



Lamar University

A Member of the Texas State University System



Dissertation Handbook

Educational Leadership – Ed.D.

Center for Doctoral Studies in Educational Leadership

(Rev. May 2009)

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DISSERTATION GUIDE

Introduction

The full requirements and specifications in this guide apply to dissertations in the Department of Educational Leadership. Students are expected to use the APA Manual 5th edition for a style guide. Technical requirements and specifications, such as paper quality, margins, and use of fonts should be followed when preparing all final projects. Exceptions should be approved by your dissertation chair in advance. Some university requirements supersede APA requirements, such as running heads, title page, signature page, and copyright page. The following sections of this introduction will briefly describe the format for the most common dissertation projects in the Department of Educational Leadership at Lamar University.

Dissertation

The dissertation is a document that a student writes in partial fulfillment of the requirements for a doctoral degree. The doctoral dissertation should: (a) reveal the student's ability to analyze, interpret, and synthesize information; (b) demonstrate the student's knowledge of the literature relating to the project or at least acknowledge prior scholarship on which the dissertation is built; (c) describe the methods and procedures used; (d) present results in a sequential and logical manner; and (e) display the student's ability to discuss fully and coherently the meaning of the research to an independent investigator. In addition, the Lamar University Doctoral Faculty expects the research related to the dissertation to be intensive, substantial, original, and independent.

Issues of Scholarship

As a graduate student and a scholar, you have certain rights and responsibilities. The following section reviews the rights you have over your own work and methods you must follow to observe the rights of others.

Responsibility

You are ultimately responsible for the content and quality of your dissertation. Lamar University offers assistance from your dissertation chair and committee members, as well as support services from other faculty and the library. However, final responsibility rests with you, including financial responsibility for the costs of producing a high-quality document. You are expected to maintain a high standard of scholarship and writing, and you must engage the help you need in typing, editing, and copy production in order to produce a document that fulfills the requirements outlined in this dissertation guide.

Scholarly Conduct

Lamar University demands high standards of scholarly conduct and etiquette of doctoral students and treats misconduct as a serious offense. Academic offenses such as plagiarism, falsification or fabrication of data and academic sabotage of the work of another are specifically prohibited. A student accused of committing such acts will be subject to the process outlined in Lamar's Academic Grievance Policy. A student who has been found to have committed such acts can receive penalties from the

university, including probation and dismissal from the university. Plagiarism, academic sabotage and other offenses against another individual can result in civil penalties as well.

Acknowledgement of Sources

You must carefully observe the copyrights of others, crediting all sources quoted and consulted. In addition, you must not use too much of another person's material without permission, even if you acknowledge it.

The Copyrights Act of 1976 allows for fair use of material belonging to others. Under fair use, it is usually considered permissible for a scholar to include a brief quotation from another scholar's work for the purpose of argument, agreement, or review, if this quotation is proportionally a very small part of the original work, and if the purposes are educational. Fair use would probably not cover a use in which the quoting party stood to profit by the inclusion of the quoted material, or the quoted party stood to lose money through diminished sales of the original work due to the use of the material. Nor would it allow, for example, the quotation of six lines from an eight-line poem, as that is a large proportion of the total work. Particularly, fair use does not apply to written tests, workbooks, and other consumable material. Never quote these without permission.

Obtaining Permission

To obtain permission to use a portion of a work, send a letter to the copyright holder. Include the bibliographic information for the exact edition you would like to quote and refer to the quoted material with a first and last line and a page number reference. Also state the nature of the rights you are seeking. For most cases in a dissertation, this would be nonexclusive rights in the English language, for one edition. The publisher or copyright holder may charge a fee or make stipulations on the presentation of the material.

Plagiarism

Webster's Collegiate Dictionary (1993) defines plagiarism as: "the act of plagiarizing" and to plagiarize as: "to take ideas, writings, etc. from another and pass them off as one's own." Plagiarism covers a wide range of credited use of the material of another. It includes not only flagrant copying, but also paraphrasing and borrowing of ideas without giving credit.

Falsification/Fabrication of Data

Falsification of data consists of the deliberate misrepresentation of the outcome of experimentation or another method of data gathering. Fabrication is the creation of data when no bona fide data gathering was accomplished.

Academic Sabotage

This refers to deliberate damage done to the academic work of another. Academic sabotage can range from actual theft or destruction of written or electronic materials or equipment to deliberate contamination of experiments and data.

Federal Regulations

There are strict federal regulations, which govern the use of human subjects. A number of committees at Lamar University deal with different aspects of these regulations and their enforcement. The committee which is concerned with Educational Leadership candidates is the Human Subjects Committee of the Institutional Review Board (IRB). In addition, projects funded with federal grants have specific regulations attached. If your project will involve human subject issues, your dissertation chair will assist you in contacting and meeting standards set by the Graduate Program Office of Research and Sponsored Programs (see copy of the IRB form on their website).

Copyright

As the author of a written work, you are entitled to certain rights under the law of copyrights. This law prevents others from taking credit for or profiting from your work without your permission. Copyright applies only to your expression of your ideas, not the ideas themselves. For a discussion of ideas, inventions, intellectual property, and patents, see the section on intellectual property below. Also, in the special case of written computer software, the program may in some cases be copyrighted by the University. You do not have to make any notification of copyright to be protected under the law, but if you do so, you will be afforded additional protections.

1. Basic Copyright Protection. Under the Copyrights Act of 1976 (PL 94-553), you automatically hold copyright privileges for your work without making notice or registration. For works created on or after January 1, 1978, this copyright extends from the moment of the work's creation, through the life of the author, plus an additional 50 years after the author's death.

2. Lamar requires a copyright page be added to all dissertations. There is a UMI form that is filled out by all students that is sent to the library. You will obtain the UMI from the Graduate Studies Office once your final dissertation is approved.

Lamar University can claim co-ownership of copyright in cases where the work meets the conditions stated in the Intellectual Property policy statement of the Texas University System.

Paid and Unpaid Assistance

All dissertations are, in fact, collaborative projects between the student and the dissertation committee. You will receive much assistance with the direction of your research from your chair and committee. Additionally, all programs permit you to engage help with the physical formatting of your document. This can include typing, word processing, editing, printing, binding, and photograph development. A colleague's critical review of your document is generally recommended as well. The acceptability of further assistance is at the discretion of your dissertation chair.

Anything that diminishes intellectual ownership of your work is much more than assistance and is not permissible. Check with the chair of your dissertation committee if you have any questions about the nature of what is acceptable. *All assistance you receive, paid and unpaid, must be disclosed and briefly described, in the acknowledgment section of your dissertation.*

University Microfilms International

University Microfilms International (UMI) is a service which will copy your dissertation onto microfilm; include a citation in the paper, on-line, and CD-ROM indexes it publishes; and act as a distributor of the work. Dissertations are listed in UMI's on-line indexes and CD-ROM products.

UMI will also provide microform and print copies to parties who wish to have a copy of your work. UMI's agreement with you will be for exclusive rights for microform distribution and nonexclusive rights for distribution in other media. This means you may not engage another party to make microform copies, but you are not prevented from publishing your document in print at a later time, or providing print copies yourself. You may also order discounted copies of your own publication in various media (i.e. microfiche, hard copy, and CD Rom).

The Dissertation Process

The following sections outline the dissertation process in the Department of Educational Leadership at Lamar University. It is important that you allow enough time for the logistics of writing and producing your dissertation.

Prerequisites

Prior to conducting dissertation research, the following prerequisites must be completed:

- In conjunction with the Doctoral Program Director identify a dissertation chair (usually early spring prior to EDUD 6361.) Do not ask anyone to chair your dissertation prior to this.
- With approval from your Chair, select two or more additional committee members. Do not ask any faculty member to serve on the committee without your chair's approval.
- File the Appointment of the Dissertation Committee form (D-1) with the Program Director.
- A pre-prospectus meeting will be held with your committee toward the beginning of EDUD 6361. The Chair will complete a Pre-Prospectus Approval form (F-2) to be filed in your department file.

Pre-Prospectus

There are several prerequisites before beginning the formal dissertation work. One of these is the pre-prospectus. Immediately prior to beginning the course EDUD 6361: Dissertation I Proposal Writing, you will construct a pre-prospectus of about 8 - 10 pages. This is the first step toward writing the formal proposal and is generally used to introduce dissertation committee members to your area of study. The pre-prospectus framework includes:

1. **What is the rationale for the study?** Begin with a brief section that explains the need for a study of this type. In other words, what is the rationale for this study? This should be supported by the research and cited.
2. **What is the main question? What are possible research questions?**
3. **What is the theoretical grounding for the study?** The pre-prospectus should provide a very brief overview of the theory base which frames the study.
4. **Provide a brief outline of the literature review.**
5. **How are you going to go about answering the question? What methodology will you use?** Think through what you are proposing to do to answer the question in a systematic and convincing way.
 - * Who will you sample?
 - * How will you gather data?
 - * How might you analyze the data?

6. **What do you expect your study to contribute to the field of leadership?**

The pre-prospectus will have the following components: APA title page, body of the pre-prospectus and references. It will be double spaced and no more than 10 pages.

Committee members are given a hard copy of the pre-prospectus when inviting them to be on the committee.

Pre-Prospectus Meeting Format

The pre-prospectus meeting is held just prior to or early in the semester that the student is enrolled in EDUD 6361 – Dissertation Proposal Writing. This is a brief meeting (lasting approximately one hour) for the purpose of giving committee members an opportunity for early input into the writing of the first three chapters. In the meeting, students briefly describe the problem statement, discuss the outline that the literature review will follow and identify the proposed methodology.

Constructing the Formal Proposal

The proposal constructed in EDUD 6361 will be under the direction of your chair and the professor of record for this course. The proposal is generally the first three chapters in a traditional dissertation and is usually approximately 60 pages in length.

