Review Association booklet, *A Uniform System of Citation* (commonly called *The Bluebook*).

**Journal Article**

Candidates electing to seek publication of a journal article must work closely with a member of the UM-St. Louis faculty or another research university. The form and style for the article must follow that required by the particular journal.

**Manual, Guidebook, Curriculum, etc.**

Although group projects at the school and district levels are strongly encouraged, candidates submitting an operations manual, guidebook, or curriculum must be the primary author. The form and style must conform to that of the school district and ELAPS standards.

**Internship Portfolio**

Candidates may submit an updated version of their original internship portfolio. The time span between the completion of the portfolio for the internship is most often more than a year or two; therefore, the update must include comprehensive written evaluations of each section of the portfolio. Because many internship portfolios are very comprehensive and include considerable documentation, what the candidate submits for the Ed.S. must not exceed fifty (50) pages appropriate for book binding (no ring binders, etc.).
Unique Writing Project

Although there might be many possible creative writing projects, including the use of audio visual effects, the project must be accompanied by a thoroughly documented written explanation of the conception, development, presentation of the project, and bibliographical references.
SCHOLARLY PAPER
FORM AND STYLE REQUIREMENTS
Division of

*Education Leadership and Policy Studies*

2005

All scholarly papers for degree exit requirements in Education Administration must follow this format--there are no exceptions.

1.0 Major Divisions of Paper

The title of each major division is in lower case, underlined. Very long papers require chapter divisions. Chapter titles are in lowercase two (2) single spaces below the heading Chapter followed by the chapter number.

(Example)

Chapter 1

*Introduction*
2.0 Headings Levels

There are three acceptable headings levels for scholarly papers: center, freestanding, and paragraph, all underlined. If a fourth level is needed—which you should always try to avoid—start the divisions with a center heading NOT underlined. (Examples)

**Centered Heading**

Within major center head divisions use free-standing side headings and paragraph side headings. Double space above and below centered headings. If a heading is more than four inches long, use a double-spaced inverted-pyramid format.

**Free-standing Side Heading. Too long to Put on One Line**

Double space above and below free-standing side headings, align with the left margin. Capitalize and punctuate the same as centered headings. If a free-standing side heading is more than about two and one-half (2-1/2) inches long, single—space with a two-space hanging indent.

**Paragraph side-head.** Double-space to paragraph headings, indent one-half (1/2) inch, and underline with a solid line (not including the period). Capitalize the first word and proper nouns and adjectives only; end with a period and begin the text on the same line.
3.0 Order of Sections

Cover page
[see attached sample]

Abstract

Table of Contents

Introduction
(Body of paper: divided into appropriate sub-sections)

Summary and Conclusions

End Notes
(unless the footnote style is used)

Bibliography

(Original or copy of hand-written, working outline is preferred)

4.0 Page Numbering

All pages, including the cover page, are assigned a number. The pages in the body of the paper are numbered with arabic numbers beginning with 1. The front-matter -cover page, abstract, table of contents, etc.--are numbered with lower case roman numerals beginning with i. All numbers (except the number of the first page of each major section (table of contents, chapters, bibliography, etc.) go in the upper right-hand corner one (1) inch from the top of the page and flush with the right margin. The page number of the first page of each major section goes at the bottom center of the page, one (1) inch from the bottom edge of the page.
5.0 Spacing

Double space all material except direct quotations longer than four (4) typewritten lines. Quotations longer than four (4) typewritten lines must be single spaced and indented one-half \((\frac{1}{2})\) inch from both the left and right margins. In general, all lines of text, including headings, in a formal paper are separated by a double space.

6.0 Margins

The left margin must be one and one-half (1-1/2) inches. The top, right, and bottom margins must be one (1) inch. Absolutely nothing (not even the page number) is to be typed in the margins; therefore, the first line of each page numbered at the top right will start three (3) spaces below the one (1) inch top margin.

7.0 Reference Style

The reference styles for scholarly papers must be consistent with those in either *The Chicago Manual of Style*, the Modern Language Association (MLA) format (see: http://www.mla.org), the American Psychological Association format (see: http://www.apastyle.org), and for legal papers that found in the Harvard Law Review Association booklet, *A Uniform System of Citation* (commonly called *The Bluebook*). Requirements for these styles can be found in the following book which is STRONGLY recommended for all serious graduate and undergraduate students. This book contains information regarding the Chicago Style, MLA, and APA styles.

