General Program Policy and Dissertation Handbook

Doctorate of Educational Leadership

Center for Research and Doctoral Studies in Educational Leadership
P.O. Box 10034 · Beaumont, TX 77710
Office: 409-880-8676  Fax: 409-880-7788

Dr. Brett Welch, Director of Doctoral Studies  bwelch5@lamar.edu

Elizabeth Lea, Doctoral Dissertation Coordinator  elizabeth.lea@lamar.edu
Table of Contents

Part I: General Program Policy Handbook ........................................................................... 7
  Program Objectives ........................................................................................................... 7
  Guiding Principles for Faculty .......................................................................................... 8
  Program Administration ...................................................................................................... 8
  Program Delivery Method ................................................................................................. 8
  Admission Requirements for the Program ......................................................................... 8
  Program Description .......................................................................................................... 9
  Degree Plan ....................................................................................................................... 9
  Ed.D. Program Requirements ............................................................................................ 9
  Transfer Credit .................................................................................................................... 10
  Incomplete Grades ............................................................................................................. 10
  Notification of Failing Grades ........................................................................................... 10

Graduate College Policies ................................................................................................. 10
  Academic Probation and Suspension ................................................................................. 10
    Minimum Academic Performance .................................................................................... 10
    Probation ....................................................................................................................... 11
    Suspension ..................................................................................................................... 11
  Academic Honesty ............................................................................................................ 11
    Forms of Academic Dishonesty ....................................................................................... 11
    Procedures ..................................................................................................................... 12
  Appeals Process ................................................................................................................ 13
  Participation Policy .......................................................................................................... 13
  Residency Requirements ................................................................................................. 13
  Application for Candidacy ............................................................................................... 13
  Advancement to Candidacy .............................................................................................. 13
  Continuous Enrollment Requirement .................................................................................. 13
  Institutional Review Board ............................................................................................... 14
  Synthesis and Dissertation Grades ................................................................................... 14
  Graduation ......................................................................................................................... 14
  Dissertation ....................................................................................................................... 14
  Final Dissertation Defense ............................................................................................... 15
  Submission of the Dissertation and Abstract ..................................................................... 15
  Adherence to Timeline ...................................................................................................... 15
  Financial Aid Funding ....................................................................................................... 15
  Attendance at SERA and Other Research Conferences .................................................... 15
  Employment at Institution Granting Doctoral Degrees ..................................................... 15

Part II – Dissertation Guide ............................................................................................. 17
  Dissertation General Information ..................................................................................... 17
  Issues of Scholarship ........................................................................................................ 17
    Responsibility .................................................................................................................. 17
    Scholarly Conduct .......................................................................................................... 17
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgement of Sources</td>
<td>17</td>
</tr>
<tr>
<td>Copyright</td>
<td>18</td>
</tr>
<tr>
<td>Paid and Unpaid Assistance</td>
<td>18</td>
</tr>
<tr>
<td>The Dissertation Process</td>
<td>19</td>
</tr>
<tr>
<td>Dissertation Chair</td>
<td>19</td>
</tr>
<tr>
<td>Dissertation Committee</td>
<td>19</td>
</tr>
<tr>
<td>EDUD 6353 – Synthesis and Application for Candidacy (D4a)</td>
<td>20</td>
</tr>
<tr>
<td>Portfolio</td>
<td>20</td>
</tr>
<tr>
<td>Prospectus</td>
<td>20</td>
</tr>
<tr>
<td>Application for Candidacy</td>
<td>21</td>
</tr>
<tr>
<td>Dissertation Proposal</td>
<td>21</td>
</tr>
<tr>
<td>After successful Defense - Advancement to</td>
<td>22</td>
</tr>
<tr>
<td>Institutional Review Board and IRB Application Process</td>
<td>23</td>
</tr>
<tr>
<td>Dissertation Defense</td>
<td>23</td>
</tr>
<tr>
<td>Protocol for students and committee members for dissertation defense.</td>
<td>23</td>
</tr>
<tr>
<td>Dissertation Defense Meeting</td>
<td>24</td>
</tr>
<tr>
<td>Letter Grades for the Dissertation</td>
<td>25</td>
</tr>
<tr>
<td>Office of Graduate Studies and Graduation Deadlines</td>
<td>25</td>
</tr>
<tr>
<td>Submission of the Dissertation</td>
<td>25</td>
</tr>
<tr>
<td>Preparation of Final Manuscript</td>
<td>25</td>
</tr>
<tr>
<td>Parts of the Dissertation</td>
<td>27</td>
</tr>
<tr>
<td>Research Dissertations</td>
<td>27</td>
</tr>
<tr>
<td>Non-Traditional Styles of Dissertations</td>
<td>27</td>
</tr>
<tr>
<td>Thematic Cluster Dissertations or Team Projects</td>
<td>28</td>
</tr>
<tr>
<td>Problems of practice</td>
<td>29</td>
</tr>
<tr>
<td>Traditional Styles of Dissertations</td>
<td>30</td>
</tr>
<tr>
<td>Chapter I [Qualitative]</td>
<td>31</td>
</tr>
<tr>
<td>Chapter II [Qualitative]</td>
<td>33</td>
</tr>
<tr>
<td>Chapter III [Qualitative]</td>
<td>34</td>
</tr>
<tr>
<td>Guided Protocol Example</td>
<td>36</td>
</tr>
<tr>
<td>Chapter I [Quantitative]</td>
<td>38</td>
</tr>
<tr>
<td>Chapter II [Quantitative]</td>
<td>40</td>
</tr>
<tr>
<td>Chapter III [Quantitative]</td>
<td>41</td>
</tr>
<tr>
<td>General Guidelines for Chapters IV and V for All Types of Dissertations</td>
<td>43</td>
</tr>
<tr>
<td>Chapter IV</td>
<td>44</td>
</tr>
<tr>
<td>Chapter V</td>
<td>45</td>
</tr>
<tr>
<td>Appendix</td>
<td>48</td>
</tr>
<tr>
<td>Appendix A - Sample Pages</td>
<td>49</td>
</tr>
<tr>
<td>Sample TITLE PAGE</td>
<td>50</td>
</tr>
<tr>
<td>Sample Signature Page</td>
<td>51</td>
</tr>
</tbody>
</table>
PART I GENERAL PROGRAM POLICY HANDBOOK

The purpose of the General Program Policy and Dissertation Handbook is to serve as a guide for students and faculty. As the program develops, revisions and additions will be considered as needed.
Part I: General Program Policy Handbook

Lamar University is a comprehensive Carnegie public institution whose mission is to engage and empower students with the skills and knowledge to thrive in their personal lives and chosen fields of endeavor. As a doctoral granting, non-profit institution accredited by the Southern Association of Colleges and Schools, Lamar University is internationally recognized for its high-quality academics, innovative curriculum, diverse student population, accessibility, and leading edge scholarly activities dedicated to transforming the communities of Southeast Texas and beyond.

Lamar University offers five doctoral degrees: audiology, engineering, chemical engineering, deaf education, and educational leadership. The doctoral degree in Educational Leadership (Ed.D.) is in the College of Education and Human Development. The goal of the doctoral program in Educational Leadership is to prepare leaders with leadership competencies that can effectively lead in this changing global society and are able to work successfully in a diverse, multi-national environment. Graduates are prepared for roles as leaders in schools, colleges, universities, health and human services agencies, and a variety of other public and private educational settings.

Under the College of Education and Human Development, since 2004, the Lamar Ed.D. in Educational Leadership has prepared educators for advanced professional responsibility, leadership, and accountability in diverse school and learning communities, in both P-12 and higher education. Because of our rapidly changing world that continues to evolve into a global community and emerging markets, leaders must be able to work in a diverse, multi-national environment whether it be corporate, non-profit, or education. In addition, as technology continues to provide increased globalization and previously defined boundaries are disappearing, leaders are faced with new challenges within this quickly changing environment. Whether in education or business, leaders must quickly adapt to working cross-culturally, understanding cultural differences, and embracing a new global perspective. Moreover, “with the rise of globalization, so rises the need for leaders with global perspective and intercultural competence to meet these growing challenges and opportunities” (Irving, 2009, p. 3). These competencies are not always linked to traditional leadership theory; in fact, Perkins (2009) argued that today’s global leaders could not be effectively trained through typical leadership theory and research courses.

Program Objectives

Our doctoral students are educators who want to be effective leaders in diverse settings where the primary emphasis is on student learning and quality teaching. Students in the program engage in field-based research with schools or other organizations. Through reflective practices and questioning strategies, doctoral students create course projects and create relationships to develop the leadership capacity of educational communities and enable them to sustain promising reforms.

The Ed.D. program objectives are for graduates to:

- demonstrate competence in finding, critiquing, and applying empirical research evidence to local or global educational problems/issues and communicating it to both scholars and practitioners.
- demonstrate competence in conducting research that contributes to educational knowledge about issues in local or global contexts. Could include program evaluation or traditional quantitative or qualitative research.
- translate educational theory to practice as a scholar/practitioner.
- enhance personal and professional growth that is demonstrated via transformative experiences.
- engage in a process of critical self-reflection and self-examination in which they must closely examine their assumptions and beliefs about global educational leadership.
• analyze and evaluate global educational leadership issues by incorporating innovative and creative solutions to current and future educational problems.

Guiding Principles for Faculty

Doctoral faculty will always:
• Support a curriculum that is relevant and based on research, standards, and best practice;
• Keep students and their success as our highest priority;
• Be committed to continuous personal development;
• Maintain integrity as a foundation for all our actions and decisions;
• Build and support networks of educational leaders;
• Evidence the same kind of behavior that we expect from students including functioning as a collaborative team;
• Listen to the needs of practicing leaders in the communities we serve;
• Encourage the use of technology to extend learning;
• Promote the creation of a work environment that builds in team activities and focuses on project development; and
• Provide effective support leading to the completion of a quality dissertation.

Program Administration

The Dean of the College of Graduate Studies oversees the doctoral program and has final approval of program decisions. Because all five departments of the College of Education and Human Development are involved, the program is administratively housed in the office of the Dean of the College of Education and Human Development.

The Doctoral Program Director manages the day-to-day program operations and reports directly to the Dean of the College of Education. The Doctoral Program Director serves as liaison with the College of Graduate Studies and is responsible for developing the curriculum, assigning academic advisors, coordinating course schedules and teaching assignments, recruiting students, assessing and evaluating program and faculty needs, and facilitating evaluation of the program.

The Ed.D. Executive Council, composed of Ed.D. faculty, assists the Doctoral Program Director and the Dean of the College of Education with policy and program issues.

Program Delivery Method

Lamar University offers the doctoral program in Educational Leadership fully online. Classes are delivered in the fall and spring through eight and 16-week offerings. Summer courses are offered in five-week sessions. Professors utilize Blackboard for online coursework and Adobe Connect for weekly web conferences. Students are never required to be on campus but are welcome to come to campus to propose and defend their dissertations. Students are encouraged to attend graduation as it is a special time to honor accomplishments.

Admission Requirements for the Program

Students applying to the doctoral program should be currently or previously involved in education-related careers and/or activities and have education leadership experience in a number of settings, including schools, colleges and universities, health and human service agencies, and community-based organizations. The Admissions Committee will consider the following admission factors (strength in one area may be weighed favorably against shortcomings in another):

1. Evidence of a completed master’s degree from an accredited university in an area related to the proposed studies, with a minimum grade point average of 3.5 on a 4.0 scale.
2. Commitment and demonstration of interest in education as a career and commitment to the advancement of education through professional leadership, as indicated by:
   - Prior and current involvement in leadership activities (memberships, scholarly writing, presentations, awards, etc.)
   - A writing sample addressing the topic of: The most pressing and current educational leadership issue.
   - A video presentation addressing each of the required areas as described by the admissions process.

3. GRE scores (V + Q) - Writing Score is also required.

4. Academic Record - Regular admission will be based on the following formula: [Masters Degree GPA x 200] + (GRE V + Q) = or > 1450. These scores are based on the old GRE scoring system. ETS provides a Concordance Table to convert new scores to old score numbers for this formula: http://www.ets.org/s/gre/pdf/concordance_information.pdf.

5. References - Three completed Reference Rating forms addressing the applicant’s professional and academic background.

Program Description
The Ed.D. in Educational Leadership has prepared educators for advanced professional responsibility, leadership, and accountability in diverse school and learning communities. Because of our rapidly changing world that continues to evolve into a global community and emerging markets, leaders must be able to work in a diverse, multi-national environment whether it be corporate, non-profit, or education. Therefore, the Lamar University Ed.D in Educational Leadership program has adapted its goals and focus to produce global educational leaders with leadership competencies that can effectively lead in this changing global society.