In addition, students must adhere to the following guidelines:

- Satisfactory completion of EDUD 6353 Synthesis Seminar allows you to apply for Candidacy. This course is conducted concurrently with EDUD 6361 Dissertation I – Proposal Writing.
- Submission of a formal proposal in EDUD 6361 Dissertation I which includes: Title Page, Table of Contents, Chapters I, II, III, References, and Appendices. The IRB is also completed in this course, but not submitted until after the Defense.
- All prerequisite courses must be successfully completed as well as EDUD 6353 prior to Advancement to Candidacy.
- Register for EDUD 6362 Dissertation II under the direction of your Chair.
- Notify and provide committee members hard copies of complete proposal 10 days prior to the proposal defense.
- Defend the proposal as early as possible to advance to Candidacy. Complete Dissertation Proposal Defense Report Form (D-4b).
- After successfully defending the proposal, submit Advancement to Candidacy Certificate of Approval (D-4c).
- Submit IRB application and supporting materials with direction from your Chair to the Doctoral Program Director for signatures and to be forwarded to the University IRB committee.

*Protocol for Students and Committee Members for
Proposal Meeting and Dissertation Defense Meeting*

- After the Chair approves, provide committee members with a **hard** copy of the proposal/dissertation that has their name penciled on the front page. Provide committee members with an electronic copy if one is requested in addition to the hard copy.
- Adhere to the timeframe stated in this handbook.
- Committee Members: If after reading the document, you feel the need for major changes/suggestions, please address these to the Chair before talking with the student and prior to either the proposal defense or dissertation defense.
- Committee Members: Mark all edits and suggestions on the hard copy and bring this to the meeting. This copy will be returned to the student at the end of the meeting.
- Committee Members: Please mark pages that have edits or comments with a Post-It, turned down pages, or some other easily noticeable way.
- If committee members have major concerns with the Dissertation, the chair must be contacted five days prior to the **dissertation defense** date. This will allow time to meet with the committee or chair and to re-schedule the actual defense.

Proposal Defense Format

The proposal hearing focuses on the following questions:

1. Will this study contribute to the knowledge base?
2. Is the proposed study feasible?
3. Is the methodology appropriate?
4. Is the study grounded in the literature?

In the proposal hearing students have approximately 15 minutes to give the study background. The committee will follow with questions for approximately 45 minutes. The meeting will close with specific recommendations to be implemented in the dissertation.

Continuing Work on the Dissertation

Once the formal proposal has been approved by the committee, the IRB submitted and approved, students should make all revisions to Chapters 1 – 3, **proofread, double-check and cross-check all references, verify the correctness of the Table of Contents with headings in the proposal** and submit hard copies of the corrected chapters to each committee member. This should be done while awaiting approval of the IRB. If a student is working with an editor – this is the time to begin involving that individual in the process. Once the proposal has been **corrected and proofread**, submit a hard copy to the chair and committee members. Then students may begin to gather data.

1. Letter grades will be submitted upon completion of EDUD 6361 and EDUD 6362.
2. In consultation with the dissertation chair, enroll in six dissertation hours for the spring semester (EDUD 6363 and EDUD 6364) if you plan to graduate in May, otherwise enroll in three dissertation hours only.

3. Twelve dissertation hours must be completed before the degree will be conferred.
4. After advancing to candidacy, students must continue enrollment in dissertation hours until the dissertation is successfully defended. (Example: even though you enroll in EDUD 6364 for three semesters more than once while you complete the dissertation – only three hours of dissertation credit are earned upon successful defense of the dissertation).
5. Award of credit for the final dissertation course is contingent upon successful defense of the dissertation. Therefore, No Grade (NG) will be recorded in EDUD 6363 and EDUD 6364. When the dissertation is successfully defended, a letter grade will be submitted for both classes.
6. **Important Note: Students must be enrolled in EDUD 6364 in the semester of graduation. (Students who expect to graduate in the summer must be enrolled in EDUD 6364 Summer III.)**
7. **Follow the guidelines in the Graduate School Bulletin for the timeline for defense of the dissertation and graduation. (Dates change every year for every semester – check the Graduate School Bulletin for exact dates! Do not miss the deadlines. Put them on your calendars.)**
 - a. Apply for graduation in the Office of Graduate Studies (usually the end of February.)
 - b. Pay graduation fees at the Cashier's Office and University Bookstore – (first four weeks of the semester).
 - c. Complete Schedule for Doctoral Dissertation Oral Defense form (D-5) to notify Office of Graduate Studies when and where the defense will take place –10 days prior.
 - d. Provide committee with hard copies **10 working** days prior to defense. Be sure to proofread the draft carefully before providing it to the committee. **The dissertation copy provided to the committee at the Dissertation Defense should be as close to error-free as possible!**
 - e. Defend dissertation by mid-March at the latest!
 - f. Bring Dissertation Defense Report, **Form (D-7)**, to defense for signatures. Also bring as many copies of the Dissertation Signature Page (on the Bond paper) as you plan to order dissertations. These will be signed by committee members at the conclusion of the successful defense.
8. After dissertation defense (by mid-March for May graduation) and chair's approval of final paper draft, submit two copies of revised paper to the doctoral office, and include a copy of all pages from the Defense draft showing needed corrections – these will be placed in your doctoral file in case they are needed prior to final approval from the Graduate Office. At that time the Dissertation Defense Report, **Form (D-7)**, will be sent on for additional signatures.

9. The Doctoral office will submit this single, unbound preliminary copy of the dissertation to the Office of Graduate Studies. Please do this as early as possible prior to the Graduate Office's deadline with the dissertation chair and the doctoral director's approval. Attach a copy of Dissertation Approval Form (F-8) to the front.
10. Follow General Guidelines from Graduate School for submitting all materials to the Graduate Office before the first of May. When you calculate the number of official bound dissertation copies you need to submit to the Office of Graduate Studies, include the required copies, as well as personal copies you want returned to you. The required copies include two for the library, one for the department, and one for each of your committee members. Taxes will not be assessed against these **required** copies. However, taxes will be assessed on the cost of additional copies, which are not required.

The Dissertation Committee

The dissertation committee is composed of no less than three members and generally no more than five members. All dissertation committee members must be approved by the dissertation committee chair. The chairperson of all dissertation committees must be a member of the doctoral program faculty of the College of Education. At least two of the committee members, including the committee chair and/or co-chair, must be from the doctoral program faculty of the COE, while one member must be a member of the Educational Leadership faculty. All committee members must hold the appropriate graduate faculty status.

Outside Committee Members

Additional dissertation committee members may be selected from the Graduate Faculty of Lamar University or from outside of the university, as long as they are members in good standing or eligible for temporary membership in the graduate faculty of Lamar. In all cases, the person must hold a terminal degree (Ph.D. or Ed.D), be approved by the Doctoral Director, and be eligible for graduate faculty status.

10 Day/5 Day Rule

When establishing a timeline for the work of your project, allow at least **10 working days** for the committee to review your writing before each meeting. Provide a hard copy of the proposal 10 working days prior to the proposal defense, and provide a hard copy of the complete dissertation at least 10 working days prior to the dissertation defense. Keep in mind that you will be waiting for three or more busy people to review your written work. In order to avoid conflicting suggestions from committee members, always work through your dissertation chair, who will function as your mediator/ advocate.

*Committee Members: Notify the Chair at least **five working days** prior to the defense if you do not feel that the dissertation is ready to be defended successfully. This will allow time for conferencing with committee members and the student as needed and also provide time to re-schedule the defense.

*For the dissertation defense meeting, the committee members should be provided a complete copy of the document following the page guidelines in this handbook under the section titled "Parts of

the Dissertation.” **This copy of the dissertation should be carefully proofread and be as error-free as possible.**

The Defense

When dissertation committee chair and other committee members are satisfied that your work is complete or nearly complete, you will be invited to schedule your defense. The defense of a dissertation usually consists of an oral examination administered by the committee, although the exact format for the defense varies according to the dissertation chair. Attendance at the defense of the dissertation is limited to graduate students and other university faculty members in addition to your committee members.

The Graduate School Office should be notified at least 10 days in advance of the defense. The Schedule for Oral Dissertation Examination, (**Form D-5**), with a one-page abstract attached, should be completed and filed with the Graduate School and the College of Education 10 days prior to the defense. The D-5 form provides your name, your program, the title of your project, as well as the time and location of the defense. A one-page abstract should be attached. It is the student's responsibility to notify the Graduate Office following the Chair's approval to do so and to complete the appropriate forms throughout the dissertation process.

The dissertation defense hearing generally lasts for approximately one hour. You will have the first 20 minutes to discuss your dissertation. At this time, you will emphasize findings, conclusions and implications for practice. The following time is for the committee to ask in-depth questions about the dissertation. Be prepared to defend conclusions based on findings and to defend any implications based on conclusions and findings.

After the committee has completed any questioning, the candidate and any others who are in attendance will be asked to leave. Deliberations of the committee will be in private.

Possible results of the deliberations include unqualified approval, approval pending specified changes in the document, or rejection. If the committee rejects the dissertation at this time, specific recommendations will be made to guide your continued work on the dissertation and a new defense date will be re-scheduled as soon as the work is ready.

If the dissertation is accepted, committee members will sign the Doctoral Dissertation Defense Report, **Form D-7**. This is also an appropriate time for the committee to sign the Signature Pages for the Dissertation. Be sure to bring with you the number of Signature Page copies on bond paper that you will need. Do not forget to bring a quality, black ink pen – in fact, bring several of these to complete the signing more quickly.

Submission of the Dissertation

All of the following must be completed at least four weeks before your planned graduation date. Check the Graduate Office Guidelines for Dissertation which is available through the Graduate School. You must:

- Make any changes suggested by the dissertation committee during the dissertation defense.
- Submit two final draft copies to your dissertation chair for approval. (Also submit copies of

- pages needing correction from the defense for your file.)
- After your dissertation chair has approved the final draft, the Doctoral office will submit the final draft to the Office of Graduate Studies.
 - Obtain all necessary signatures on required forms for the Office of Graduate Studies on the bond paper. This should be done at the time of the defense.
 - Once the dissertation is approved by the Office of Graduate Studies and all required corrections are made, then take copy of the dissertation to the appropriate offices and pay fees for copyright, microfilm, and copies.
 - Submit all copies to be bound to the Office of Graduate Studies with paid invoice for binding charges from the Cashier's office (three required copies, committee members' required copies, plus personal copies) on 20 pound bond paper with minimum 25 percent cotton fiber. This must be done by the date established each semester by the Graduate School.
 - You must order two bound copies for the Lamar library archives, one copy for the Doctoral office, one copy for the chair, and a copy for each committee member. Do not forget to order extra copies for your personal use!
 - Complete and provide to the Doctoral office a copy of the Dissertation Copies Order Form.