THE EFFECTS OF THE XYZ METHOD OF TEACHING READING ON THE READING ACHIEVEMENT OF FOURTH GRADE STUDENTS IN A SUBURBAN MIDWEST SCHOOL DISTRICT

Name of Candidate

A Scholarly Writing Project Submitted to The Graduate School of the University of Missouri-St. Louis in Partial Fulfillment of the Requirements for the Education Specialist Degree (Ed.S.)

Advisory Committee

________________________________

________________________________

________________________________

St. Louis

Date
Academic Paper Checklist

Before submitting an academic paper to be evaluated you must check your paper for all grammatical, form, and style errors. You and you alone—not your typist, computer, etc.—are responsible for ALL aspects of your paper. The following is a checklist of only some of the elements to be considered when doing formal academic writing.

1. Is the paper printed on plain white paper?

2. Is the type twelve (12) pitch and the font Times Roman or equivalent? [Footnotes and endnotes may be in 10 pitch]

3. Is the print clear, dark, and readable? (No bold unless in quoted material)

4. Is the cover page in the required format with ONLY your student number (no name) to indicate the author?

5. Are the left margins one and one-half (1-1/2) inches and the top, bottom, and right margins one (1) inch on every page? [If the paper is prepared on a word processor, both left and right justified margins are preferred.]

6. Are the page numbers one (1) inch from the top and right edge of each page (with no running heads) except the first page of each major section (Abstract, Table of Contents, Chapters, Endnotes, References, Appendix, etc.), then the number is centered one (1) inch from the bottom edge of the page?

7. Does the first page of the body of the paper—and the first page of each chapter in papers that require chapter divisions—begin about one-third (1/3) down the page?

8. Does the paper have appropriate parallel headings (center, free-standing, and paragraph headings), are the headings spaced properly [two (2) single spaces above center heads and two (2) single spaces below, two (2) single spaces above and two (2) single spaces below all other headings], and is there at least one paragraph separating each of the headings? [Keep in mind that the reader should be able to completely understand the paper if all headings were removed.]
9. Are all long titles—two (2) or more lines—double-spaced and in lower case (except for the title of the paper and chapter titles, which should be in CAPS, centered, and in an inverted-pyramid format)?

10. Have you eliminated all “widows” and “orphans”? [When the last line of a paragraph appears alone at the top of a page it is called a widow. When the first line of a paragraph or a heading appears at the bottom of a page it is called an orphan.]

11. If the paper is divided into major sections (Parts, Sections, or Chapters), does each division begin with a clear, concise introduction and end with a brief overall summary and (if appropriate) conclusions?

12. Do all paragraphs have more than one (1) sentence and have you eliminated all very short paragraphs?

13. Is the first line of each paragraph indented one-half (1/2) inch from the left margin?

14. Does each paragraph have a thesis sentence (sometimes called the topic sentence)? [Although the main idea of a paragraph most often is stated in the first sentence, it can appear anywhere in the paragraph.]

15. Did you indent and block all lists?

16. Did you open and close all parentheses? [Parentheses come in pairs—( ). For example, it is incorrect to use a) or 1) etc.]

17. Have you introduced all quoted material with the speaker’s (writer’s) name? [Paraphrasing material written by another is not acceptable if more than a few words are together. In such cases, use quotation marks unless the quoted material takes up no more than four (4) lines of your paper. For quotations longer than four (4) lines see #18 below.]

18. Are long quotes (four or more lines) indented one-half (1/2) inch from the left margin, without quotation marks, double spaced within, and in 12 pitch?

19. Have you used active voice? [Active voice gives power to your writing.]

20. Have you used only third person? [Formal scholarly writing requires the writer to be in the background.]
21. Have you eliminated all needless adjectives and adverbs? [Like active voice, nouns and verbs give writing its power.]

22. Have you eliminated words that allow no variance (e.g., always, never)?

23. Have you eliminated all unnecessary qualifiers (e.g., very, little, rather)?

24. Have you used the following words correctly?: may--for permission; might--for possibility or probability; can--to be able to do something.

25. Are all conjunctive adverbs (such as accordingly, also, anyhow, besides, consequently, furthermore, hence, henceforth, however, indeed, instead, likewise, meanwhile, moreover, nevertheless, otherwise, still, then, therefore, preceded by a semicolon (;)? [Conjunctive adverbs should only be used to connect main clauses of compound sentences and should not be used to start sentences. When however comes first in a sentence, it means in whatever way or to whatever extent.]

26. Are each of the entries in both the Endnotes (Footnotes) and Bibliography in the proper Chicago Style, MLA, or APA format?