Degree Plan
Students’ individual degree plans are typically created during the first semester of enrollment. The degree plan will be submitted to the Student, the Doctoral Program Director, the Dean of the College of Education, and the Dean of the College of Graduate Studies for approval during the last 12 hours of the program. (See Appendix for sample degree plan)

Ed.D. Program Requirements
The Ed.D. requires the completion of a minimum of 60 semester hours, including 9 hours in research, and 15 hours of dissertation (including the Synthesis course). All courses are as follows (these are listed in numeric order only, not all are required for the degree, and these are subject to change):

EDUD 6301 Adult Learning Theory
EDUD 6302 Global Ethics and Values
EDUD 6305 Global Leadership Issues
EDUD 6306 Dynamics of Global Leadership
EDUD 6307 Global Educational Leadership Policy
EDUD 6312 Global Communication
EDUD 6313 Contemporary Issues
EDUD 6314 Academic Research Writing I
EDUD 6317 Academic Research Writing II
EDUD 6320 Foundations of Distance Learning
EDUD 6322 Trends/Issues in Multicultural Education
EDUD 6325 Leadership in Higher Education Administration
EDUD 6328 Technology Mediated Teaching and Learning
EDUD 6330 Fundamentals of Program Evaluation
EDUD 6335 Strategic Planning in Educational Leadership
EDUD 6353 Synthesis Seminar
EDUD 6355 Educational Research Methods
EDUD 6356 Quantitative Research Methods
EDUD 6357 Qualitative Research Methods
EDUD 6361 Dissertation I: Proposal Writing
EDUD 6362 Dissertation II: Proposal Defense
EDUD 6363 Dissertation III
EDUD 6364 Dissertation IV

Transfer Credit
Lamar University may accept a maximum of up to 6 credit hours of equivalent post-master’s coursework from an accredited university upon approval by the Doctoral Program Director, the Dean of the College of Education, and the Dean of the College of Graduate Studies. Only courses with grades of A, B or S (satisfactory) and are considered graduate credit but not applied to a degree at the institution where the work was completed can be accepted. All coursework applied to the doctoral degree must be completed within 10 years from the date of completion of the doctoral program, must be from an accredited university, and must not have been applied to another degree. (See form D-6 in Appendix C.)

Incomplete Grades
When a student who is unable to complete doctoral coursework (emergency, illness, or death) is given an Incomplete (I) for the class grade, it is the responsibility of the professor of record to notify the Director of the Doctoral program. A grade of Incomplete (I) becomes an F if the work is not completed satisfactorily by the end of the following long-term semester. Once a grade turns to an F, it is up to the instructor of the course to determine if the work may be completed or if the course should be repeated (this is a faculty decision).

Notification of Failing Grades
Professors must notify the Director of students who earn a grade of F at the end of each course. Students are enrolled by semester; therefore, a failing grade earned in an online course in Part of Term 11 will affect the student’s ability to proceed into online courses in Parts of Term 12 and 13.

Graduate College Policies
Student conduct regulations, as found in the Lamar University Student Handbook, apply to all graduate students. These regulations include policies relating to academic probation and suspension, dishonesty, plagiarism, university disciplinary code, and student rights and responsibilities. It is the responsibility of all graduate students to read the Student Handbook and to abide by all university regulations.

Academic Probation and Suspension
Minimum Academic Performance. A graduate student with a cumulative grade point average (CGPA) of 3.0 or higher is in good standing. A student with a CGPA below 3.0 will be placed on probation, suspended, or expelled.
Probation. Students with full graduate admission status who fail to achieve and maintain a CGPA of 3.0 at the completion of 9 semester hours of graduate enrollment will be placed on academic probation (P1). A P1 student who earns a grade point average (GPA) of at least 3.25 on all graduate courses in the next enrolled semester and whose CGPA is below 3.0 will be placed on (P2) probation. A P1 student who fails to earn a 3.25 GPA in the next enrolled semester and whose CGPA is less than 3.0 will be suspended. Students on probation may enroll in courses but may not apply for admission to candidacy or for graduation. The probationary status applies whether or not the student receives a letter of notification from the Graduate Office.

Suspension. A graduate student who has been placed on (P2) probation and who fails to raise his/her CGPA to at least 3.0 in the next enrolled semester will be suspended. Suspended students may enroll in graduate courses in the summer and undergraduate courses during spring, fall, or summer semesters; however, students must receive recommendation from their department chair, college dean, and approval from the graduate dean in order to enroll. Undergraduate grades are not used in the computation of the graduate CGPA. Suspension for the fall semester may be removed if the student raises the graduate CGPA to at least 3.0 during the summer term. The first academic suspension (S1) shall be for one long semester (fall or spring). A graduate student who has been suspended (S1) and who fails to raise his/her CGPA to at least 3.0 in the next enrolled semester will be suspended again (S2) and the second suspension (S2) will be for two long semesters. An S2 student who fails to raise the CGPA to 3.0 or higher in the next enrolled semester will be expelled.

Academic Honesty
Lamar University expects all students to engage in academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in their academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

Forms of Academic Dishonesty. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials. Cheating includes:

- copying, without authorization from the instructor, another student’s test paper, laboratory report, other report, or computer files, data listings, and/or programs;
- using, during a test, materials not authorized by the person giving the test;
- collaborating, without authorization, with another person during an examination or in preparing academic work;
- knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of test or assignment that has not been administered or assigned;
- substituting for another student, permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit;
- bribing another person to obtain a test not yet administered or information about such; and
- purchasing, or otherwise acquiring and submitting as one’s own work any research paper or other written assignment prepared by an individual or firm. (This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist).

Plagiarism shall mean the appropriation of another’s work or idea and the unacknowledged incorporation of that work or idea into one’s own work offered for credit.
Collusion shall mean the unauthorized collaboration with another person in preparing work offered for credit.

Abuse of resource materials shall mean the mutilation, destruction, concealment, theft, or alteration of materials provided to assist students in the mastery of course materials.

Academic work shall mean the preparation of an essay, dissertation, thesis, report, problem, assignment, creative work or other project that the student submits as a course requirement or for a grade.

**Procedures.** Procedures for discipline due to academic dishonesty shall be the same as in other violations of the Student Code of Conduct (see Student Handbook), except that all academic dishonesty cases shall be considered and reviewed by the faculty member, and if necessary, the Department Chair, Dean, and Provost. The faculty member shall conduct a complete, thorough, and impartial investigation of the charge of academic dishonesty and determine whether or not the student was responsible for the violation. If the faculty member determines that the student was responsible for the violation, the faculty member may assess an appropriate and reasonable sanction. The student shall be entitled to a written notice from the faculty member of the violation, the penalty, and the student’s right to appeal the determination of dishonesty and/or the sanction imposed. A copy of the faculty member’s notice to the student shall be forwarded to the Provost.

If the student does not accept the decision of the faculty member concerning the determination of dishonesty and/or the penalty imposed, the student may appeal to the faculty member’s Department Chair for review of the case. To do so, the student must submit, in writing, a request for an appeal to the Chair within five working days of notification of the right to appeal. The student shall be entitled to a written notice of Chair’s decision and the student’s right to further appeal.

If the student does not accept the decision of the Chair concerning the determination of dishonesty and/or the sanction imposed, the student may appeal to the Dean for review of the case. To do so, the student must submit, in writing, a request for an appeal to the Dean within five working days of notification of the Chair’s decision. Prior to rendering a decision about an appeal, the Dean may request a review of the case and recommendation from the College’s Student-Faculty Relations Committee. The student shall be entitled to a written notice of the Dean’s decision and the right to further appeal.

If the student does not accept the decision of the Dean, the student may then appeal to the Provost for review of the case. To do so, the student must submit, in writing, a request for an appeal to the Provost within five working days of notification of the Dean’s decision. Before rendering a decision, the Provost shall convene an ad hoc Student-Faculty Relations Committee composed of members from the standing Student-Faculty Relations Committees from the other Colleges to review the case and offer a recommendation. The student shall be entitled to a written notice of the Provost’s decision. The decision of the Provost shall be final.

No disciplinary action against the student shall become effective until the student has received substantive and procedural due process as described above. A copy of the record pertaining to each case shall be forwarded to, reside in, and considered by the Office of the Vice President for Student Affairs where it shall be treated as a disciplinary record as described in the Student Handbook. If additional judicial action is necessary, as in the case of flagrant or repeated violations, the Student Affairs Office shall initiate further action in accordance with the procedures for student discipline as described in the Student Handbook.
Appeals Process
A graduate student at Lamar University has the right to appeal any judgment or decision made within the university. The appeal procedure depends on the nature of the decision. These are discussed in the Student Handbook (https://students.lamar.edu/academic-support/academic-policies.html#Academic Grievances). Questions regarding the appeals procedure should be addressed to the Graduate School.

Participation Policy
Participants are expected to keep current with the course schedule, assignment due dates, and assigned reading for each course. Class attendance to the weekly virtual meetings is expected. When working in groups, all members of the group are expected to positively participate in the discussion or activity; group work participation may be assessed individually by the professor.

Residency Requirements
In addition to the planned program of study, students must complete a residency requirement of 18 consecutive semester hours in three consecutive semesters. Students will ordinarily meet this requirement during their first year of study. Residency must be completed in order to graduate.

Application for Candidacy
Successful completion of the EDUD 6353 – Synthesis course (portfolio and an approved preprospectus) is required for students to apply for candidacy. All previous coursework must have final grades with no Incomplete grades before students may enroll in the Synthesis course.

Advancement to Candidacy
A student meets requirements for Advancement to Candidacy when all three of the following criteria are met:

1. All doctoral level coursework completed except Dissertation hours;
2. Successful completion of EDUD 6353 (Synthesis);
3. Successful defense of the dissertation proposal in an oral examination by the candidate. This includes an edited and proofed Chapter 1, Chapter 2, and Chapter 3. Proposal defense is made to the dissertation committee prior to the completion of EDUD 6362 Dissertation II.

Failure to meet all candidacy requirements successfully will result in a review of the student’s program by the Ed.D. Executive Council. The Ed.D. Executive Council may recommend to the Dean of the College of Graduate Studies any of the following: (a) dismissal from the program; (b) permission to withdraw from the program; or (c) probation which includes permission to resubmit any or all of the required candidacy pieces after a remediation plan has been implemented. Work that must be redone must be submitted within one academic year. Results of the second proficiency assessment are final. At the successful completion of EDUD 6353, the student must submit the Application for Candidacy form to the Program Director. Students should advance to candidacy within three years of initiating coursework on the Ed.D.

Continuous Enrollment Requirement
Students must maintain continuous enrollment (including summer sessions) with a minimum of three credit hours from the time they successfully complete EDUD 6353 Synthesis Seminar until the defense of the completed dissertation. Successful completion of EDUD 6353 includes completing synthesis portfolio and pre-prospectus. Students must register for at least three credit hours each semester (including summers) until the dissertation is approved and accepted. The maximum number
of dissertation hours for credit is twelve. Note: Students must be enrolled in EDUD 6364 during the final semester of graduation. Failure to maintain continuous enrollment will result in re-applying to the doctoral program.

**Institutional Review Board**
After the successful proposal defense, the student submits paperwork for Institutional Review Board (IRB) approval. All proposed human subjects research is subject to review by the IRB and cannot take place without this approval. When the IRB grants approval, the student begins collecting data (no data can be collected before approval is received). Once the student completes the IRB form in the online Cayuse system, the dissertation chair should review it. (Depending on the topic of research, a student may need to submit an IRB in order to collect data for the research classes. This is not required but if the data are to be used toward the dissertation research, an IRB form must be submitted and approved before data collection can begin).

**Synthesis and Dissertation Grades**
1. Satisfactory grades are submitted upon successful completion of EDUD 6353, 6361, 6362, 6363, and 6364. If a course is not completed, a grade of NG will be recorded and the course must be repeated until completed. This means re-enrolling and paying tuition for that course.

2. A total of 12 semester dissertation hours (Dissertation I-IV) must be completed before the degree will be conferred.

3. A student must have continual enrollment in dissertation hours once 6353 Synthesis has been successfully passed and Application for Candidacy has been made until the dissertation is successfully defended. (Example: Even though a student is enrolled in EDUD 6364 for 3 semesters while completing the dissertation – only 3 hours of dissertation credit are earned upon successful defense of the dissertation).