Preparation of Final Manuscript

The *final manuscript* is the document that is signed by the Doctoral Director, the committee, the Dean of the COE and the Dean of the College of Graduate Studies; and then bound and placed in the library. Therefore, the manuscript must be of highest quality with respect to content and presentation. You bear the primary responsibility for quality, but you must realize that each member of the Doctoral Dissertation Committee also bears responsibility and is not obligated to sign the signature page until satisfied with the overall quality of the dissertation.

Before making copies of the manuscript, thoroughly proofread all pages of the dissertation to make sure all the mechanical specifications have been met. Failure to meet all specifications will result in the manuscript being returned for correction, causing the expenditure of additional time, money, and possibly delayed graduation.

Mechanical Specifications

Paper

Twenty pound (20#) bond paper with 25% cotton fiber content and 8 1/2 by 11 inches in size is required for all bound pages in all copies as well as the original. For materials too large for binding and contained in a pocket, e.g., charts and maps, and suitable high quality paper must also be used.

Type

The preferred font is Times New Roman 12-point as is used in this Dissertation Guide. Where necessary, smaller type may be used in figures and tables, however, all letters and numbers must be large enough to be reproduced clearly on microfilm. If there is any question as to whether or not a particular type is acceptable, the student should bring a sample of the type to the Graduate Office for examination and approval.

Title

The dissertation title should not exceed 18 words. (Page counts, but not numbered).

Pagination

For preliminary pages, e.g., Table of Contents, List of Figures and Tables, lower case Roman numerals must be placed in the center, one inch from the bottom edge of the page. Begin pagination in lower case Roman numerals on the acknowledgements/ dedication page (iii). For all other pages, except the title, signature page, abstract and copyright page, Arabic numerals are placed in the top right corner-last name and page number - Smith 5.

Spacing

Text and Bibliography/References must be double-spaced. Footnotes, captions, and figures may be single-spaced. Appendix materials also may be single-spaced. Long tables can be single-spaced.

Margins

All pages of the dissertation must have the following margins: 1½ inch on the left for binding and one inch from the bottom, on the right and the top. For pages bearing a primary heading (Title page and Chapter Titles), the top margin is two inches. The first line of each paragraph should be indented using the default tab. Equations, formulas, and other such notations should be centered.

Justification

All text in the body of the dissertation must be left justified.

Headings

Major divisions of the dissertation, e.g., Introduction, Chapters, Bibliography, and Appendix, require primary headings and must begin on a new page.

Primary headings are centered two inches from the top edge of the page and typed in all capital letters (Level 5 headings). The first line of text below the heading should be double-spaced beneath it.

Secondary headings are centered, with the first letter of each word capitalized, and do not require a new page. Double spaces should be above and below secondary headings (Level 1 headings).

The next level of headings are capitalized, italicized, and centered (Level 2 headings). Double spaces should be above and below these headings. Level 3 headings are even with the left margin and italicized. Level 4 headings are indented, italicized, with a period. (All dissertations will use five levels of headings - see *Publication Manual of the APA*, 5th Edition). APA has specific guidelines for levels of headings – see appendix.

Figures and Tables

Line drawings and diagrams, maps, charts, halftones, photographs, etc. are considered as figures and should be of professional quality. Photographs and figures may be either color or black and white. Original photographs or high resolution reproductions are acceptable.

Tables within the text are to be consecutively numbered 1, 2, 3, 4, 5, regardless of the chapter in which the table appears. Tables in appendices are to be numbered according to the appendix in which the table appears. For example, A-1 is table number one in Appendix A and B-2 is the second table in Appendix B. (Refer to 3.65, "Table Numbers," in *APA Manual, 5th Ed.*, page 155).

Photocopies Are Not Acceptable.

If photographs are pasted to the page, a high quality of long-lasting cement must be used. Figures and tables require captions, which should be single-spaced. If there is insufficient space within the required margins for both the figure/table and caption, the caption may be placed on a facing page, the back of which is blank. Tables are labeled at the top of the table. Figures are labeled at the bottom of the figure. Two double spaces above and below each table and figure.

Captions must be in the same type as the text and listed as written in the List of Figures and List of Tables sections of the dissertation. *No text or number* on a table or figure should be (after reduction) smaller than the equivalent character in a character set whose shortest letters are two millimeters high. A wide illustration must be placed broadside on the page, with the top at the binding (left) side. Tables and figures should be centered on the page. *Long tables may be single-spaced.*

Reference Citation

Style and manner of reference citation and bibliographic format follow the *5th Edition of the American Psychological Association* style manual. It is legally and ethically imperative that you accurately cite all sources used in your dissertation. A document the size of a dissertation is an extensive and time-consuming project. Be mindful of this from the beginning, and choose a method that will allow you to track all materials used efficiently.

Parts of the Dissertation

The dissertation should be arranged as follows:

- Flyleaf – Blank page for protection in the binding
- Title Page
- Signature Page
- Copyright Page
- Abstract – Limit to one page, approximately 150 words. No page number and do not count. Include brief, concise description of the problem, methodology, salient results, conclusions, implications for practice. Abstract is posted on the announcement of the defense of the dissertation and bound with the document. This is used by those accessing CD-Rom systems to determine whether or not your work may be helpful to them; therefore, be careful to assure an accurate description of the study in the abstract text.
- Acknowledgements – Pagination is with small Roman numerals; first page with number iii. Remember to acknowledge those who helped with edits, typing, statistics, advising, etc.

- Table of Contents – Paginated outline listing all headings and subheadings.
- List of Tables (if used) (Font can be smaller within tables and figures)
- List of Figures (if used)
- Abbreviations, glossary – optional
- Text – Main body of the dissertation – Page one begins here and goes all the way through to the end of the dissertation. No dissertation title on first Chapter One page.
- References
- Appendix/Appendices – as needed
- Biographical Note – One-page autobiographical sketch emphasizing education and professional experience. Identify typist and style manual at the bottom of the page.
- Blank Page

Note: While the Dissertation Approval form, (Form F-8), is not considered to be part of the dissertation, it should be attached to the front of the dissertation every time it is submitted to the Graduate Office for corrections.

Submission of Final Copies

After a successful defense, the following steps must be completed as a formal requirement by the Graduate School Office. It is the doctoral candidate's responsibility to ensure that each step is completed and that all requirements are met. The student must come to campus and complete each of the following steps to ensure complete coverage.

1. Print three corrected copies of the dissertation and deliver one copy to the dissertation chair and one to the Doc office. Attach one set of pages that were provided at the Defense with needed corrections to the chair's copy.
2. The Doctoral Office will take the corrected copy to the Graduate School Office for a formatting check by the Graduate School Office manager. These copies may be on regular weight paper typically used in copy machines. Subsequent to assessment by the Graduate School Office manager, make changes to the dissertation, paying particular attention to each noted change. (Do as early as possible in March or April).
3. The Graduate Office requires three official/approved copies on bond paper (minimum of 25% cotton) for binding on or before one week prior to graduation (Check with Graduate Office because the date changes every semester.) Of the three required copies, two are for the library, and one is for the doctoral office. In addition, you are required to provide your chair and each of your committee members with a copy. Also submit candidate's additional personal copies at this time. A binding fee will be charged for all bound copies.
4. All signatures except the Graduate Dean's signature must be placed on the signature page before final copies are submitted to the Graduate Office. **All signature pages must have original signatures.** (See sample in this handbook.)
(All signed signature pages must be placed in one clasp envelope and delivered to Graduate Office with copies of dissertation.)

5. Next take the approved copy to a print shop to copy onto 20 pound bond paper with 25% cotton fiber (three copies, plus the number of copies needed to provide the chair and each committee member with his or her own copy, plus the candidate's desired number of additional copies). Do this in person; do not entrust this important step to anyone else!
6. All final cotton bond copies must be placed in envelopes with clasps. (Signature pages should also be on bond paper). Be sure you have carefully placed inside the envelope all the pages in the proper order. All pages should be in the envelopes except the signature pages. Put the signature pages in a separate envelope. Then move to the next step.
7. Two extra copies of the abstract must be included for publication by University Microfilms, Inc. **Include author's name and title of work at the top of the abstract page.**
8. Signature pages should be signed at the Defense. Use standard black ink pen for all signatures. It is best to use the same pen for all signatures. These forms are all originals and will be put in the front of each bound copy when sent for binding.
9. Take envelopes and folder containing the signed signature pages to the Graduate School Office. **(Do this in person.)** The Graduate School office manager will give you an invoice for binding charges. You will take that invoice to the cashier, pay the binding fees, and return the receipt of payment back to the Graduate School office manager. When the bound copies are ready, they will be sent to the department minus the copies for the library, and you will be notified that your bound dissertations may be picked up.
10. As a final step, your professor will complete a grade change for the final Dissertation courses (EDUD 6353 and EDUD 6354) when the Graduate School Office has all the signature pages and the envelopes with the 25% cotton fiber and 20 pound bond paper copies.

Other Mandatory Format Requirements for the Print Copies of Dissertation

The following are *mandatory requirements for the print copies* of your dissertation. The purpose of these requirements is to ensure that your document can be successfully bound, that it will remain well preserved, and that it will have a professional and attractive appearance.

Language

The dissertation must be written in English.

Margin

The inside, left margin of all pages must be 1 1/2 inches wide for binding.

Ink Color

The text must be printed in black ink.

Printing

The final copies must be printed, one-sided, directly onto the appropriate paper by a laser printer, letter-quality printer, or typewriter; or be professionally photocopied onto the appropriate paper from a draft produced by a laser printer, letter-quality printer, or typewriter. Dot matrix printing is not acceptable, nor is a poor grade of photocopy. The final copies should be crisp, clean and free of smudges, erasures, or corrections.

Binding

The final copies must be book-bound with red covers with gold or white lettering on the front cover and along the spine. Lettering should be with initial capital letters only, not all capitals. Documents longer than 500 pages or more than three inches in thickness without the binding should be bound in two parts. Dissertations failing to conform to the above requirements will not be accepted.

Research Dissertations: Traditional Styles of Qualitative and Quantitative

There are three primary acceptable styles of dissertations: qualitative, quantitative, and mixed methods. A suggested format will be outlined in the sections to follow for qualitative and quantitative dissertations. Chapters 1, 2, and 3 are submitted as the formal proposal. Depending on the dissertation chair, these chapters may be written in the future tense or the past tense. If written in the future tense, after the proposal hearing, remember to go back and change all verb tenses from the future tense. Also, after the proposal hearing, you will continue to revise and refine Chapters 1, 2, and 3 as needed. Chapters 4, 5 and other chapters are included in the dissertation.

Traditional Qualitative Dissertation

A qualitative dissertation may follow many formats but the underlying philosophical foundation guides the development through implementation. The general purpose of the outline is to guide in developing the dissertation from the proposal through completion of the project. Students who prepare a qualitative dissertation should be mindful of reviewing relevant research and literature.

(2" margin from top)

CHAPTER I [Qualitative]

INTRODUCTION TO THE STUDY [10-15 pages]

Background of the Problem

This section is a brief introduction to the research. First, the problem that will be addressed in the study is introduced with a link to the broader context. Second, broad areas of theory and related research are outlined.

Problem Statement

In this section, the researcher focuses the problem and situates the research within theory, policy, or practice. Begin with a paragraph that identifies the topic of the study in a way that appeals to a wide readership. Next discuss within the framework of the topic, a current problem or issue that needs to be addressed. Discuss the published literature on this problem (Think in groups of studies, rather than individual studies). Point out gaps or deficiencies in the literature. (See Creswell & Clark, 2007, p. 94-95).

The Purpose of the Study and Research Question(s)

The task for the researcher in this section is to pose the purpose of the study and question(s) that is/are general enough to evolve during the course of the research, but yet focused enough to provide direction in the research. **Remember**, every chapter should include the purpose statement at the beginning stated in exactly the same way!

Rationale/Significance of the Research

It is in this section that the researcher develops an argument that the research is an important contribution to the field. [An overview of the literature that will be detailed in the next chapter is appropriate here.]

Assumptions

Assumptions are those issues or items that are taken for granted relative to your study. An example would be: the study participants answered all of the interview questions openly and honestly.

Limitations/Delimitations

This section clarifies the boundaries of the study.

Limitations are those factors that may or will affect the study and over which the researcher does not have control. This constrains generalizability of findings. For example, a study of English language acquisition among native Spanish speakers based on data from a truly representative sample of this group, would allow the researcher to make generalizations about this to the larger population even though they were not included in the study. However, this could not be generalized to other language speakers.

Delimitations are factors that may or will affect the study that are controlled by the researcher. For example, delimitation might be that the study included only those superintendents who had been serving in the same district for at least five years. You will want to prepare a statement of purpose or intent that clearly sets out what is meant to be accomplished by the study but that also includes a declaration of what the study does not intend to cover and why.

Definitions

Conceptual and/or operational definitions should be provided for terms unique to the study. In all cases, definitions should be grounded in appropriate research literature.

Summary/Organization of the Study

Chapter One and the other chapters usually conclude with a section that delineates the contents of the remaining chapters in the study.

Example: In Chapter One, the researcher has introduced the study. In Chapter Two, the literature is reviewed. The methodology is explained in Chapter Three....

(2" margin from top)

CHAPTER II [Qualitative]

REVIEW OF RELATED LITERATURE

[30-60 pages]

A thoughtful and insightful discussion of related literature builds a logical framework for the research that sets it within a tradition of inquiry and a context of related studies (Marshall & Rossman, 1999). This section should incorporate a tightly-bound and interconnected body of literature that supports the reader in understanding the assumptions and the significance of the research.

For readability and clarity of argument, it is recommended that you follow an outline. Also, make careful use of headings and sub-headings throughout the chapter as you discuss the related research/literature.

Introduction

Begin the introduction of the literature review with a restatement of the problem or purpose exactly as it was written in Chapter I. At the end of the introduction, point out how the chapter is organized. (This should be consistent with Level 1 or 2 headings in the chapter.) Be sure to develop an outline for use in writing this chapter and use headings and sub-headings throughout the literature review for clarity.

Other points for attention as you write the literature review:

1. Limit paragraph length to approximately 15 – 20 lines.
2. One sentence is not a paragraph.
3. Demonstrate to the reader a comprehensive grasp of the field and awareness of important recent substantive and methodological developments.
4. Delineate the “jumping off place” for your study. How will your study refine, revise, or extend what is now known?
5. Avoid statements which imply that little has been done in the area or that what has been done is too extensive to permit easy summary.
6. Avoid excessive use of quotations. These should only be used when the quoted material is stated in a unique way and can be inserted without breaking the continuity of the writing.
7. Be sure that the literature review covers topics related to all research questions.

Summary

The chapter will conclude with a brief summary that directs the reader to the following chapters. In Chapter II, the researcher has reviewed the literature. The methodology is presented in Chapter III. In Chapter IV, the findings are presented. A summary of the study, conclusions, implications for practice, and recommendations for further study are discussed in Chapter V.

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CHAPTER III [Qualitative]

DESIGN OF THE STUDY

[12-20 pages]

The purpose of this section is to provide the reader with detailed information about the design of the study. Understanding the nature of the design is critical to judging the trustworthiness of the research; therefore, this section must be linked to the previous two sections in a logical and meaningful way.

Introduction/Overview

Repeat what the study is all about. Offer the reader a brief overview of the design. Detail will be provided in the following sections.

The Participants and/or the Setting

It is in this section that the “who” and the “where” of the research is detailed and a rationale for those choices offered. Some chairs prefer that this is divided into two separate sub-topics.

The Role of Researcher

The researcher is the instrument in a qualitative study. Your role must be clearly defined, described, and supported through the literature on qualitative design.

Data Collection

The nature of data collection methods are described here. Interviews, participant observation, and artifact analysis are among the array of data collection tools that may be used.

Treatment of the Data

The issue addressed in this section is the nature of the analysis procedures that guided the interpretation of the data collected. You may follow a constant comparative analysis procedure, code segments of data and look for themes and patterns that seem to be evident, use a narrative analysis technique, or utilize a computer data management program to assist in the analysis. Support chosen analysis methods by citing the literature.

Provisions for Trustworthiness

Trustworthiness is the extent to which we can place confidence in the outcomes of the study (Lincoln & Guba, 1985). Describing the multiple sources of data collection, the audit trail followed in the research process, and member checks are examples of processes that support trustworthiness.

Summary

This is very brief without citations. It directs the reader to the following chapters.

Traditional Quantitative Research Dissertation

The format for most quantitative dissertations follows the following outline; however variations as needed may be made with approval from the dissertation chair.

(Numbered as text) Doe 1

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CHAPTER I [Quantitative]

INTRODUCTION TO THE STUDY

[10-15 pages]

Background of the Problem

This section is a brief introduction to the research. First, the problem that will be addressed in the study is introduced with a link to the broader context. Second, broad areas of theory and related research are outlined.

Theoretical Foundation

Identify and discuss the conceptual base for the study and the foundational paradigm.

Problem Statement

In this section, the researcher focuses the problem and situates the research within theory, policy, or practice. Begin with a paragraph that identifies the topic of the study in a way that appeals to a wide readership. Next discuss within the framework of the topic, a current problem or issue that needs to be addressed. Discuss the published literature on this problem. (Think in groups of studies, rather than individual studies.) Point out gaps or deficiencies in the literature. (See Creswell & Clark, 2007, p. 94-95).

Statement of the Purpose

Be certain to include somewhere a sentence such as: The purpose of this research is . . .
REMEMBER, every chapter in the dissertation should include the purpose statement at the beginning. It must appear exactly the same throughout the dissertation!

Research Questions

There should be a few research questions to guide the study's development.

Rationale/Significance of the Study

Indicate the importance of the study or the need for the study.

Assumptions

Assumptions are those issues or items that are taken for granted relative to your study. An example would be: the study participants answered all of the interview questions openly and honestly.

Limitations/Delimitations

This section clarifies the boundaries of the study.

Limitations are those factors that may or will affect the study and over which the researcher does not have control. This constrains generalizability of findings. For example, a study of English language acquisition among native Spanish speakers based on data from a truly representative sample of this group, would allow the researcher to make generalizations about this to the larger population even though they were not included in the study. However, this could not be generalized to other language speakers.

Delimitations are factors that may or will affect the study that are controlled by the researcher. For example, delimitation might be that the study included only those superintendents who had been serving in the same district for at least five years. You will want to prepare a statement of purpose or intent that clearly sets out what is meant to be accomplished by the study but that also includes a declaration of what the study does not intend to cover and why.

Definitions

Conceptual and/or operational definitions should be provided for terms unique to the study. In all cases, definitions should be grounded in appropriate research literature.

Summary and Organization of the Study

Chapter One, as well as the other chapters, concludes with a section that delineates the contents of the remaining chapters in the study.

Example: In Chapter One, the researcher has introduced the study. In Chapter Two, the literature is reviewed. The methodology is explained in Chapter Three....

(2" margin from top)

CHAPTER II [Quantitative]

REVIEW OF THE LITERATURE

[30 to 60 pages]

Introduction

Begin the introduction of the literature review with a restatement of the problem or purpose exactly as it was written in Chapter I. At the end of the introduction, point out how the chapter is organized. (This should be consistent with Level 1 or 2 headings in the chapter.) Be sure to develop an outline for use in writing this chapter and use headings and sub-headings throughout the literature review for clarity.

Other points for attention as you write the literature review:

1. Limit paragraph length to approximately 15 – 20 lines.
2. One sentence is not a paragraph.
3. Demonstrate to the reader a comprehensive grasp of the field and awareness of important recent substantive and methodological developments.
4. Delineate the “jumping off place” for your study. How will your study refine, revise, or extend what is now known?
5. Avoid statements which imply that little has been done in the area or that what has been done is too extensive to permit easy summary.
6. Avoid excessive use of quotations. These should only be used when the quoted material is stated in a unique way and can be inserted without breaking the continuity of the writing.
7. Be sure that the literature review covers topics related to all research questions.