4. Award of credit for the final dissertation course is contingent upon successful defense of the dissertation. When the dissertation is successfully defended, a Satisfactory grade will be submitted.

**Graduation**
A student must be enrolled in EDUD 6364 in the semester of graduation. Students are not required to attend graduation but are highly encouraged to attend as this is a special celebration for program completion.

**Dissertation**
Part II of the Dissertation Handbook provides complete details regarding the dissertation. General requirements for the dissertation include the following:

1. Systematic investigation of a problem;
2. Problem and investigation based on theory and research;
3. Investigation adding a body of knowledge in the area of investigation; and
4. Presentation of the dissertation in a form meeting graduate school standards for dissemination to scholars and practitioners.
Collaborative research projects resulting in individual dissertations on different aspects of an investigation are acceptable upon approval of the Doctoral program director and the dissertation committee.

**Final Dissertation Defense**
The graduate student must defend the dissertation to the dissertation committee in an oral examination that covers the dissertation and its related field of study. The approval of the dissertation requires consensus from the dissertation advisor and a majority of the members of the dissertation committee. Oral examinations may be conducted virtually through Adobe Connect or in person at Lamar University.

**Submission of the Dissertation and Abstract**
The doctoral student must submit the committee-approved dissertation and abstract to the Dean of the College of Graduate Studies for approval prior to copyright and publication in *Dissertation Abstracts International* and *ProQuest Dissertations*. (The dissertation must conform to Lamar University standards of formatting.)

**Adherence to Timeline**
The doctoral student maintains ultimate responsibility for adhering to established timelines and progressing through the program of studies, internship, and dissertation in a timely manner. The doctoral student should maintain continual contact with the Dissertation Chair and other members of the dissertation committee until the completion of the degree.

**Additional Policy Information**

**Financial Aid Funding**
Students enrolled in online courses must be enrolled in all parts of terms during the summer semester and two out of three parts of the fall and spring semesters to receive any financial aid funding. Enrollment must span the entire semester for financial aid to be applied.

**Attendance at SERA and Other Research Conferences**
Doctoral students are highly encouraged to attend and submit proposals to research conferences (e.g. SERA, TCPEA, AERA, etc.). The Southwest Educational Research Association (SERA) Annual Meeting, is held every February in one of several cities (San Antonio, Houston, Dallas, New Orleans).

**Employment at Institution Granting Doctoral Degrees**
Individuals who earn the Doctorate in Educational Leadership should not expect to be hired in a tenure-track position at the university that grants the degree. This is a typical practice at many higher education institutions.
PART II DISSERTATION GUIDE
Part II – Dissertation Guide

Dissertation General Information
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 6th edition for a style guide. Technical requirements and specifications, such as margins, and use of fonts should be followed when preparing all final projects. Some university requirements supersede APA requirements, such as title page, signature page, and copyright page. The following sections briefly describe the format for the most common dissertation projects in the Department of Educational Leadership at Lamar University.

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, students have certain rights and responsibilities. The following section reviews the rights students have over their own work and methods they must follow to observe the rights of others.

Responsibility. Students are ultimately responsible for the content and quality of the dissertation. Lamar University provides assistance from the dissertation chair and committee members, as well as support services from other faculty and the library. However, final responsibility rests with the student, including financial responsibility for the costs of producing a high-quality document. Students are expected to maintain a high standard of scholarship and writing, and must engage the help needed with 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 academic 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. Students must carefully observe the copyrights of others, crediting all sources quoted and paraphrased. In addition, amounts used of another person’s material without permission, even if acknowledged, must be limited. 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 often the publishing company. Include the bibliographic information for the exact edition needed 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 being sought. 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) defined 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 and 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.

**Copyright**

As the author of a written work, dissertation students are entitled to certain rights under the law of copyrights. This law prevents others from taking credit for or profiting from work used without permission. Copyright applies only to the expression of 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. Students do not have to make any notification of copyright to be protected under the law; however, if students do make notification, they may 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.** 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. See: http://www.lamar.edu/_files/documents/research/IP%20Policy.pdf

**Paid and Unpaid Assistance**

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

Anything that diminishes intellectual ownership of the student’s work is much more than assistance and is not permissible. Check with the chair of the dissertation committee if there are any questions about the nature of what is acceptable. All assistance received, paid and unpaid, must be disclosed and briefly described in the acknowledgment section of the dissertation.

The Dissertation Process

Dissertation Chair

In conjunction with the Doctoral Program Director or program designee, students will be assigned a dissertation chair before the end of the doctoral coursework. Do not ask a faculty member to chair your dissertation without approval from the Program Director or program designee.

The role of the dissertation chair is to guide the candidate in the preparation of the dissertation proposal, including specification of the research problem, the literature review that helps point the way toward the research, the questions or hypotheses for investigation, and the methodology. Other specific duties include:

- Guide the candidate in selection of additional committee members.
- Provide guidance on the research pre-prospectus and proposal structure and content and set clear expectations for the timely completion of the pre-prospectus and then the proposal.
- Prepare the candidate for the oral defense of the proposal.
- Provide guidance on the dissertation structure and content and set clear expectations for high-quality writing.
- Set clear expectations for timely completion, and guide the candidate toward achieving a high level of quality in the dissertation research and final document.
- Prepare the candidate for the oral defense of the dissertation.
- Support and encourage the candidate to publish the dissertation after successful completion.

The dissertation chair is the best resource for completing the dissertation. That being said, students should treat the dissertation chair with the utmost respect as the chair has the final approval of the dissertation at all times.

Dissertation Committee

Once students have been assigned a Dissertation Chair, with his/her approval, two or more additional committee members should be selected. Do not ask any individual to serve on the committee without the dissertation chair’s approval. The committee is usually determined during the EDUD 6353 Synthesis course. File the Appointment of the Dissertation Committee form (D-1) with the Program Director as soon as the committee members are secured.

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 approved for full or initial membership of the Lamar University Graduate Council. Two of the committee members, including the committee chair and/or co-chair, must be from the Department of Educational Leadership. Other 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.) and be approved by the Dissertation Chair and Doctoral Director. The role of dissertation committee members is to read and review the document in a timely fashion and support the student as needed with suggestions based on their expertise.

EDUD 6353 – Synthesis and Application for Candidacy (D4a)

Students may not enroll in 6353 Synthesis Seminar until all I’s or F’s in coursework are removed from previous coursework. A student proficiency assessment comprises the course content for EDUD 6353 Synthesis Seminar consisting of two components: synthesis portfolio and prospectus. The Synthesis Seminar includes writing and successfully passing the prospectus and completion of a portfolio. The professor of record for EDUD 6353 assigns a grade to the portfolio and the prospectus.

Portfolio. The student submits an individual electronic graduate portfolio which documents learning experiences throughout the coursework. The portfolio synthesizes knowledge and learning from coursework in personal and professional practice for leadership.

Prospectus. The second component of EDUD 6353 Synthesis consists of students constructing a pre-prospectus of about 8-10 pages under the supervision of the dissertation chair. This document is then sent to the committee for approval (Committee members are given a copy of the pre-prospectus when inviting them to be on the committee). This is an iterative process, and multiple iterations are frequently needed for the final approval of the Chair and the committee. A prospectus meeting may be held with the committee when the prospectus is complete, although a student often passes the prospectus without a called meeting. The final decision to hold a pre-prospectus meeting is at the discretion of the chair. Following a successful prospectus process, the student completes a Prospectus Approval form (F-2) to be filed in the department file. The final draft of the prospectus will be uploaded to TK20 as part of the completion for EDUD 6353. This is the first step toward writing the formal proposal and introduces dissertation committee members to the area of study. The prospectus document contains the following components: APA title page, body of the pre-prospectus and references. It will be double-spaced and have approximately 10 pages.

The 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 purpose statement? What are possible research questions?**

3. **What is the theoretical grounding or conceptual framework for the study?** The pre-prospectus should provide a very brief overview of the theory base or conceptual framework which frames the study. If a theoretical framework is used in a qualitative study, then this must be incorporated into the research questions.

4. **Proposed outline of the literature review**

5. **Methodology.** How will the purpose statement be answered? What methodology will be used? Think through what is being proposed to answer the purpose statement in a systematic and
convincing way. For example, who will you sample? How will data be gathered? How will data be analyzed?

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

If a prospectus meeting is necessary, it will last one to two hours and is a working session for the entire committee to provide input into the study before the student begins writing the first three chapters. In this meeting, students briefly describe the problem statement, discuss the outline that the literature review will follow and identify the proposed methodology. Students take notes of committee members’ suggestions. After the meeting, students incorporate these notes into a revised prospectus and send an updated copy to the committee members within one week.

**Application for Candidacy**

Satisfactory completion of EDUD 6353 Synthesis Seminar allows the student to Apply for Candidacy (D-4a). Upon Application to Candidacy (D-4a), students are required to be continuously enrolled until successful completion of the dissertation.

**Dissertation Proposal**

The proposal constructed in EDUD 6361 is under the direction of the Chair who is the student’s professor of record for this course, synthesis, and all dissertation courses. The proposal is the first three chapters and is approximately 60 pages in length or more. A grade is submitted for EDUD 6361 when the Chair has approved a draft of the proposal. Completion of the formal proposal in EDUD 6361 Dissertation I includes:

- Blank Page,
- Title Page,
- Signature Page,
- Placeholders for pages such as Dedication, Abstract, etc.,
- Table of Contents – without page numbers,
- Chapters I, II, III (These are written in the following order: Chapter II, Chapter III, Chapter I).
- References, and
- Appendices (include any instruments that apply, such as drafts of survey or other instrumentation, Guided Protocol, consent letters, information letters, CITI certificate, district IRB memo of approval if applicable, etc.)

Students must notify and provide committee members with edited, proofed, and completed proposal no less than **10 working days** prior to the proposal defense. The proposal should be defended as early as possible to advance to Candidacy.

**The Protocol for students and committee members for Proposal Defense.** When the Chair considers the proposal ready to defend, the student will send the proposal to the dissertation committee members at least 10 working days prior to the defense date. The student provides committee members with an electronic copy. It is the student’s responsibility to contact committee members and set a date and time for the proposal defense either in person or via Adobe Connect. If the student defends the dissertation proposal at Lamar, the student is also responsible for reserving a room by contacting the Doctoral Dissertation Coordinator. When establishing a timeline for the defense, allow at least **10 working days for the committee** to review the document. Keep in mind that students will be waiting for three or more busy people to review the written work. In order to avoid conflicting suggestions from committee members, always work through the dissertation chair, who will function as the
mediator/advocate.

If committee members have major concerns with the proposal, the chair must be contacted no later than 3 days (5 is preferred) prior to the proposal defense date. The committee member should address these needs with the Chair – not directly with the student. This will allow time to meet with the committee or chair and to re-schedule the actual defense. Prior to the defense meeting, the committee members will make suggestions on the dissertation draft. All edits will be provided to the student after the defense meeting.

**Proposal defense format and session.** The proposal defense focuses on the following questions:

- Will this study contribute to the knowledge base?
- Is the proposed study feasible?
- Is the methodology appropriate?
- Is the study grounded in the literature?

In the proposal defense, students have approximately 15-30 minutes using a presentation format, such as PowerPoint, to discuss the study background, literature and proposed methodology [slides: background of the problem, purpose statement and research questions, brief lit review discussion, methodology (sample, data collection, data analysis)]. The committee will follow with questions for approximately 30-45 minutes. The meeting will include specific recommendations to be implemented in the dissertation. The student must take accurate notes of suggested revisions. At the conclusion of the proposal meeting, the committee will vote to *Pass*, *Pass with Conditions*, or *No Pass*. The student is notified at that time of the committee decision.

**After successful Defense - Advancement to Candidacy (D-4c).** After the dissertation has successfully been defended, the student submits Dissertation Proposal Defense Report Form (D-4b) to the Doctoral Dissertation Coordinator and Advancement to Candidacy Certificate of Approval (D-4c). **Advancement to Candidacy (D-4c)** occurs upon the successful completion of the following components:

- All prerequisite courses completed;
- EDUD 6353 successfully completed (pre-prospectus and portfolio); and
- Proposal successfully defended - EDUD 6362.

Advancement to Candidacy means that student becomes an official candidate for the doctoral degree.