Summary

The summary of the literature review is brief and is in your own words - do not include citations in the summary. Remember, to conclude each chapter with a brief statement of what follows: In Chapter II, the researcher has reviewed the literature. The methodology is presented in Chapter III. In Chapter IV, the findings are presented. A summary of the study, conclusions and implications for practice and recommendations for further study are discussed in Chapter V.

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CHAPTER III [Quantitative]

METHODOLOGY

[12 to 20 pages in the proposal]

Introduction

The steps in this chapter vary widely depending on the general research design. Once again, this is a transition from Chapter II and should include a restatement of the study's purpose using the same words as were used in the original problem statement in the chapter introduction.

Research Questions and/or Hypotheses

Hypotheses may be relevant to theoretical, experimental, or causal comparative research, and when you state hypotheses, the reader is entitled to have an exposition of the theory that lead to them (and the assumptions/paradigms underlying the theory). Not all quantitative studies require hypothesis statements, but they do require research questions.

Hypotheses may be written in five kinds of statements: Research hypothesis, Literary null, Operational null, Literary alternative, and Operational alternative (Gay, 2000).

Research Design

Identify and explain the design to be used. Indicate the steps you took to answer every question or to test every hypothesis. Indicate the control variables. Indicate the variables you randomized. Label and define the components.

Sample/Participants

This includes a description of the individuals who participated in the study and the procedures used for selection. Discuss issues of external validity, (i.e., generalizability, probability sampling, random selection, and random assignment, etc.).

Instrumentation

Outline instrumentation to be used. Consider issues of validity, reliability and objectivity. Break the instrumentation into subparts and identify the developer. Pilot study information is generally included in this section.

Data Collection Procedures

Describe data collection, controls, human subject protection, etc.

Data Analysis

Describe the tools used such as SPSS, EXCEL, etc. and provide a brief overview of tests or types of analyses.

Summary

Conclude with a brief summary and direct the reader to the next chapters.

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General Guidelines to Follow for Chapters IV and V for
Qualitative, Quantitative and Mixed Method Dissertations

Upon completion of the first three chapters of a qualitative, quantitative, or mixed methods dissertation work, the candidate's dissertation committee members will meet and review the student's progress in the formal Dissertation Proposal Hearing. At that time they will make any suggestions germane to the general direction of the study, and provide the candidate with specific recommendations relative to modification, deletion or addition to the design, analysis or general procedure.

Following satisfactory proposal presentation, the candidate will revise chapters I – III to the past tense (where applicable) and proceed to completion of the research including other revisions and refinements of Chapters I – III and construction of Chapters IV and V and others as needed.

Consult often with your Dissertation Chair regarding all chapters as there are several appropriate methods to follow based on the study design.

(2" margin from top)

CHAPTER IV

FINDINGS/PRESENTATION/ANALYSIS OF DATA

Introduction

Begin this chapter with an introductory paragraph that briefly describes the problem exactly as it has been stated in the other chapters; then explain how the chapter is organized. Many times the introduction includes information about the participants. In qualitative dissertations findings may be presented in several chapters depending on the qualitative design. For example, it is possible that each individual or case presented in a study will be reported in a separate chapter, followed by a subsequent chapter (this one), which discusses the findings and the emerging themes.

Presenting the Findings

Have an organizational strategy. For example, findings can be presented chronologically, by variables, by the research questions, or whatever seems most appropriate for your study. Organizing data by the research questions is most often recommended. Here you would present all the findings, qualitative, narrative and statistical data.

If you use tables/figures to describe data, be sure that the table/figure is clearly understood and formatted correctly. The title should report what is in the table. The narrative should not repeat all that is in the table/figure, but highlight information. The table/figure should be referred to in the narrative preceding the placement of the table/figure. Do not overuse tables/figures. Only use tables/figures when they enhance the findings or when a graphic makes it easier to understand the findings.

Qualitative data are usually presented in narrative form. Organize information into themes or categories parallel to the research questions and the related guiding questions. Confer often with your advisor about the best ways to present the rich data that emerged from your study.

Summary

Summarize all the key findings in a paragraph that explains, in general, what you discovered. Then direct the reader to Chapter V.

(2" margin from top)

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, & RECOMMENDATIONS

Introduction

Re-state the study purpose and inform the reader of the chapter's organization and content.

Summary of the Study

This section contains the study summary and could stand alone as a description of the study. It contains:

1. Brief overview of the problem;
2. Purpose statement and research questions;
3. Review of the study design (data collection and data analysis techniques used);
4. Summary of major findings.

Conclusions

This section requires you to analyze, synthesize, and evaluate your findings. State conclusions that are suggested from your interpretation of the findings; identify trends and issues that emerged; however, carefully base these conclusions on your findings. This section also discusses the “ah ha's!” that your study found. Remember, one conclusion may generalize to several of the findings.

Another part of this discussion is to relate findings to the literature (although, sometimes this is included in Chapter IV with findings). Remember, findings are the outcomes that resulted from your study and **conclusions are those outcomes synthesized into more general statements when this is possible. Do not just restate the findings.** Findings state the facts discovered by your research. Conclusions do not restate the facts, but instead relate the findings to a larger meaning. Be sure that all conclusions are supported by your data.

For example, a recent study investigated, “What snacks do 11-year old students prefer?” The study found that responses overwhelmingly noted fruit as the preferred snack. Based on this finding, a conclusion might be that even when selecting snack, students chose to eat healthy.

Implications for Practice

This section discusses who will benefit from your study, what they will learn from it and how it might impact their practice. Based on your findings, you will recommend actions for practitioners to implement into practice.

Recommendations for Future Research

This section makes suggestions to further the research on this topic.

Concluding Remarks

This section synthesizes your comments and highlights main points of your chapter. It is here that you might include personal insights or beliefs gained from conducting this study.

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REFERENCES

American Psychological Association. (2001). *Publication Manual of the American Psychological Association (5th ed.)* Washington, DC: Author.

Creswell, J. W., & Plano Clark, V. P. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.

Copyrights Act of 1976, 17 U.S.C.A. et seq. (West 1996).

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Roberts, C. (2002). *The dissertation journey: A peak experience*. University of LaVerne: Carol M. Roberts.

(See pp. 67-70 for more specific examples.)

APPENDICES

Sample Pages

(Sample TITLE PAGE- 2" margin from top of page to the title)

TITLE OF DISSERTATION

(Centered, double spaced if more than one line, all capitals)

(2 inches from title to "A Dissertation")

A Dissertation *(when you submit the Proposal write A Dissertation Proposal)*

Presented to

The Faculty of the College of Graduate Studies

Lamar University

(3 inches from "A Dissertation" to "In Partial Fulfillment")

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education in Educational Leadership

by

Jane Doe

May 2009 (month of graduation)

(1" margin from date to bottom of page)

(When paginating, count the title page, but do not place a number on the page.)

(Sample Signature Page – 1” margin from top; bring copies on 25% bond paper to the Defense for signatures)

TITLE

AUTHOR

Approved:

Sandra Harris
Dissertation Chair

E. Jane Irons
Committee Member

Michael H. Hopson
Committee Member

Elvis Arterbury
Committee Member

Sandra Harris
Director, Doctoral Program

Carolyn Crawford
Chair, Department of Educational Leadership

Hollis Lowery-Moore
Dean, College of Education

Oney D. Fitzpatrick, Jr.
Dean, College of Graduate Studies

**Do not include titles/degrees. (When paginating, do not count or number this page).*

(Sample Copyright Page – 2” margin from top of page; this page is counted, but not numbered)

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No part of this work can be reproduced without permission except as indicated by the “Fair Use” clause of the copyright law. Passages, images, or ideas taken from this work must be properly credited in any written or published materials.

(Sample ABSTRACT – 2” margin from top of page- not counted and not numbered)

Title of Paper

ABSTRACT

Student Name

This study was designed to investigate differences between levels of job satisfaction, perceived organizational support, and organizational commitment, among teachers from small rural school districts in Texas. Participating school districts were in two groups, categorized by five-year average teacher turnover rates. Using survey methods, data were collected from 230 teachers in four low turnover rate districts and from 204 teachers in four high turnover rate districts. Descriptive statistics were compiled on data for all teacher respondents. Data were analyzed by correlation analysis, multivariate analysis of variance (MANOVA), and multiple regressions. Results of the study demonstrated differences among teacher groups that implied teachers in low turnover rate districts were more satisfied, felt more support, and were more committed than teachers in high turnover rate districts. For school administrators, these findings may provide information on how job satisfaction, perceived organizational support, and organizational commitment affects teacher turnover in small rural school districts.

[The abstract has the following components: 1. problem statement, 2. research questions, 3. brief methodology information about sample, 4. data collection and analysis, 5. brief statement of findings, 6. implications.]

ACKNOWLEDGEMENTS

I would like to express my appreciation to Dr. Joseph M. Cronin and Dr. Alan Gaynor, members of my Doctoral Committee, for sharing their wealth of knowledge and guidance through the conception and completion of this study. I acknowledge especially the role of my Committee Chair, Dr. Bruce Frasier. He was an invaluable source of support and growth. He never allowed me to lose sight of the primary goal, “A first class job.”

This study could not have been undertaken without the willing participation of the administrators who agreed to be part of the study. The time they generously gave was indispensable.

The Auerbachs provided me with a loving home for the duration of my project. They were a constant source of warmth and concern, which I appreciate greatly.

Loving thanks are due my sons, Daniel and Jonathon, who accepted the idea of my undertaking a dissertation as just one more challenge to be met. If I ever faltered, they assured me it could be done.

Finally, I say thanks to Joyce Kole, who for 30 plus years, in the best fashion of friendship, has reminded me that “if you refuse to accept anything but the best, you often get it.”

(Sample TABLE OF CONTENTS – 2" margin from top; 5-level heading)
TABLE OF CONTENTS

List of Figures	xi
List of Tables	xii
Chapter	Page
I. Introduction	1
Constructing the Research Problem	1
Statement of the Problem	1
II. Literature Review (<i>Level 5</i>)	2
Introduction (<i>Level 1</i>)	3
Traditional Concepts of Power (<i>Level 2</i>)	7
Educational Concepts (<i>Level 3</i>)	14
Theory Building (<i>Level 3</i>)	16
Campus practice (<i>Level 4</i>)	17
Field practice (<i>Level 4</i>)	18
Educational Understandings (<i>Level 2</i>)	19
Summary (<i>Level 1</i>)	21
REFERENCES	92
APPENDIX A	98
APPENDIX B	99
BIOGRAPHICAL NOTE	100
<i>*Notice you cannot have 1 level of heading without 2 levels of heading except Level 5.</i>	

(Sample List of Figures – 2” margin from top of page)

LIST OF FIGURES

Figure		Page
1.	Traditional Glimpses of Power	9
2.	The Classification of Power Bases	10
3.	Leadership Perspectives	11
4.	Research Issues	212

(List of Tables is done the same way.)

Within tables and figures fonts can be smaller than Times New Roman 12 point font.

Captions for tables and figures must be Times New Roman 12 point font.

Two double spaces before and after tables and figures.

Tables: Title at top of table, Headline style, italicized, flush left with margin

Figures: Table at bottom of figure; Headline style; not italicized

(Sample Biographical Note – 2” margin from top)

BIOGRAPHICAL NOTE

Jane Elizabeth Doe graduated from Texas High School in 1988. She attended Lamar University and received her Bachelor of Science in Elementary Education in 1992. She began teaching in Beaumont Independent School District and returned to Lamar University to pursue her Master of Education Degree in Mid-Management in 1994. She became an assistant principal in 1996 and was appointed as principal of John Brown Elementary School in 1999. She was accepted into the 2004 Doctoral Cohort at Lamar University where she earned a Doctorate of Education in Educational Leadership in 2004. Currently, she continues to serve as the principal of John Brown Elementary School in Beaumont Independent School District in Beaumont, Texas.

Permanent Address: 1119 River Park, Houston Texas 77066

Style manual designation: *Publication Manual of the American Psychological Association, Fifth Edition*

Typist: Jane Elizabeth Doe

[Limit to one page]

APA Heading Level

Most Doctoral Dissertations have five levels of headings:

CHAPTER TWO – LITERATURE REVIEW (Level 5)

Introduction (Level 1)

Traditional Concepts of Power (Level 2)

Theory Building (Level 3)

Campus practice. (Level 4)

SAMPLE FORMS

The following forms can be downloaded from the Doctoral Studies website located at <http://dept.lamar.edu/leadership/doctoral/>.



LAMAR UNIVERSITY
A Member of the Texas State University System

APPOINTMENT OF DOCTORAL DISSERTATION COMMITTEE

LAST NAME FIRST NAME MI Student ID

ADDRESS CITY TELEPHONE E-MAIL

STUDENT SIGNATURE DATE

Proposed Title of Dissertation:

Dissertation Committee Members:

Dissertation Chair

Committee Member

Committee Member

Committee Member

Director of Doctoral Program Date

Chair of Educational Leadership Date

Dean of College of Education Date

Dean of College of Graduate Studies Date

D-1



LAMAR UNIVERSITY
A Member of the Texas State University System

Approval of Pre-Prospectus

To: Director of Doctoral Program Date of Committee Meeting: _____

Re: _____
 Last Name First Name MI

Members of the Doctoral Dissertation Committee have met to discuss the pre-prospectus and report the result as follows:

- Satisfactory
- Unsatisfactory

Title of Pre-Prospectus: _____

Signatures:	Satisfactory	Unsatisfactory
Dissertation Chair: _____	_____	_____
Committee Member: _____	_____	_____
Committee Member: _____	_____	_____
Committee Member: _____	_____	_____
Committee Member: _____	_____	_____

**Add or delete lines as needed.*

*File in Student Folder; Copy to Chair



LAMAR UNIVERSITY

A Member of the Texas State University System

**College of Education & Human Development
DOCTORAL Degree Plan - EDUCATIONAL LEADERSHIP**

Submit to College of Graduate Studies prior to the last 12 hours

Program of Study: Ed.D. Educational Leadership

Name _____ Student ID _____ Phone _____

Address _____ City _____ State _____ Zip _____ E-mail _____

Master's Degree from (Institution) _____ Date _____

Bachelor's Degree from (Institution) _____ Date _____

Major: Educational Leadership Admission Status _____

Cognate: ___Higher Education ___Effective Schools ___Diversity/Multiculturalism

GRE Scores _____ (Verbal) _____ (Quantitative) _____ (Written) GPA (Last 60 hrs.) _____

Dissertation Chair: _____

Committee Member: _____

Committee Member: _____

Committee Member: _____

Student Signature: _____

Director, Doctoral Program

Date

Department Chair, Educational Leadership

Dean, College of Education

Dean, College of Graduate Studies

Date



LAMAR UNIVERSITY
A Member of the Texas State University System

Student: _____

Course #	Course Title	Hrs	Sem/Yr Taken	Sem/Yr Complete	Grade
Total Transfer					
Total Core		21			
EDUD 6301	Learning Theories	3			
EDUD 6302	Professional Ethics/Values	3			
EDUD 6303	Cultural Influences	3			
EDUD 6305	Organizational Change	3			
EDUD 6306	Dynamics of Leadership	3			
EDUD 6314	Research Writing	3			
EDUD 6315	Field-Based Internship	3			
Total Research		12			
EDUD 6350	Applied Research	3			
EDUD 6351	Quantitative Research	3			
EDUD 6352	Qualitative Research	3			
EDUD 6353	Synthesis Seminar	3			
Total Electives		15			
	Elective	3			
	Elective	3			
	Elective	3			
	Elective	3			
	Elective	3			
Total Dissertation		12			
EDUD 6361	Diss. I-Proposal Writing	3			
EDUD 6362	Diss. II-Proposal Defense	3			
EDUD 6363	Dissertation III	3			
EDUD 6364	Dissertation IV	3			
TOTAL CREDITS REQUIRED		60			

D-3b



LAMAR UNIVERSITY
A Member of the Texas State University System

APPLICATION FOR ADVANCEMENT TO CANDIDACY

To: Dean of College of Graduate Studies

From: _____
Last Name First Name MI

I have successfully completed EDUD 6353 Synthesis. I hereby make formal application to be advanced to Candidacy for a doctoral degree. In partial fulfillment of the requirements for this degree, I shall submit a dissertation proposal in the general area of:

Committee Member: _____

Committee Member: _____

Committee Member: _____

Required Signatures:

Student: _____

Dissertation Chair: _____

Director of Doctoral Program Date

Chair of Educational Leadership

Dean of College of Education

Dean of College of Graduate Studies Date

D-4a



LAMAR UNIVERSITY
A Member of the Texas State University System

DISSERTATION PROPOSAL DEFENSE REPORT FORM

Last Name First Name MI Student ID

Members of the Doctoral Dissertation Committee have given the oral proposal defense for the Doctor of Education degree with a major in Educational Leadership and certify that it has been approved by a majority of the committee.

Proposal Title: _____

Date of Proposal Hearing: _____

Required Signatures: Approved Not Approved

Dissertation Chair _____ _____

Committee Member _____ _____

Committee Member _____ _____

Committee Member _____ _____

Director of Doctoral Program _____ Date

Chair of Educational Leadership

Dean of College of Education

Dean of College of Graduate Studies _____ Date

D-4b



LAMAR UNIVERSITY
A Member of the Texas State University System

ADVANCEMENT TO CANDIDACY CERTIFICATE OF APPROVAL

Date: _____

LAST NAME FIRST NAME MI STUDENT ID

has met Doctoral Program Requirements necessary for Advancement to Candidacy by successfully completing the following:.

____EDUD 6353 ____All Academic Requirements ____Proposal Defense

Signatures Committee Members:

Dissertation Chair

Committee Member

Committee Member

Committee Member

**Add or delete lines as needed.*

Director of Doctoral Program _____
Date

Department Chair of Educational Leadership _____
Date

Dean of College of Education _____
Date

Dean of College of Graduate Studies _____
Date



LAMAR UNIVERSITY
A Member of the Texas State University System

SCHEDULE for DOCTORAL DISSERTATION ORAL DEFENSE
Doctor of Education in Educational Leadership

Student Name: _____

Title of Dissertation: _____

(Attach copy of 1-page dissertation abstract)

Date and Day of Week: _____

Time of Oral Defense: _____

Location of Defense: Education Building Room 206C

Dissertation Chair

Committee Member

Committee Member

Director of Doctoral Program

Date

Chair of Educational Leadership

Dean of College of Education

Dean of College of Graduate Studies

Date



Lamar University
College of Graduate Studies
Transfer Credit

With approval of the Doctoral Program Director, the Dean and the Graduate Dean, a student may transfer up to 12 semester hours of graduate work completed at an accredited institution. Only courses with grades of "A" or "B" or "S" which were accepted as graduate credit at the institution where the work was taken and not applied to a degree may be considered for transfer to the doctoral degree. All work toward the doctoral degree must be completed within 10 years, including any transfer credit. Transcripts of work to be transferred must be filed with the LU Registrar's Office prior to filing this form.

It is recommended that graduate transfer credit be allowed as indicated below:

_____ _____ _____
 Name Student ID Educational Leadership
Major

Institution where work was taken: _____

Credit to be transferred (maximum of 12 semester hours):

Course Title	Course No.	Sem. Hrs.	Date Taken

 Student Signature

 Doctoral Program Director _____
Date

 Department Chair, Educational Leadership

 Dean of College of Education _____
Date

Approved and Recorded
Other _____

 Dean of College of Graduate Studies _____
Date

Submit original with a copy of the transcript to the Graduate Office. Also attach the official course description. The Graduate Office will distribute copies to Records and the Department. The Doc office generates this form.