It is at this time that the student submits IRB application and supporting materials with direction from the Chair to the Doctoral Program Director for signatures and to be forwarded to the University IRB committee. Supporting materials for the IRB application include the following: Participation letter and Consent letter (samples in Appendix D), NIH or CITI certificate, Guided Protocol (if appropriate), instrument or survey (if appropriate) and any university, district, or school permission needed.

Once the formal proposal has been successfully defended and approved by the committee, and the IRB submitted, students should make all revisions to Chapters I – III, proofread, double-check and cross-check all references, verify the correctness of the Table of Contents with headings in the proposal,
and submit the revised copy of the corrected chapters to the Chair and any committee members electronically. This can be done while awaiting approval of the IRB. If a student is working with an editor – involve that individual in the process. Once the IRB approval is received, students may begin to gather data.

**Institutional Review Board and IRB Application Process.** 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).

Students may obtain more information about the IRB policies and forms on their website at http://www.lamar.edu/research/research-sponsored-programs/policies-forms.html. The IRB process is completed through the Cayuse online tracking system (https://www.lamar.edu/research/research-sponsored-programs/human-subjects%20.html). Students will work with their dissertation chair in the completion of the online form.

Prior to gathering data, students must complete the CITI web-based training. Certificates should be emailed to the Dissertation Coordinator. This certificate will be placed at the end of the IRB application when it is submitted to the IRB office after a successful proposal defense. Other components of the IRB application will include copies of instrumentation (guided protocol, survey, or document that applies to the study), consent letter, informational letter, and any approval memos/letters from school(s) or districts. These will be placed at the end of the IRB application and sent in one file to the Dissertation Chair and then to the Dissertation Coordinator for submission to the IRB office. Write the IRB application using verbs in future tense. Be sure to keep a copy of the IRB approval memo as this will be included in the appendix of the final dissertation document.

**Letter grades for proposal.** Satisfactory grades will be submitted upon completion of EDUD 6361 (Chair approved draft of chapters I, II, III written appropriately) and EDUD 6362 (proposal successfully defended). If the course(s) is(are) not completed within the semester, a grade of NG is submitted and courses will need to be repeated. This means re-enrolling and paying tuition for that course.

Do not forget:
- 12 dissertation hours must be completed before the degree will be conferred.
- After applying for candidacy (successfully completing EDUD 6353), a student must continue enrollment in dissertation hours until a successful dissertation defense.

**Dissertation Defense**

When the dissertation chair and other committee members are satisfied that the dissertation is complete or nearly complete, the student will be directed to send a draft copy to the committee (at least 10 days before the defense date) and schedule the defense by Adobe Connect or in person (in consultation with the chair). The defense of a dissertation usually consists of an oral examination administered by the committee. Attendance at the defense of the dissertation is limited to graduate students, other university faculty members, and friends/family (with approval from your Chair) in addition to committee members.

**Protocol for students and committee members for dissertation defense.** The dissertation must be approved by the Chair prior to initiation of the dissertation defense. When the Chair considers the dissertation ready to be defended, the student will be directed to submit the draft to the committee.
After the defense, the student will submit the dissertation draft to the Dissertation Coordinator (Elizabeth Lea) who will conduct a brief format check of the document and submit this to the Chair to provide to the student prior to the student submitting the dissertation to the Graduate school. This check involves basic formatting, primarily front matter and the TOC.

The Graduate School Office should be notified at least 10 working 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 working days prior to the defense. The D-5 form provides name, program, the title of the project, as well as the time and location of the defense. 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.

When establishing a timeline for the dissertation defense, allow at least 10 working days for the committee to review the dissertation. Provide an emailed copy of the edited, proofed, complete dissertation 10 working days prior to the defense of the dissertation (or hard copy if requested). Keep in mind that three or more busy people will need to review the written work. In order to avoid conflicting suggestions from committee members, always work through the dissertation chair, who functions as the mediator/advocate. Committee Members must notify the Chair at least five working days prior to the defense if they 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.

**Dissertation Defense Meeting.** For the dissertation defense meeting, the committee members should be provided a complete copy of the dissertation document from title page to final biographical page. This copy of the dissertation should be carefully proofread (use Spell Check) and be as error-free as possible.

The dissertation defense hearing generally lasts for approximately one hour. The student will usually discuss the dissertation in the first 20-30 minutes using presentation software, such as Power Point, to direct the oral discussion. At this time, the student will emphasize brief background of the problem, purpose statement, methodology, findings, conclusions, implications for practice, and future research. The committee will then ask in-depth questions about the dissertation, such as the questions listed in the Appendix G. Be prepared to defend conclusions based on findings and to defend any implications. After the committee members have completed 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, conditional approval – major changes needed, or rejection. If the committee rejects the dissertation at this time, specific recommendations will be made to guide the continued work on the dissertation and a new defense date will be 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), as well as the two required Signature Pages for the Dissertation. Office personnel assist in obtaining these signatures.

Once the Chair, the Dissertation Coordinator, and committee have approved the dissertation, submit dissertation in Microsoft Word format via email to lugradstudies@lamar.edu for approval by the College of Graduate Studies. A signed copy of Dissertation Approval form, (F-8) to the College of Graduate Studies must also be submitted at the time of your preliminary submission. The Graduate Reader will return required revisions to students via email, and this communication will continue until your dissertation is approved by the College of Graduate Studies. Note semester deadlines for
submission of preliminary dissertation and for publication of final approved dissertation.

**Letter Grades for the Dissertation.** 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 Satisfactory grade and six hours of credit will be submitted. Remember, students must be enrolled in EDUD 6364 in the semester of graduation.

**Office of Graduate Studies and Graduation Deadlines.** There are several requirements that come from the Office of Graduate Studies, these include a mandatory thesis workshop which is usually held early in the semester in which one expects to graduate. 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). – It is important to check the graduate school bulletin for exact dates! Do not miss the deadlines. Put them on your calendars. Students must meet all Graduate College deadlines for the following:

- Attend mandatory thesis workshop (there should be a virtual conference option)
- Apply for graduation in the Office of Graduate Studies
- Pay graduation fees as directed on the Graduate School web site
- Submit first draft by date required by the Graduate School. **Note that the Department of Educational Leadership will determine a date which is usually at least one month earlier than that of the Grad School for the Dissertation to be defended.**
- Complete Schedule for Doctoral Dissertation Oral Defense form, **Form (D-5)** to notify Office of Graduate Studies when and where the defense will take place –10 days prior. Attach copy of Abstract.

**Submission of the Dissertation.** Check the Graduate Office Guidelines for Dissertation which is available through the Graduate School. You must:

- Make any changes suggested by the dissertation committee as result of the defense.
- Submit final draft copy to the dissertation chair for approval.
- After the dissertation chair has approved the final draft, email your dissertation in Microsoft Word format to lgradstudies@lamar.edu.
- Upload the approved copy to TK-20.
- Obtain all necessary signatures on required forms for the Office of Graduate Studies. 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 students are required to follow instructions from the College of Graduate Studies for uploading your dissertation for publication and for paying fees (See Appendix L). The website for the College of Graduate Studies Thesis and Dissertation Requirements is https://www.lamar.edu/graduate-studies/thesis-dissertation-info/index.html
- Order two bound copies for the Lamar library archives. Do not forget to order extra copies for your personal use. The Dissertation Chair and Committee members should receive a digital copy once it has been approved by the College of Graduate Studies.

**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. The student bears the primary responsibility for quality, but 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 uploading the manuscript for publication, 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.

**Type.** The required 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. (This page is 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 and dedication pages (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 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 on the top. 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, References, and Appendix, require primary headings and must begin on a new page. Primary headings are centered one inch from the top edge of the page (Level 1 headings). The first line of text below the heading should be double-spaced beneath it. See APA 6th edition for specific guidelines for levels of headings and also Appendix B:

**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 *APA Manual, 6th ed.*).

**Photocopies are Not Acceptable.** If photographs are used, they must be digitally inserted.
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 6th 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 electronic databases 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 – insert leaders between title and page number on each row.
- List of Tables (if used) (Font can be smaller within tables and figures; insert leaders).
- List of Figures (if used) (insert leaders).
- 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

Research Dissertations

Non-Traditional Styles of Dissertations
All dissertations or capstone projects at Lamar University include a basic format that includes Introduction, Literature Review, Methodology, Findings, and Conclusion. However, in a non-traditional or alternative dissertation format, the content within these basic components could vary
considerably compared to traditional dissertations. For example, a possible guide to consider in non-traditional dissertations might include the following:

- Introduction – Background, Problem, Purpose, Questions, Rationale, Definitions
- Literature Review that covers the primary components of the problem under exploration
- Methodology – Description of participants, how information/data are gathered and reported
- Findings - (could be reported in a variety of mediums as data discussion, video documentary, digital artifact, Handbook, Policy Book, etc.)
- Conclusion – Summarize what was done following traditional components or when appropriate Executive Summary.

Possible problems to cover in non-traditional dissertation formats include: Program Evaluations, Action Research, meta-analyses, publishing of journal articles and others. Thematic cluster dissertations or team projects and problems of practice are two non-traditional dissertation formats. These are discussed in the following section.

**Thematic Cluster Dissertations or Team Projects** (from University of Southern California and St. Louis University). When students have a shared interest in a topic of research, a thematic cluster dissertation (often referred to as a partner or team dissertation) is a consideration. In some cases, students with similar or thematic interests write completely independent dissertations, but from time to time, share resources – we do not consider this a thematic cluster dissertation. We suggest that a thematic cluster dissertation should be considered when 2-3 students have a similar interest and commit to work together throughout the process. Each student still writes an individual dissertation that can stand alone on its merits. However, the following suggestions should be considered:

- Students collaboratively pursue the same basic research question but in varied settings or contexts. Students collaborate in reviewing the literature and create research purpose statement and research questions closely related to the shared theme. For example: The purpose of this study is to investigate African American male students’ relationships with teachers. One student might conduct this investigation through the students’ perspectives; another might conduct this investigation through the teachers’ perspectives. Or the samples might differ by urban, rural, etc. Another suggestion could include international/regional field studies of educational issues. These different perspectives of the shared problem would be reflected in the purpose statement and in the related research questions.

- Chapter I – students may share ideas and resources, however since the population is different, the various sections of the chapter will be specifically written toward their research topic and research questions. In Chapter I, in the Introduction, it will clearly be stated that this is a thematic cluster dissertation and the other dissertation(s) is referenced.

- Chapter II – students may share ideas and resources. Some of the sections will be very similar, but as in the sample above there are inherent differences in some of the headings,
due to the lens through which each problem is being viewed (rural, urban, students, teachers, etc.) This chapter will be written individually by each student.

- Chapter III – Methodologies may be similar, but students are not limited to the same methodology. For example, one student might investigate African American male students’ relationships with teachers using a qualitative narrative methodology, while another individual might explore this same topic through a survey, or more quantitative focus. We suggest that based on the purpose statement when students use a similar methodology (such as narrative or survey for example), the research questions be parallel when possible.

- Remaining chapters – the structure of reporting of data and analysis procedures should be similar when possible. Here again, students should communicate with their chair and with one another regarding structure.

- When thematic cluster dissertations are completed, the thematic cluster dissertations include an additional chapter after the Conclusions and Implications chapter. The last chapter can be titled:
  - Thematic Study Analysis and Conclusions
  - Summary and Conclusions for Thematic Study

- Students are also encouraged, but not required, to submit a manuscript or presentation proposal based on their collective papers.

Problems of practice (from Virginia Commonwealth University). Very similar to thematic cluster dissertations are problems of practice dissertations. These dissertations are articulated by field organizations and can become the topics for study. Students work in groups on these problems of practice in a collaborative endeavor that requires them to understand the problem as posed, analyze the issue from a number of perspectives, and respond with policy and practice.

The final product includes a technical report, an executive summary, and a presentation. Each will include, the background, purpose and research objectives; a review of literature; a description of methods used to gather, analyze, and report data; and conclusions and recommendations.
Traditional Styles of Dissertations

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 I, II, and III are submitted as the formal proposal. The proposal chapters should be written in the past tense even though the study has not yet been conducted. This way, the student does not have to go back into the document after a successful proposal hearing and change all verb tenses from the future tense to the past tense. After the proposal hearing, students will continue to revise and refine Chapters I, II, and III as needed. Chapter IV reports the findings and Chapter V reports the summary, conclusions, implications for practice and recommendations for future studies. Qualitative dissertations often have more than five chapters, as the findings might be reported in several narrative or data reporting chapters. For example, a qualitative dissertation might have chapters I, II, III, IV, V, VI, VII, VIII (IV-XIII might be narrative interviews or multiple data reporting), IX then would become a Findings Analysis chapter, followed by X which would report the summary, conclusions, implications for practice and recommendations for future studies. This is a decision that will be made between the student and the Chair.

A traditional qualitative dissertation may follow many formats but the underlying philosophical foundation guides the development through implementation. The general purpose of the following information 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.

The format for most traditional quantitative dissertations uses the following guidelines; however, variations as needed may be made with approval from the dissertation chair. The general purpose of the following information is to guide in developing the dissertation from the proposal through completion of the project. Students who prepare a quantitative dissertation should be mindful of reviewing relevant research and literature.
Chapter I [Qualitative]

Introduction to the Study [10-15 pages]

(1-1/2” from left) Begin with a brief introductory paragraph. There is no heading for this paragraph. This paragraph also describes the organization of the chapter.

Background of the Problem
This section is a brief introduction to the research based on the literature. 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.

Statement of the Problem
In this section, the researcher focuses the problem and situates the research within theory, policy, or practice supported by the literature. 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). An overview of the literature that will be detailed in the next chapter is appropriate here. Point out gaps or deficiencies in the literature. (See Creswell & Clark, 2007, pp. 94-95).

Theoretical Framework
Identify and discuss the theory or theories that provide the base for the study and the foundational paradigm supported in the literature – if a theoretical framework is used.

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 (except Chapter I and narrative chapters)! Related research questions follow the purpose statement in a numbered list.

1.
2.
3.

Rationale and Significance of the Research
It is in this section that the researcher provides a brief discussion explaining that the research is an important contribution to the field.

Assumptions
Begin with a cited definition for assumptions. Assumptions are those issues or items that are taken for granted relative to this study. An example would be: the study participants answered all of the interview questions openly and honestly.

Limitations and Delimitations
Begin with cited definitions for limitations and delimitations. This section clarifies the
boundaries of the study. Limitations are those factors that may 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 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. The student will 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 (not a dictionary) and cited. Definitions are in a bulleted list and in alphabetical order.

Summary and Organization of the Study
Chapter I and the other chapters usually conclude with a section that delineates the contents of the remaining chapters in the study. Example: In Chapter I, the researcher has introduced the study. In Chapter II, the literature is reviewed. The methodology is explained in Chapter III.
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.

Begin the introduction of the literature review immediately after the chapter title – do not use a heading - with a restatement of the problem or purpose exactly as it was written in Chapter I. At the end of the introductory paragraph, point out how the chapter is organized. The main topics that are identified should be Level 2 headings in the chapter. Be sure to develop an outline prior to writing this chapter and use headings and sub-headings throughout the literature review for clarity. For a sample outline guide, see https://depts.washington.edu/psych/files/writing_center/outline.pdf. Do not use a heading for this introductory paragraph.

Other points for attention as you write the literature review:

1. Limit paragraph length to approximately 10 – 15 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 this 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.
8. References cited should be as recent as possible, preferably within five years, unless the student is citing seminal research or providing a historical framework.

See Appendix H for sample of good/bad writing.

Summary

Once again, 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.
Chapter III [Qualitative]

Methodology [12-20 pages]

The purpose of this chapter is to provide detailed information about 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 chapters in a logical and meaningful way. After the proposal has been defended and the study completed, this chapter will need to be updated with accurate demographic information.

Repeat what the study is all about using the purpose statement as it was stated in Chapters I and II. Offer the reader a brief overview of the organization of the chapter. Detail will be provided in the following sections. Do not use a heading for this introductory paragraph.

Purpose Statement and Research Questions
Restate the purpose statement and research questions exactly as written in Chapter I.

Research Design
Identify and explain the design used in this study. Support your rationale for this from the literature. Do not forget to discuss the seminal literature for this design.

The Setting
Describe where the study is taking place.

The Participants
It is in this section that the “who” and the participants are described. A discussion of the criteria for inclusion in the study is included (incidentally, the criteria for inclusion will also be noted in the Delimitations in Chapter I). Depending on the nature of the study, some chairs prefer that Participants and Settings are divided into two separate headings.

Data Collection
The nature of data collection methods is described here. Interviews, participant observation, and artifact analysis are among the array of data collection tools that may be used. Support your strategies for data collection from the literature.

Treatment of the Data
This section describes 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, utilize a computer data management program to assist in the analysis, or other analysis process. Support chosen analysis methods by citing the literature.
**Provisions for Trustworthiness**

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

**Summary**

This is very brief without citations. It directs the reader to the following chapters as has been done in Chapters I and II.
Guided Protocol Example

A Guided Protocol is a draft of focused, in-depth prompts based on the study purpose and Research Questions. It is used in qualitative methodologies that have a component of interview for gathering data. The italicized information is commentary to provide understanding. The Guided Protocol that is used here is drawn from Michelle Yzquierdo’s dissertation (Cohort 7, May, 2013). Here is Michelle’s purpose statement and related research questions:

The purpose of the study was to explore the lived experiences of immigrants who arrived in the United States as high school students and successfully graduated from high school. Related research questions included:

1. What were the challenges and barriers to success for the immigrant students?
2. What were the strengths of the immigrant students?
3. What student supports and interventions were available at the school that contributed to the success of the immigrant students?
4. What advice or suggestions can be offered for teaching high-school immigrant students?

Purpose statement: The purpose of the study was to explore the lived experiences of immigrants who arrived in the United States as high school students and successfully graduated from high school. Place the purpose statement at the beginning of the Guided Protocol. This is the umbrella under which all Research Questions and prompts must fit.

Background and Get Acquainted Questions: These are demographic questions that are asked to provide a thorough picture of the interview participant. These questions also often help the interviewer begin to build a comfortable relationship with the participant. Sometimes this information is placed in a narrative paragraph at the beginning of the interview especially when it is a stand-alone dissertation chapter. Some of this basic demographic information is always incorporated collectively into Chapter III to provide a more thorough description of the participants.

A. Tell me about yourself. How old are you? What do you do now? Work? School? Describe yourself and your interest.
B. What is your native language? Can you read and write in that language?

Research Questions: List each Research Question exactly as stated in the dissertation. Under each Research Question, ask the prompt questions that you need to gather information to answer the actual Research Question. These prompts will be derived from the literature review and from your own experience. Remember the purpose of the prompts is to provide a structure so that in your open-ended questioning, you do not go too far afield of the research question you are seeking to answer. This also provides a linear structure to each interview from which themes will emerge and will provide a framework for writing your findings.

1. What were the challenges and barriers to success for the immigrant students?
   A. Tell me about your first year here. Describe your first year in school in the U.S.
   B. What were the most difficult things about school, your biggest obstacles? (teachers, other students, language?)

2. What were the strengths of the immigrant students?
A. Describe your feeling and thoughts about your classes that first year?
B. Describe your feeling and thoughts about your teachers that first year?
   How were you treated?
C. What about the other students? How were your relationships with them? Tell me about your friends and how you spent your free time at school.
D. Describe your experience in fitting in at school, getting around, and making friends that first year.
E. What about your second and third year? Tell me about that experience.

3. What student supports and interventions were available at the school that contributed to the success of the immigrant students?
   A. Did you receive any support from your family or friends specific to school when you were in high school?
   B. Did this affect your success? Explain.
   C. Teacher support?

4. What advice or suggestions can be offered for teaching high-school immigrant students?
   A. If you could talk to teachers that would be teaching immigrant students like you what would you tell them? What advice would you give?
   B. If there was one thing you would tell these teachers NOT to do, what would it be?
   C. Tell me the top three reasons what you think you were successful as an immigrant here in the U.S.
Chapter I [Quantitative]

Introduction to the Study [10-15 pages]

Begin with a brief introductory paragraph. There is no heading for this paragraph. This paragraph also describes the organization of the chapter.

Background
This section is a brief introduction to the research supported by the literature. 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 supported with the literature. 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 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).

Theoretical Foundation
Identify and discuss the theoretical or conceptual base for the study and the foundational paradigm supported in the literature.

Statement of the Purpose and Research Questions
Be certain to include a sentence such as: The purpose of this research is . . . REMEMBER, every chapter in the dissertation should include the purpose statement at the beginning (except Chapter I). It must appear exactly the same throughout the dissertation! Follow the purpose statement with a few research questions to guide the study's development. Related research questions follow the purpose statement in a numbered list.

1.
2.
3.

Rationale and Significance of the Study
Indicate the importance of the study or the need for the study.

Assumptions
Begin with a cited definition of the term 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 and Delimitations
Begin with a cited definition of the term limitations. 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.

Begin with a cited definition of the term *delimitations*. 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. The student will 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. Bullet the
list of definitions and write them in alphabetical order.

**Summary and Organization of the Study**

Chapter I, as well as the other chapters, concludes with a section that delineates the
contents of the remaining chapters in the study. Example: In Chapter I, the researcher has
introduced the study. In Chapter II, the literature is reviewed. The methodology is explained in
Chapter III.
Chapter II [Quantitative]

Review of the Literature [30 to 60 pages]

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 2 headings in the chapter). Be sure to develop an outline for use in writing this chapter. For a sample outline guide, see https://depts.washington.edu/psych/files/writing_center/outline.pdf. Also, use headings and sub-headings throughout the literature review for clarity. Do not use a heading for this introductory paragraph.

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.
8. References cited should be as recent as possible, preferably within 5 years, unless the student is citing seminal research or providing a historical framework.
9. Follow APA Manual for citation guidelines

See Appendix H for sample of good/bad writing.

Summary

The summary of the literature review is brief and uses the student’s 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.
Chapter III [Quantitative]

Methodology [approximately 10 pages in the proposal]

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. The organization of the chapter should be mentioned here. The introductory paragraph does not have a heading. After the proposal has been defended and the study completed, this chapter will need to be updated with the demographics of the sample, and any other information that describes how the study was conducted.

Purpose Statement and 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). The purpose statement and research questions and/or hypotheses are to be written exactly as they were written in Chapter I.

Research Design

Identify and explain the design used. Support from the literature your selection of the methodology.

Setting

Depending on the nature of the study, you may need a section that describes the setting separate from the description of the sample.

Sample

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

Data Analysis

Indicate the steps you took to answer every question or to test every hypothesis. Indicate the control variables. Indicate the variables you randomized and label and define the components. Describe the tools used such as SPSS, EXCEL, etc. and provide a brief overview
of tests or types of analyses.

**Summary**

Direct the reader to the next chapters as has been done in Chapters I and II.
General Guidelines for Chapters IV and V for All Types of 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 make any revisions to Chapters I – III that are needed and proceed to completion of the research and construction of Chapters IV and V and others as needed. Consult often with the Dissertation Chair regarding all chapters as there are several appropriate methods to follow based on the study design.
Chapter IV

Findings and Analysis of Data

Begin this chapter with an introductory paragraph (no heading) that briefly describes the problem exactly as it has been stated in the other chapters; then explain how the chapter is organized. Sometimes the introduction includes general information about the participants. In qualitative dissertations, findings may be presented in several chapters depending on the qualitative design. For example, in a qualitative study, it is possible that each individual or case presented in a study will be reported in a separate chapter, followed by an Analysis of the Data chapter (this one), which discusses the emergent themes collectively. The emergent themes are the findings.

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 the study. Organizing data by the research questions is most often recommended. In this chapter the student would present all the findings, qualitative, narrative and statistical data.

If tables/figures are used 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 introduce the reader to the table that follows. Do 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 generally presented in narrative form but graphics often are used for clarity. Organize information into themes or categories parallel to the research questions and the related guiding questions. Students should confer often with their Chair about the best ways to present the rich data that emerged from the study.

Summary

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

Summary, Conclusions, Implications, and Recommendations

Once again re-state the study purpose and inform the reader of the chapter’s organization and content. This introductory paragraph does not have a heading.

Summary of the Study
This section contains the study summary and could stand alone as a description of the study. It should contain the following level 3 headings:

Brief overview of the problem.
Purpose statement and research questions.
Review of the study design (sample, data collection and data analysis techniques used).

Summary of major findings – usually organized by research questions. Do not repeat all the information in the Findings chapter, instead, very briefly (perhaps using bullets) note the findings for each research question. State them the same way you stated the findings in the Findings Chapter – do not re-word.