LAMAR UNIVERSITY

A Member of the Texas State University System

DOCTORAL DISSERTATION DEFENSE REPORT FORM

To: Dean of College of Graduate Studies Date of Defense: _____

Last Name First Name MI Student ID

Members of the Doctoral Dissertation Committee have given the final examination for the Doctor of Education degree with a major in Educational Leadership. The results are:

- [] Successful
[] Student has met all departmental and university requirements
[] Dissertation completed (_____ copies to be forwarded to EDL Dept.)
[] Unsuccessful (If not approved, attach separate page with reasons and recommendations.)

Required Signatures:

Approved?

Yes No

Dissertation Chair

Committee Member

Committee Member

Committee Member

Director of Doctoral Program

Date

Department Chair of Educational Leadership

Dean of College of Education

Dean of College of Graduate Studies

Date

D-7



LAMAR UNIVERSITY
A Member of the Texas State University System

DOCTORAL DISSERTATION APPROVAL

This form is to be completed by the student, signed by the Dissertation Chair and the Director of the Doctoral Program and submitted to the Office of Graduate Studies with each submission of the dissertation. The Office of Graduate Studies does not provide editorial service. Work which has grammatical, spelling, and/or style problems will be returned to the student.

Student Name Student SS# Student ID# Educational Leadership APA 5th ed.
Department Style

I certify that I have read this preliminary work and approve its submission to the College of Graduate Studies. Although it is subject to changes resulting from the oral defense, I consider its academic merit to meet the standards of the discipline and the University department.

Further I certify that I have reviewed the work for conformation to the approved style manual, APA 5th edition and for grammatical and spelling errors. I understand that the Office of Graduate Studies will assist students in matters relating to *style conformation* but will return this work to the dissertation chair if significant problems are found.

Required Signatures:

Dissertation Chair

Committee Member

Committee Member

Committee Member

Director of Doctoral Program

Date



REQUEST TO CHANGE DOCTORAL COURSE PROGRAM/COMMITTEE

Student's Name: _____ Major: _____ LU I.D.: _____

Address: _____

Proposed Course Changes (include course number, course title and semester):

Remove:

Add:

Proposed Dissertation Committee Changes:

Remove:

Add:

Signatures:

Student Date

Director, Doctoral Program Date

Chair, Educational Leadership Date

Dean of College of Education and Human Development Date



_____ Approved _____ Disapproved

Dean of Graduate College Date

Submit signed original to the Graduate Office. The Graduate Office will distribute copies to the Department and Student.

CHECKLIST FOR DISSERTATION CONTENT
(from *The Dissertation Journey: A Peak Experience* by Carol M. Roberts. (2002).)

Following are some questions to be considered when evaluating the quality and completeness of your own or others' dissertation document. Not all the questions are appropriate for all studies and some of the items within chapters may vary somewhat based on the preferences of the dissertation advisor.

CHAPTER ONE

Background and Statement of the Problem

- Is the background of the problem clearly presented?
- Is adequate background presented for all the variables under study?
- Is adequate information presented for an understanding of the problem?
- Is the problem clearly stated?
- Is it clear about how this study will add to the body of knowledge (theory or practice)?
- Is the theoretical base (when appropriate) for the study clear and appropriate?
- Is there an appropriate amount of literature cited?
- Is there an indication of what is known and what is not known about the variables under investigation?
- Are there descriptions and analyses of what has already been done related to the problem?
- Is the relationship of the problem to previous research made clear?
- Is there a logical sequence of discussion that leads directly to the purpose statement?
- Is the writing clear and readable?
- Does the chapter move from the general to the specific?

Theoretical Foundation

- Have you related the theoretical foundation to your literature review and research question in some manner?

Purpose Statement

- Is the purpose of the study stated clearly and succinctly?
- Is the purpose related to the problem statement?

Research Questions

- Are the research questions well stated?
 - Clear variables?
 - No how or why questions?
 - “Think” words clarified (i.e., success, factors, achievement, etc.)
- Is the kind of measurement obvious? (i.e., description, differences, or relationship)

Significance of the Study – So what?

- Is there an explanation of how the study will be useful to knowledge, practitioners, and/or policy makers?

Delimitations – The boundaries of the study

___Are delimitations well defined? (i.e., time frame, location, sample, criterion, etc.)

___Are the author's assumptions made clear?

Limitations - Weaknesses of the Study

___Are the limitations of the study clearly delineated?

___Are methodological weaknesses of the study discussed?

Definition of Terms

(Terms used in the study which do not have a commonly known meaning)

___Are the terms used in the study adequately defined so that their usage is understood?

___Use definitions from research, not Webster's Dictionary.

CHAPTER TWO - REVIEW OF THE LITERATURE

- ___ Is the review of the literature comprehensive? (i.e., Does it cover the major points of the topic?)
- ___ Is there a balanced coverage of all variables in the study?
- ___ Have the majority of references been published within the last five years?
- ___ Is the review well organized? Does it flow logically?
- ___ Are authors who make the same point combined in the citation?
- ___ Are primary sources used in the majority of citations?
- ___ Does the review contain opposing points of view (especially if the researcher has a strong bias)?
- ___ Does the author *critically* analyze the literature rather than string together a series of citations?
- ___ Is there an organized principle evident in the review? A story line? (e.g., Four schools of thought...”
“Six themes that emerge...” “Acorn to oak...”)
- ___ Are quotations used at a minimum?
- ___ Do all quotations have a lead in (e.g., Irons (1995) noted, “...” (p. ?).
- ___ When quotations exceed 40 words, block the quote.

CHAPTER THREE – METHODOLOGY

Kind of Research

- ___ Is the kind of research and research design described fully? (e.g., case study, descriptive, experimental, etc.).
- ___ Are the variables clearly described?
- ___ Is the design appropriate for testing the research questions of the study?
- ___ Is the methodology reported in sufficient detail that you could replicate the study without further information?
- ___ If case study was the methodology used, were criteria for selecting the cases clearly stated?

Sample and Population

- ___ Was the entire population studied? Was a sample taken?
- ___ Was the kind of sampling used described adequately (i.e., simple random, stratified random, cluster sampling, purposive sampling, etc.)
- ___ Was the sample size large enough?
- ___ Are the size and major characteristics of the sample clearly described?
- ___ Are criteria for selecting the sample stated?

Instrumentation

- ___ Is a rationale given for selection of the instruments used?
- ___ Is each instrument described in terms of purpose and content?
- ___ Are the instruments appropriate for measuring the variables?
- ___ If an instrument was developed specifically for the study, are the procedures involved in its development and validation described?
- ___ If an instrument was developed specifically for the study, are administration, scoring, and interpretation procedures fully described?
- ___ Is instrument validity discussed?
Validity = degree to which the instrument consistently measures what it purports to measure.
- ___ Are reliability procedures discussed?
Reliability = degree to which the instrument consistently measures something from one time to another. If measured again, would you find the same results?
- ___ If interviews were used to collect data, were procedures described for detecting interviewer bias?
- ___ Were inter-observer or inter-rater reliability assessed? Was satisfactory inter-rater reliability found?

Data Collection and Procedures

- ___ Are procedures for collecting data described in sufficient detail to permit them to be replicated by another researcher?
- ___ Was a pilot study conducted?
- ___ If a pilot study was conducted, are its execution and results described?
- ___ Are the following data collection procedures described?
 - Statement of how and when data were collected?
 - Follow-up procedures?
 - Time line?

- Computer support?

___ If the study was qualitative, were internal validity strategies described? (e.g. triangulation, member checks, peer examination, etc.)

Data Analysis

___ Were the statistics appropriate for the study?

___ Are the appropriate statistics reported for each test?

___ For statistical tests, are enough statistics (mean, standard deviation, etc.) presented?

___ In a qualitative study, are the themes and patterns appropriately labeled?

CHAPTER FOUR - FINDINGS

- ___ Are the findings presented clearly?
- ___ Are the findings presented in relation to the research questions?
- ___ Are tables, figures, etc. well organized and easy to understand?
- ___ Does each table stand on its own, clear and self-explanatory?
- ___ Are the notable data in each table and figure described in the text?
- ___ Are the tables and narrative effectively integrated without unnecessary repetition?
- ___ Are the findings reported accurately and objectively?
- ___ Within the themes and patterns of a qualitative study, is there a balance of direct quotations and description to enhance the meaning of the themes and patterns?
- ___ Is there a summary of the key findings?

CHAPTER FIVE - SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

___ Is there a brief summary of the problem, research question, the methodology, and the findings?

Conclusions – What does it mean?

___ Are conclusions clearly stated?

___ Are conclusions derived from the findings?

___ Are conclusions deeper analyses/syntheses of the findings?

___ Are conclusions discussed within the framework of previous studies, theory, and the literature base?

___ Are generalizations made that are not warranted by the findings?

___ Are generalizations confined to the population from which the sample was drawn?

Implications for Practice

___ Are implications for practice stated? (e.g. practical suggestions for practitioners, theory, and/or policy makers?)

___ Are implications based on your findings?

___ Are suggestions for action made which are justified by the data?

Recommendations for Future Research

___ Are recommendations for future research made?

CHECKLIST FOR DISSERTATION FORMATTING

The Graduate Offices uses the following questions in reviewing student theses and dissertations.

1. Are the margins correct?
2. Is title page set up correctly?
3. Is signature page correct?
4. Is the copyright page correct?
5. Is the table of contents correct?
 - Are heading levels correct?
 - Are they written exactly as they appear in the body?
 - Are page numbers correct?
 - (Do not list acknowledgement page on table of contents)
6. Is the list of tables/figures correct?
7. Chapter headings/subheadings correct?
8. Are the citations written correctly?
9. Are the appendices correct?
10. Is the front matter correct?
11. Is the page numbering correct?
12. Are the tables/figures correct?
13. Are the references correct?
 - Are authors' names spelled correctly?
 - Is punctuation correct?
14. Are there grammatical problems?

CHECKLIST FOR THE DISSERTATION PROCESS

Submit all forms to the Doctoral office

- Select Dissertation Chair and Committee.
- Construct Research Pre-Prospectus.
- Submit Appointment of Dissertation Committee **Form D-1**.
- Hold Pre-Prospectus Meeting/submit Approval of Pre-Prospectus to Doc Office **Form F-2**.