Conclusions
This section requires the researcher to analyze, synthesize, and evaluate findings. State conclusions that are suggested from the interpretation of the findings; identify trends and issues that emerged; however, carefully base these conclusions on the study findings. This section also discusses the “ah ha’s!” that were found. You may have an overarching conclusion with several related conclusions. Remember, one conclusion may generalize to several of the findings.

Another part of this discussion is to relate findings and conclusions to the literature (sometimes this is included in Chapter IV when reporting findings also – but if you place this information in Chapter IV, be careful to write so that it is clear when you are discussing YOUR findings and when relating to findings from other studies). 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. 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 snacks, students chose to eat healthy. Be sure that all conclusions are supported by your data and related to the literature when possible.

Implications for Practice
This section discusses who will benefit from the study, what they will learn from it and how it might impact their practice. Based on study findings, this section recommends actions for practitioners to implement into practice. This section also reports previous research.
**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 the chapter. It is here that the student might include personal insights or beliefs gained from conducting this study.
References for Part I and II


Appendix
Appendix A - Sample Pages

<table>
<thead>
<tr>
<th>Sample</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title page</td>
<td>51</td>
</tr>
<tr>
<td>Signature page</td>
<td>52</td>
</tr>
<tr>
<td>Copyright page</td>
<td>53</td>
</tr>
<tr>
<td>Abstract</td>
<td>54</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>55</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>56</td>
</tr>
<tr>
<td>List of Figures</td>
<td>58</td>
</tr>
<tr>
<td>Biographical Note</td>
<td>59</td>
</tr>
</tbody>
</table>
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 2014 (month/year 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 two copies to the Defense for signatures)

TITLE

AUTHOR

Approved:

____________________________________
Name of Chair
Dissertation Chair

____________________________________
Name of Committee Member
Committee Member

____________________________________
Name of Committee Member
Committee Member

____________________________________
Name of Committee Member
Committee Member

Brett Welch
Director, Doctoral Program

Diane Mason
Chair, Department of Educational Leadership

Robert J. Spina
Dean, College of Education and Human Development

William E. Harn
Dean, College of Graduate Studies

*Do not include titles/degrees. (When paginating, do not count or number this page).
© 2016 by John E. Doe

No part of this work may 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 Copyright Page

1” margin from top of page; this page is counted, but not numbered
Sample Abstract
(1” margin from top of page- not counted and not numbered)

ABSTRACT

TITLE OF PAPER

by

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.

Note: The abstract has the following components: (a) problem statement; (b) research questions; (c) brief information about sample; (d) brief information about data collection and analysis; (e) brief statement of findings; and (f) implications for practice. It should be about ¾ of the page long. Do not indent the first paragraph of the Abstract.
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
*(1” margin from top; 5-level heading)*

### Table of Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of Figures</td>
<td>iv</td>
</tr>
<tr>
<td>List of Tables</td>
<td>v</td>
</tr>
<tr>
<td>I Introduction to the Study</td>
<td>1</td>
</tr>
<tr>
<td>Background</td>
<td>1</td>
</tr>
<tr>
<td>Problem Statement</td>
<td>1</td>
</tr>
<tr>
<td>Theoretical Foundation</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Purpose and Research Questions</td>
<td>1</td>
</tr>
<tr>
<td>Rationale and Significance of the Study</td>
<td>1</td>
</tr>
<tr>
<td>Assumptions</td>
<td>1</td>
</tr>
<tr>
<td>Limitations and Delimitations</td>
<td>1</td>
</tr>
<tr>
<td>Definitions of Terms</td>
<td>1</td>
</tr>
<tr>
<td>Summary and Organization of the Study</td>
<td>2</td>
</tr>
<tr>
<td>II Review of the Literature</td>
<td>3</td>
</tr>
<tr>
<td>Individual Subheadings (Heading 2)</td>
<td>3</td>
</tr>
<tr>
<td>Heading 3</td>
<td>3</td>
</tr>
<tr>
<td>Heading 4</td>
<td>3</td>
</tr>
<tr>
<td>Summary</td>
<td>4</td>
</tr>
<tr>
<td>III Methodology</td>
<td>5</td>
</tr>
<tr>
<td>Research Questions and or Hypotheses</td>
<td>5</td>
</tr>
<tr>
<td>Research Design</td>
<td>5</td>
</tr>
<tr>
<td>Population/Participants</td>
<td>5</td>
</tr>
</tbody>
</table>
Instrumentation 5
Data Collection Procedures 5
Data Analysis 5
Summary 5

IV Findings or Analysis of Data 6
Use Subheadings as Appropriate 6
Summary 6

V Summary, Conclusions, Implications, and Recommendations 7
Summary of the Study 7
Conclusions 7
Implications for Practice 7
Recommendations for Future Research 7
Concluding Remarks 7

References 8
Appendices 9
Appendix A 10
Appendix B 11
Biographical Note 12

*Notice you cannot have 1 level of heading without 2 levels of heading.

** The TOC should match the content exactly regarding heading titles and levels. Also remember that in the TOC all heading levels use headline style.
Sample List of Figures
(1” margin from top of page)

List of Figures

<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 1 Traditional Glimpses of Power</td>
<td>9</td>
</tr>
<tr>
<td>Figure 2 Classification of Power Bases</td>
<td>10</td>
</tr>
<tr>
<td>Figure 3 Leadership Perspectives</td>
<td>11</td>
</tr>
<tr>
<td>Figure 4 Research Issues</td>
<td>88</td>
</tr>
</tbody>
</table>

(The List of Tables is done the same way).

*** ATTENTION ***

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
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.

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

Typist:  
Jane Elizabeth Doe

[Limit to one page]
Appendix B - Sample Doctoral Forms

The following forms can be downloaded from the Doctoral Studies website located at <http://education.lamar.edu/educational-leadership/center-for-doctoral-studies/department-resources.html>.

<table>
<thead>
<tr>
<th>Form</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>D-1</td>
<td>Appointment of Doctoral Dissertation Committee</td>
<td>61</td>
</tr>
<tr>
<td>D-4a</td>
<td>Application for Advancement to Candidacy</td>
<td>65</td>
</tr>
<tr>
<td>D-4b</td>
<td>Dissertation Proposal Defense Report Form</td>
<td>66</td>
</tr>
<tr>
<td>D-4c</td>
<td>Advancement to Candidacy Certificate of Approval</td>
<td>67</td>
</tr>
<tr>
<td>D-5</td>
<td>Schedule for Doctoral Dissertation Oral Defense</td>
<td>68</td>
</tr>
<tr>
<td>D-6</td>
<td>Transfer Credit</td>
<td>69</td>
</tr>
<tr>
<td>F-8</td>
<td>Doctoral Dissertation Approval</td>
<td>71</td>
</tr>
<tr>
<td>D-15</td>
<td>Request to Change Doctoral Course Program/Committee</td>
<td>72</td>
</tr>
</tbody>
</table>
APPOINTMENT OF DOCTORAL DISSERTATION COMMITTEE

Name: Click here-type name (Last Name First)   Student ID: Click here-type number

Address:  Click here-type address  City, State, Zip:  Click-City, State Zip

Telephone:  Click here to enter text.   Email:  Click here to enter text.

Proposed Title of Dissertation:  Click here to enter text.

Required Signatures:

Student: ___________________________________________ click here-type name

Chair: ___________________________________________ click here-type name

Committee Member: ___________________________________ click here-type name

Committee Member: ___________________________________ click here-type name

Director, Doctoral Program:_________________________ Date:_______

Chair, Educational Leadership: _______________________ Date:_______

Dean, College of Education:_________________________ Date:_______

Dean, College of Graduate Studies:____________________ Date:_______

D-1
APPLICATION FOR ADVANCEMENT TO CANDIDACY

To: Dean of College of Graduate Studies

From Click here-type name (Last Name First) Student ID: Click here-type number

Address: Click here-type address City, State, Zip: Click-City, State Zip

Telephone: Click here to enter text. Email: Click here to enter text.

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: Click here to enter text.

*I understand that having completed EDUD 6353, I am required to be continuously enrolled.

Required Signatures:

Student:______________________________ click here-type name

Chair:______________________________ click here-type name

Committee Member:________________________ click here-type name

Committee Member:________________________ click here-type name

Committee Member:________________________ click here-type name

Committee Member:________________________ click here-type name

Director, Doctoral Program:____________________ Date:_______

Chair, Educational Leadership:____________________ Date:_______

Dean, College of Education:____________________ Date:_______

Dean, College of Graduate Studies:____________________ Date:_______

D-4a
Dissertation Proposal Defense Report Form

To: Dean of College of Graduate Studies

From: Click here-Type name (Last Name First)  Student ID: Click here-Type number

Address: Click here-Type address  City, State, Zip: Click-City, State Zip

Telephone: Click here to enter text.  Email: Click here to enter text.

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

Proposal Title: Click here to enter title of proposal.

Date of Proposal Hearing: Click here to enter a date.

Required Signatures:

Chair: Click here-Type name

Committee Member: Click here-Type name

Committee Member: Click here-Type name

Committee Member: Click here-Type name

Committee Member: Click here-Type name

Director, Doctoral Program: Click here-Type Date:

Chair, Educational Leadership: Click here-Type Date:

Dean, College of Education: Click here-Type Date:

Dean, College of Graduate Studies: Click here-Type Date:

D-4b
ADVANCEMENT TO CANDIDACY CERTIFICATE OF APPROVAL

Name: Click here-type name (Last Name First)  Student ID: Click here-type number

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

EDUD 6353  All Academic Requirements  Proposal Defense

Required Signatures:

Chair:____________________________________ click here-type name
Committee Member:__________________________ click here-type name
Committee Member:__________________________ click here-type name
Committee Member:__________________________ click here-type name
Committee Member:__________________________ click here-type name
Director, Doctoral Program:___________________ Date:_____
Chair, Educational Leadership:_________________ Date:_____
Dean, College of Education:___________________ Date:_____
Dean, College of Graduate Studies:______________ Date:_____

D–4c
SCHEDULE for DOCTORAL DISSERTATION ORAL DEFENSE
Doctor of Education in Educational Leadership

Name: Click here-type name (Last Name First)  Student ID: Click here-type number

Title of Dissertation: Click here to enter text.  
(Attach copy of 1-page dissertation abstract)

Date: Click here to enter a date.  Day of Week:  Click here to enter text.  
Time of Oral Defense:  Click here to enter text.  
Location of Defense:

Required Signatures:

Chair:_________________________________________ click here-type name
Committee Member:__________________________ click here-type name
Committee Member:__________________________ click here-type name
Committee Member:__________________________ click here-type name
Committee Member:__________________________ click here-type name

Director, Doctoral Program:____________________ Date:_______
Chair, Educational Leadership:__________________ Date:_______
Dean, College of Education:____________________ Date:_______
Dean, College of Graduate Studies:_______________ Date:_______
College of Graduate Studies  
Transfer Credit

With approval of the Doctoral Program Director, the Department Chair, the Dean, and the Graduate Dean, a student may transfer up to 6 semester hours of graduate work completed at an accredited institution. Only courses with grades of “A” or “B” or “S” that 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: Click here-type name (Last Name First)  
Student ID: Click here-type number
Major: Educational Leadership

Institution where work was taken: Click here-type institution

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

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course No.</th>
<th>Sem. Hrs.</th>
<th>Date Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

________________________________________
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.
DOCTORAL DISSERTATION DEFENSE REPORT FORM

To: Dean of College of Graduate Studies  Date of Defense: Click here to enter a date.

Name: Click here-type name (Last Name First)  Student ID: Click here-type number

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:

Chair:__________________________________________ click here-type name

Committee Member:______________________________ click here-type name

Committee Member:______________________________ click here-type name

Committee Member:______________________________ click here-type name

Committee Member:______________________________ click here-type name

Director, Doctoral Program:________________________ Date:_______

Chair, Educational Leadership:______________________ Date:_______

Dean, College of Education:________________________ Date:_______

Dean, College of Graduate Studies:__________________ Date:_______

D-7
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.

Name: Click here-type name (Last Name First)      Student ID: Click here-type number

Department: The Center for Doctoral Studies in Educational Leadership

APA 6th Ed.
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 6th 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:

Chair: ______________________________        click here-type name

Committee Member: ______________________        click here-type name

Committee Member: ______________________        click here-type name

Committee Member: ______________________        click here-type name

Committee Member: ______________________        click here-type name

Committee Member: ______________________        click here-type name

Director, Doctoral Program: __________________     Date: ________

F-8
REQUEST TO CHANGE DOCTORAL COURSE PROGRAM/COMMITTEE

Name: Click here-type name (Last Name First) Major: _____ Student ID: Click here-type number
Address:

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

Remove:

Add:

Proposed Dissertation Committee Changes:

Remove:

Add:

Required 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.

D-15
Appendix D

Sample Letters of Invitation and Consent to Participate

Sample Letter: INVITATION TO PARTICIPATION IN STUDY

This document will be included in the IRB application, as well as in the Appendix of the dissertation.

Date
Name
Address

Dear Participant:

As a doctoral candidate at Lamar University, I am conducting a study for my dissertation to understand and describe the perceptions of college presidents as to what skills are needed to be leaders in today’s four-year institutions. The purpose of this quantitative study is to explore the variation in curricular expectations of educational psychology doctoral programs, as perceived by university presidents and doctoral program directors. I will be examining where the gaps in understanding and delivery exist in the various components in doctoral programs in educational psychology in Texas. The results should be of interest and value to the leadership of four-year colleges, to current and aspiring college presidents, administrators and staff in the formal and informal leadership preparation programs for college leaders, and boards of trustees looking to support current presidents or attract aspiring presidents.

Approximately x number of people will be invited to participate in this study. Criteria for participation include the following: . . . .

During the first week in October 2008, you will receive an e-mail containing a link to the survey. You will be requested to complete the on-line survey, which should take no more than approximately 20 minutes of your very valuable time. The web-based survey will be available for two weeks. Your responses will be completely confidential, and no individual names or institutions will be recorded during the course of this survey. Your name will not be associated with any research findings. The data will be stored electronically in a secure place.

This study has been approved by the Lamar University Institutional Review Board. You are free to decide not to participate in this study or to withdraw at any time without adversely affecting your relationship with the investigator or Lamar University. There is no compensation for participating, however, on completion of this study, I will share a summary of the findings with you. Your input is extremely valuable for the preparation of future educational leaders in Texas. If you have any questions regarding the study, please contact the Principal Researcher or the Dissertation Chair person.

Sincerely,

Principal Researcher               Dissertation Chair

Contact information (e-mail)       Contact information (e-mail)
Sample Letter: SUBJECT CONSENT TO PARTICIPATION IN RESEARCH

Lamar University
Department of Educational Leadership
College of Education

This document will be included in the IRB application, as well as in the Appendix of the dissertation.

Title of Study:
Purpose of Study:
Name of Investigator(s) with contact information:
Name of Dissertation Chair with contact information:

I understand that I am agreeing to participate in a research project and that the purpose of the study is to identify __________________________. I will be asked a series of interview questions and the investigator will record my answers. X numbers of individuals are being invited to participate in this study. Participants all meet the following criteria: . . .

My name will not be associated with any of the research findings used and the confidentiality of my responses will be protected. The entire procedure will take 30-60 minutes. My participation will take place in a private area with only the researcher present. I can decline to answer any question.

Risks
The interview is entirely voluntary and does not entail any foreseeable risks. I understand that I may quit at any time. All data will be maintained in a locked file in the investigator’s office for one year and then shredded.

Benefits

There is no compensation to participate in this study; however, benefits of participation may include a contribution to scholarly research. There will be no direct benefits to the subjects.

Participation

I understand that my participation in this study is voluntary and that I may withdraw from the study at any time. My refusal to participate will involve no penalty or loss of benefits to which I am otherwise entitled. I understand that I will not be compensated for my participation. An offer has been made to answer all of my questions and concerns about the study. I will be given a copy of the dated and signed consent form to keep.

Signed ___________________________________________ Date __________

Principal Investigator ___________________________________ Date _________

If you have any questions about the research or your rights as a subject, please contact the Office of Research and Sponsored Programs Administration, John Gray Library, 6th floor, Room 635, P.O. Box 10119 Beaumont, TX 77710. 409-8807670
Appendix E

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 Chair.

CHAPTER ONE – INTRODUCTION OF THE STUDY

Introduction
Does the Introduction get the reader’s attention that the topic is timely and important?

Background and Statement of the Problem
___Is the background of the problem clearly presented for all variables under study?
___Is adequate information presented for an understanding of the problem?
___Is the problem clearly stated?
___Is the rationale clear about how this study will add to the body of knowledge (theory or practice)?
___Is there an appropriate amount of literature cited?
___Is there a discussion 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
___Is the theoretical base (if you have one) for the study clear and appropriate?
___Have you related the theoretical foundation to the literature review and research question in some manner?

Purpose Statement
___Is the purpose of the study stated clearly and succinctly?
___Is the problem background related to the purpose statement?

Research Questions
___Are the research questions well stated?
   • Clear variables?
   • No questions that can be answered with a Yes or a No?
   • “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?

Assumptions – What is being assumed?
Limitations – Weaknesses of the Study
___Are the limitations of the study clearly delineated?
___Are methodological weaknesses of the study discussed?

Delimitations – Boundaries of the study
___Are delimitations well defined? (i.e., time frame, location, sample, criterion, etc.)
___Delimitations should be parallel with the criteria for selection listed in Chapter III?

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.
___Are definitions cited accurately?

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?
___Are quotations used at a minimum?
___Do all quotations have a lead in (e.g., Irons (1995) noted, “…” (p. ?))?
___When quotations exceed 40 words, are block quotes used?

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?

Setting, Sample and Population
___Is the setting for the study described adequately?
___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?
___Is there a discussion of confidentiality?

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  
Was a pilot study conducted?  
If a pilot study was conducted, are its execution and results described?  
Are procedures for collecting data described in sufficient detail to permit them to be replicated by another researcher?  
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.)  
If qualitative, were interview/focus group questions based on a Guided Protocol that is included in the study Appendix?  

Data Analysis  
Were the statistics appropriate for the study? Cited?  
Are the appropriate statistics reported for each test?  
Are statistics reported correctly?  
Are statistics explained? (in other words...)  
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, IMPLICATIONS FOR PRACTICE AND RECOMMENDATIONS

Summary
___Is there a brief summary of the problem, research questions, 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 based 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 the findings?
___Are suggestions for action made justified by the data?
___Are practice implications related to the literature when appropriate?

Recommendations for Future Research
___Are recommendations for future research made?
Appendix F

**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 references in the body cross-checked against the reference list?

10. Are the appendices correct?
11. Is the front matter correct?

12. Is the page numbering correct?

13. Are the tables/figures correct?

14. Are the references correct?
   • Are authors’ names spelled correctly?
   • Is punctuation correct?

15. Are there grammatical problems?
Appendix G

Questions Typically Asked at Dissertation Defense
See (Glatthorn & Joyner, 2005).

1. Why did you choose that particular problem? Why did you not study this other problem instead?

2. What exactly were you trying to find out? I’m unclear about the meaning of your problem statement.

3. You have reviewed the important literature, but I fail to see what use you make of your review. Can you clarify for me what you learned from the review of the literature?

4. When you reviewed the literature, why did you decide to review that particular area of study?

5. Your review of the literature seems to omit these important contributions. Can you explain why these works and their findings do not appear in your review?

6. Your review of the literature includes this particular work which is no longer considered a serious contribution. Why did you choose to include that work?

7. I think you may have misrepresented the findings of that study. Could you review for me what you think the study showed?

8. Why did you choose that particular method? Why did you not use this other method?

9. Can you clarify how the particular method you chose relates directly to the problem you studied?

10. What specifically was your relationship to the context and subjects of the study? Do you think that relationship in any way contaminated your study?

11. In what ways was that context or those subjects not representative? Have you been sensitive to that problem?

12. Can you clarify what procedures you followed to ensure that your research observed the canons of the profession with regard to ethical procedures?

13. I am unclear as to what that table means. Can you interpret it for me?

14. How does this study contribute to the body of literature on this topic?
Dissertation Help: Three Easy Steps for Writing Good Paragraphs

Writing is a craft that has to be practiced. What follows is a brief help for writing good, coherent paragraphs. After providing you with three steps to writing good paragraphs, I have included an example of a poorly written paragraph and one that is well written. Comments in the margins of the examples are to assist you with understanding issues and ways to correct them. My hope is that this will help you in getting through your dissertation and, ultimately, in becoming a better writer.

**Step One- Organize Your Research**

Organize your research articles in a way that makes sense to you. If you have paper copies of your articles, you might put a keyword or keywords on the top of each article and group the articles together in file folders labeled with the keyword. If you have electronic copies of articles, then you may want to generate a naming scheme for the files that groups them together by keyword(s) (e.g. Topic_Author_Title) or you may create electronic file folders for each of the major topics.

Some articles may have multiple keywords or have keywords that are sub-topics of primary keywords. For example, you might have a series of articles related to “intelligence”, but they are related to different aspects of intelligence (e.g. measured intelligence, things intelligence predicts, etc.). In these situations, put the keywords in order of their emphasis. As you may already see, by doing this a potential outline for writing is emerging. This brings us to the next step: Outlining.

**Step Two- Outline**

When you first started learning to write, you were (hopefully) taught to outline (if you weren’t taught how to outline, there are multiple resources available to teach you how to do so effectively, such as http://www.indiana.edu/~wts/pamphlets/outlines.shtml). Outlining is a way you learn to organize content so that it has a logical and coherent flow for communicating. Many people internalize the outlining process and, thus, skip taking the time to actually write an outline before writing their document. Unfortunately, only some people are better at this than most! Others may rationalize that it
is more time consuming to make an outline than to just sit down at a computer and start writing. This may be true, until one considers the amount of time it will take to send a poorly written document back and forth to a committee chair enough times to get it right! Outlining is a timesaving practice that we should all continue to use, especially when trying to consolidate/summarize a plethora of research literature that may go in a thousand different directions. Outlines help tame the chaos and bring focus to your writing. DO NOT SKIP THIS STEP!

Step Three- Let’s Write!

Now that you have a working outline, it’s time to begin writing your document. Start each paragraph with your good topic/thesis sentence. The content within the paragraph should either lend support to the topic sentence or provide further explanation about/of it. Make sure that all of the paragraphs logically fit within the major heading for that section, and that each section has the appropriate level heading according to the APA manual. Don’t guess on issues of style! The APA manual is your guide. Keep it beside you at all times and refer to it often.

EXAMPLES OF BAD AND GOOD (NOT PERFECT!) PARAGRAPHS

BAD

The study of individual differences within psychology is referred to as Differential Psychology (Tyler, 1965), and focuses on the psychological differences that exist between the individuals. Intelligence has been a topic of scientific investigation for over one hundred years (Brody, 2000). Modern personality research has its roots in some of the early works of Gordon Allport (1921; 1967). Cattell (1988) concurred with Brody that intelligence has been an important area of study. In addition to providing various models of the construct, research in the area of measured intelligence has also demonstrated that intelligence is related to many important life outcomes, such as aptitudes, leadership, genius, and income (Brand, 1987).

By the end of the 20th Century, factor analytic procedures were providing a strong foundation for theoretical conceptions of personality (Winter & Barenbaum, 1999). Openness, Conscientiousness,
Extraversion, Agreeableness, and Neuroticism have been referred to as the five-factor model or the “Big Five” (McCrae & Costa, 1987; 1999). Digman (1989) concurs with McCrae and Costa (1987) and McCrae and Costa (1999).

**GOOD**

The study of individual differences within psychology is referred to as Differential Psychology (Tyler, 1965) and focuses on the psychological differences that exist between individuals. Two specific areas of interest within this subfield of psychology include intelligence and personality (Maltby & Macaskill, 2007). Intelligence has been a topic of scientific investigation for over one hundred years (Brody, 2000; Cattell, 1988), and research into the measurement of intelligence has yielded a variety of theoretical models of intelligence that have been instrumental in its study (Carroll, 1993; Cattell, 1963; Horn & Cattell, 1966; Spearman, 1927). In addition to providing various models of the construct, research in the area of measured intelligence has also demonstrated that intelligence is related to many important life outcomes, such as aptitudes, leadership, genius, and income (Brand, 1987). Moreover, measures of intelligence serve as significant predictors of academic performance, job performance, and social behaviors (Gottfredson, 1997, 2002a, 2002b), as well as a variety of health-related outcomes (Deary & Batty, 2007).