- Complete EDUD 6353 Synthesis & submit Application for Advancement to Candidacy **Form D-4a**.
- Office submit: Degree Plan for Approval - **Form D-3A, D-3B**; Attach Credit Transfer **Form D-6** if needed.

- Prepare Proposal & IRB in EDUD 6361 (Draft of first three chapters).
- Schedule Proposal Defense date with committee and the Doc Office – at least 15 days prior.
- Submit Proposal draft to chair and committee – 15 days prior to Proposal Defense.
- Hold Proposal Defense – Submit Dissertation Proposal Defense Report **Form D-4b**.
- Submit Advancement to Candidacy Certificate of Approval **Form D-4c** – Type in Chair & committee names.
- Bring IRB to Defense for chair’s approval; then submit to IRB office.

- Proofread and submit hard copy of approved revised dissertation proposal to chair and committee.
- Conduct the study as soon as IRB approval granted.
- Schedule Dissertation Defense date with Committee & Doc office.
- Distribute dissertation to committee within 15 **working** days to read completed draft.
- Submit Schedule for Doctoral Dissertation Oral Defense **Form D-5** & Abstract (15 working days).
- Bring to Defense:
 - Doctoral Dissertation Defense Report **Form D-7** – signed at Defense.
 - Number of **Signature Pages** for copies on good Bond paper – obtain signatures at Defense.
 - Dissertation on Flash drive . . . just in case it is needed.
 - Form F-8** to be signed and kept in office until needed.

- Submit 2 final, corrected copies: 1- Dissertation chair, 1 to Doc office for Grad office.
- Doc office will attach Dissertation Approval Form **F-8** to the final copy submitted to Grad office.
(If corrections are needed, the Doc office will contact you to pick up the dissertation.)
- Make Grad office changes and return to Doc office to re-submit to Grad office until Final Approval.
- After receiving Memo of Approval from Grad Office:**
 - Fill out and provide Graduate Office with Dissertation Copies Order Form.
(Graduate Office will provide you with this form.)
 - Deliver print copies **in person** in final form to Graduate Office on 25% cotton bond paper.
 - Number of **required** copies includes three for LU and one for each of your committee members.
 - Order should include personal copies to be returned to you.
 - Place one blank sheet of 25% cotton bond paper on top and bottom of each copy.
 - Place each copy in separate clasp envelope; do not seal.
 - Submit all signed signature pages together in one clasp envelope.
 - Please ensure your name is on outside of each separate envelope.
 - Include one additional copy of your abstract.
 - Include UMI form (“Dissertation Submission Form”) completely filled out and signed.
(Graduate Office will provide you with this form.)
- On the same day, in person:** When you deliver your copies in person to Graduate Office, you will receive a form that is required to make payment for binding charges. Carry this form to the cashier’s office downstairs, make payment for binding charges, and return the paid-stamped receipt upstairs to Graduate Office.

References – APA (from Britton in Graduate Office)

APA style calls for a list of References instead of a bibliography.

The requirements of a reference list are:

- ❖ All references cited in the text of a paper must be listed alphabetically by first author's last name.
- ❖ All references listed must be cited within the text.
- ❖ The list of references is double-spaced.
- ❖ The first line of each reference is typed flush with the left margin, and any additional lines are indented as a group five spaces to the right of the left margin.
- ❖ All references are to be double-spaced.

Below are examples of how to format references:

Book: Single Author.

Baxter, C. (1997). *Race equality in health care and education*. Philadelphia: Ballière Tindall.

Book: Multiple Authors.

Festinger, L., Riecken, H., & Schachter, S. (1956). *When prophecy fails*. Minneapolis: University of Minnesota Press.

Book: Corporate Authorship.

Institute of Financial Education. (1982). *Managing personal funds*. Chicago: Midwestern.

Book: No Author Identified.

Experimental psychology. (1938). New York: Holt.

Book: Editor in place of Authors.

Stock, G., & Campbell, J. (Eds.). (2000). *Engineering the human genome: An exploration of the science and ethics of altering the genes we pass to our children*. New York: Oxford University Press.

Book: Chapter in Edited Work.

Roy, A. (1995). Psychiatric emergencies. In H. I. Kaplan & B. J. Sadock (Eds.). *Comprehensive textbook of psychiatry*, (6th ed., pp. 1739-1752). Baltimore, MD: Williams & Wilkins.

Book: Specific Editions.

Brockett, O. (1987). *History of the theatre* (5th ed.). Boston: Allyn and Bacon.

Proceedings.

Cynx, J., Williams, H., & Nottebohm, F. (1992). Hemispheric differences in avian song discrimination. *Proceedings of the National Academy of Sciences, USA*, 89, 1372-1375.

Conference Paper.

Crespo, C. J. (1998, March). *Update on national data on asthma*. Paper presented at the meeting of the National Asthma Education and Prevention Program, Leesburg, VA.

Poster Session.

Binh, N. X., McCue, C., & O'Brien, K. (1999, October). *English language and development work at Vinh University, Nghe An Province*. Poster session presented at the Fourth International Conference on Language and Development, Hanoi, Vietnam.

Journal Article: Single Author.

Roy, A. (1982). Suicide in chronic schizophrenia. *British Journal of Psychiatry*, 141, 171-177.

Journal Article: 3-6 Authors.

Baldwin, C. M., Bevan, C., & Beshalske, A. (2000). At-risk minority populations in a church-based clinic: Communicating basic needs. *Journal of Multicultural Nursing & Health*, 6(2), 26-28.

[Note – In this reference there is a volume and issue number listed. 6(2). Include both if available.]

Journal Article: 7 or more Authors.

Yawn, B. P., Algatt-Bergstrom, P. J., Yawn, R. A., Wollan, P., Greco, M., Gleason, M., et al. (2000). An in-school CD-ROM asthma education program. *Journal of School Health*, 70, 153-159.

Journal Article: In Press.

Smith, R. W., Huber, R. A., & Shotsberger, P. G. (in press). The impact of standards-guided equity and problem-solving institutes on participating science teachers and their students. *North Carolina Journal of Teacher Education*.

Journal Article: Monthly Periodicals.

Chandler, S. (1993, May). Aerobic writing: A writing practice model. *Writing Lab Newsletter*, pp. 9-11.

Journal Article: Weekly Periodicals.

Kauffmann, S. (1993, October 18). On films: Class consciousness. *The New Republic*, p. 30.

Internet Only Journal Article.

Greenberg, M. T., Domitrovich, C., & Bumbarger, B. (2000, March 30). Prevention of mental disorders in school-aged children: Current state of the field. *Prevention and Treatment, 4*, Article 1.

Retrieved August 24, 2001, from <http://journals.apa.org/prevention/pre40001a.htm>

[Note – Do not put a period at the end of a reference if it ends in a web address.]

Magazine Article.

Greenberg, G. (2001, August 13). As good as dead: Is there really such a thing as brain death? *New Yorker*, 36-41.

[Note – Use volume # if available.]

Newspaper Article.

Monson, M. (1993, September 16). Urbana firm obstacle to office project. *The Champaign-Urban News-Gazette*, pp. A1, A8.

Newspaper Article: No Author Identified.

Timeline on budget. (1995, May 16). *The New York Times*, p. B1.

Dissertations.

Fisher, C. J. (1999). The status of health education in California's public school districts: A comparison to state and national recommendations and status reports (Doctoral dissertation, University of Southern California, 1999).

Recordings.

McFerrin, Bobby (Vocalist). (1990). *Medicine music* [Cassette Recording]. Hollywood, CA: EMI-USA.

Films and Videotapes.

Weir, P.B. (Producer), & Harrison, B. F. (Director). (1992). *Levels of consciousness* [Motion picture]. Boston, MA: Filmways.

Computer Software.

Miller, M. E. (1993). The Interactive Tester (Version 4.0) [Computer software]. Westminster, CA: Psytek Services.

[Note – Ref. entries are not needed for standard software and programming languages, such as Microsoft Word, Excel, Java, Adobe Photoshop, SAS and SPSS. In text, give the proper name of the software, along with the version number. Provide reference entries for specialized software or computer programs with limited distribution.]

Government Report.

National Institute of Mental Health. (1998). *Priorities for prevention research* (NIH

Publication No. 98-4321). Washington, DC: U.S. Government Printing Office.

Government Report: Online.

U.S. Public Health Service. (2000). *Report of the surgeon general's conference on children's mental*

health: A national section agenda. Washington, DC: U.S. Department of Health and Human

Services. Retrieved on August 25, 2001, from <http://www.surgeongeneral.gov/chilreport.htm>

Electronic Version of Print Source.

Knowles, E.S. (1999). Distance matters more than you think! An artifact clouds interpretation of Latane,

Liu, Nowak, Bonevento, and Zheng's results [Electronic version]. *Personality and Social*

Psychology Bulletin, 25, 1045-1048.

Web Page: No Author.

New child vaccine gets funding boost. (2001). Retrieved March 21, 2001, from

http://news.ninemsn.com.au/health/story_13178.asp

Web Page: No Author, No Year, No Page Numbers.

Style list for references. (n.d.). Retrieved May 1, 2003, from <http://www.apa.org>

Citing sources in your paper:

A Source with 1 Author.

Fisher (1999)

(Fisher, 1999)

A Source with 2 Authors.

Adams and May (2000)

(Adams & May, 2000)

A Source with 3 to 5 Authors.

First citation: (Baldwin, Bevan, & Beshalke, 2000)

Subsequent citation: (Baldwin et al., 2000)

A Source with 6 or more Authors.

(Utley et al., 2001)

Source with No Author.

("Mad Cow," 2001)

Two or more Cited in Parentheses.

Several researchers (Greenberg, Domitrovich, & Bumbarger, 2000; Roy, 1995; Yawn et al., 2000) . . .

Entire Web Page.

The University of Wisconsin's Writing Center Web site is an excellent source of information on writing (<http://www.wisc.edu/writing/>).

Direct Quotation from Electronic Source.

Universal interventions "target the general public or a whole population group that has not been identified on the basis of individual risk" (Greenberg et al., 2000, Section I, para. 20).