A second primary area of research within Differential Psychology is personality. Modern personality research has its roots in some of the early works of Gordon Allport (1921; 1967), who worked diligently to clearly define personality research on which future research and applications of the research could build (Winter & Barenbaum, 1999). Allport (1967) eventually came to define personality traits from a behavioristic perspective, which suggests that personality is a function of habits that can be observed, and began to develop means for measuring the traits he saw as basic components of personality (Parker, 1991). By the end of the 20th Century, factor analytic procedures were providing a strong foundation for theoretical conceptions of personality (Winter & Barenbaum,
The use of factor analysis has demonstrated a personality trait domain that can be broadly described by five primary traits (Goldberg, 1992; John, 1990; McCrae & Costa, 1999): Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. These traits have been referred to as the Five Factor Model (FFM) or the “Big Five” and have found a working consensus among most personality psychologists (Digman, 1989; McCrae & Costa, 1987; 1999).

A Final Word

A good practice for testing your own writing is to go back and try to outline what you have written. If it does not make sense, your writing probably needs some work or you need to reconsider your paper’s organization. Make sure you always check with your dissertation chair before making significant changes to your documents!

Happy writing!
<table>
<thead>
<tr>
<th>Chapter Three – 8 pts.</th>
<th>Fail – Not addressed adequately - 0</th>
<th>Pass – addressed adequately - 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(These are intended procedures only and may change as study is completed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research Questions/Hypotheses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research Design</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is type of research and research design described fully?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are variables clearly described?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is design appropriate for the research questions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is methodology reported in sufficient detail to replicate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sample and Population</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the kind of sampling used described adequately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the sample size large enough</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are criteria for selecting the sample stated?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instrumentation (if appropriate)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is a rationale given for selection of instrument?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is instrument(s) purpose &amp; content described?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are instruments appropriate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If instrument developed for this study, are procedures involved in development and validation described?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If instrument developed for this study, are administration, scoring, and interpretation procedures described?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is instrument validity and reliability discussed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If interviews, is there discussion of interviewer bias?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Data Collection and Procedures</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are procedures described for replication?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If pilot study, is proposed execution described?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Data Analysis</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are appropriate statistics reported for each test?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are enough statistics presented?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score: less than 30 – Fail  
30/30 = Pass _____________

Submissions: _______________ _______________ Pass Date: _______________

Student Name: _______________ Cohort: _______________

Dissertation Chair: _______________

- Copy to student
- Final copy to Director
**Dissertation Rubric:** The Dissertation is the third of three assignments resulting in successful completion of the dissertation, and thus, completion of the doctoral program. Therefore, since all components of the Dissertation must be mastered adequately in order to complete the program and earn the Ed.D., the Dissertation is scored with either a Pass or a Fail.

<table>
<thead>
<tr>
<th>Dissertation includes these components</th>
<th>0 - Fail - inadequate</th>
<th>1 - Pass - complete</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter One - 11 pts.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Background/Statement of the Problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is problem background clear?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is problem clearly stated?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it clear how study adds to body of knowledge?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is an appropriate amount of literature cited?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there descriptions and analyses of what has already been done related to the problem?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is relationship of problem to previous research clear?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there logical sequence of discussion leading directly to purpose statement?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does chapter move from general to specific?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Theoretical Foundation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has theoretical foundation been related to literature review &amp; research question?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is theoretical base clear and appropriate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Purpose Statement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is study purpose stated clearly and succinctly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the purpose related to the problem statement?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research Questions</strong> - well stated?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Significance of the Study</strong> - Is there explanation of how study will be useful?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Delimitations</strong> - well defined?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assumptions made clear?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Limitations</strong> - clearly delineated?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Definitions of Terms</strong> - adequately defined?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Chapter Two - 11 pts.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is review of Literature comprehensive?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is coverage of variables balanced?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is review well organized?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have majority of references been published within last five years?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are authors who make same point combined in citations?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are primary sources used in most citations?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does review contain opposing points of view</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does author critically analyze literature?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quotations - Used at a minimum? All have a lead in?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blocked when appropriate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix J

Checklist for the Dissertation Process

*Submit all forms to the Doctoral office*
[ ] Dissertation Chair assigned and Committee selected.
[ ] Construct Research Pre-Prospectus and complete Synthesis portfolio.
[ ] Submit Appointment of Dissertation Committee Form (D-1).
[ ] Obtain Pre-Prospectus Approval from Chair/submit Approval of Pre-Prospectus to Doc Office Form (F-2).

[ ] Complete EDUD 6353 Synthesis & submit Application for Advancement to Candidacy Form (D-4a).
[ ] Note that continuous enrollment (including summer sessions) is required upon successful completion of EDUD 6353 and Application for Candidacy.
[ ] 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 10 days prior.
[ ] Submit Proposal draft to chair and committee – 10 days prior to Proposal Defense.
[ ] Submit Advancement to Candidacy Certificate of Approval Form (D-4c) – Type in Chair & committee names.
[ ] Complete IRB online form to begin process to obtain approval.

[ ] Proofread and submit approved revised dissertation proposal to chair and committee.
[ ] Conduct the study as soon as IRB approval granted.
[ ] Distribute dissertation to committee within 10 working days to read completed draft.
[ ] Submit Schedule for Doctoral Dissertation Oral Defense Form (D-5) & Abstract (10 days).
[ ] Bring to Defense if in person; if on-line defense – office will obtain signatures for students:
  [ ] Two printed Signature Pages for 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.

[ ] Once Chair has approved edits, upload dissertation to Graduate Studies office by emailing to Lugradstudies@lamar.edu. The graduate reader will email required edits to you. Make edits and return to graduate reader as soon as is practicable.
[ ] Notify Doc office that you have emailed dissertation; office staff will forward your signed Dissertation Approval Form (F-8) to the Graduate Studies office.

[ ] Once Graduate Studies approves your final dissertation, the graduate reader will email you a memo of approval and instructions on how to upload the final approved dissertation to the library system.
  [ ] Email Lugradstudies the number of copies you need, as well as the number of pages that are in your dissertation (including blank front and page pages).
    • Number of required copies includes two for LU Library Archives plus the number of copies you would like to keep. Students should email the final approved digital copy of the dissertation to the Dissertation Chair and Committee.
    • Do not purchase copies during the upload process; Lamar University will order copies and charges will be added to your student account.
Appendix K

Examples of APA References 6th ed. Guidelines

Books

Typical book entry -- single author


- Publishing information - Spell out the publishing names of associations and university presses, but omit superfluous terms such as "Publishers," "Co.," or "Inc." If two or more locations are given, give the location listed first or the publisher's home office. When the publisher is a university and the name of the state (or province) is included in the university name, do not repeat the name of the state/province in the publisher location. When the author and publisher are identical, use the word "Author" as the name of the publisher.


Multiple authors

- When a work has up to (and including) seven authors, cite all authors. When a work has eight or more authors cite the first six, then insert three ellipses, and add the last author’s name.


Roeder, K., Howdeshell, J., Fulton, L., Lochhead, M., Craig, K., Peterson, R., ...Applin, M. (1967).


Corporate authorship


No author identified


Citing items in an anthology/chapter in edited book


Reprinted or republished chapter


(Original work published 1923)

- Following the entry, enclose "Original work published" in parentheses, noting the original date.

Chapter in a volume in a series


- In regularly published series with subtitles that change regularly, the series title is uppercase and the subtitle is lowercase, as in a book title.

Citing multivolume works


- In listing a multivolume work, the publication dates should be inclusive for all volumes. The volumes should be identified, in parentheses, immediately following the book title. Do not use a period between the title and the parenthetical information; close the entire title, including the volume information, with a period.

Edited collections


*or*


Citing specific editions of a book


- Immediately after the book's title, note the edition information in parentheses (for example, "5th ed." or "rev. ed."). Do not use a period between the title and the parenthetical information.
Translated works


- The original publication date is the last portion of the entry and should be in parentheses with the note "Original work published" followed by the date.

Proceedings


or


Journals

Citing articles in journals with continuous pagination


Citing articles in journals with non-continuous pagination


- Because pagination begins anew with each issue of this journal, it is necessary to include the issue number in parentheses after the volume number. Note that there is a comma between the issue number and the page numbers, but no comma between the italicized volume number and the issue number. If the periodical does not use volume numbers, include "pp." before the page numbers so the reader will understand that the numbers refer to pagination. Use "p." if the source is a page or less long.

Citing articles in weekly periodicals

**Newspaper articles**


**No author identified**


**Reprinted or republished articles**


• Following the entry, enclose "Reprinted from" in parentheses, noting the original publication information.

**ERIC Documents (Report available from the Educational Resources Information Center)**


**Dissertations**

**Dissertation obtained from Proquest's Dissertations & Theses**


**Dissertation abstracted in DAI:**

Legal Documents

Court Decisions

Name v. Name, Volume Source Page (Court Date).


Statutes

Name of Act, Volume Source § section number (year).


Other Media

Citing interviews


• If there is only a transcription and not a recording then cite as follows:


• Unpublished interviews and other non-archived communications should be cited “in-text” and do not need a reference page entry. They are what the Publication Manual of the APA calls "personal communications" and so "do not provide recoverable data." The entry below represents an in-text citation - it consists of the first initial and last name of the interviewee, the type of communication, and the date of the interview.

(N. Archer, personal interview, October 11, 1993)

Citing films or videotapes

• The bracketed descriptor [Motion picture] replaces Film and Videotape.

Boston, MA: Filmways.

- In the example above, the main people responsible for the videotape are given, with their roles identified in parentheses after their names. After the title, the medium is identified in brackets. The distributor's name and location comprises the last part of the entry.

Citing recordings

Writer, A. (Date of copyright). Title of song [Recorded by artist if different from writer]. On Title of album [Medium of recording: CD, record, cassette, etc.]. Location: Label. (Recording date if different than copyright)


Electronic Information

The type of medium can be, but is not limited to the following: online journals, Web sites or Web pages, newsgroups, Web- or e-mail based discussion groups or Web or e-mail based newsletters.

- If pagination in electronic references is unavailable, leave out of the citation.
- APA now requires a DOI (Digital Object Identifier) when available. The DOI may be found in the citation, abstract, full record/details, or on the first page of the article/book. Or you may look up the DOI at the following web site: DOI Lookup (http://www.crossref.org/guestquery/).
- If a DOI has not been assigned to a journal article and the article was accessed online, the URL of the journal home page should be listed.
- There is no longer a need to cite the database from which a journal article was accessed except if the material is discontinued and was accessed through an archival database such as JSTOR.
- No retrieval date is needed for electronic sources unless the source material may change over time (e.g., Wikis).

Electronic Book


http://www.ebrary.co.uk/html/bees.asp

- The retrieval statement takes the place of location and publisher.

or (if DOI is available)


Full-Text Article with DOI assigned

Full-Text Article without a DOI


Article in an Internet-only newsletter


Internet technical or research reports


• In the example above, the author is the publisher (in other words, a ‘corporate author’ is listed). Identify publisher in the retrieval statement unless the publisher has been identified as the author. If the report is from the U.S. Government Printing Office, list the publisher location and name as Washington, DC: Government Printing Office.

Document created by private organization, no page numbers, no date


• Sometimes authors are not identified, and there is no date showing for the document. Efforts should be made to identify and list the sponsoring author/organization of the website. If none is found, do not list an author. If no date is found, use (n.d.).
Document from university program or department


Message posted to a newsgroup, online forum, discussion group or mailing list

- List author’s name, last name first followed by initials, if available. If only screen name is available, use the screen name.
- Provide the exact date of the posting and follow the date with the subject line of the message with a description in brackets. Include URL where archived message may be retrieved and the name of the list if this is not part of the URL.
- If the message is not archived then cite in text only. There is no need to include unrecoverable data in the reference list.

Zelner, T. (2009, January 8). Re: Librarians and Information Literacy [Online forum comment].

Retrieved from http://www.yahooforums.com/comments/infolitforum/librarians#comments


Citing computer software


- If an individual(s) has proprietary rights to the software, their name(s) are listed at the head of the entry, last names first, followed by a period. Otherwise, treat such references as unauthored.
- Do not italicize the title.
- In parentheses immediately after the title, identify the version number (if any).
- Specify in brackets that the source is computer software, program or language.
- List the location and the organization's name that produced the program.
Appendix L

Dissertation Submission Process Instructions

All Thesis Guidelines mandated by the College of Graduate Studies may be accessed on their website at https://www.lamar.edu/graduate-studies/thesis-dissertation-info/thesis-dissertation-guidelines/index.html. It is mandatory that graduating students become familiar with the dates and guidelines required by the College of Graduate Studies. A summary follows, but students are required to access this information directly from the College of Graduate Studies’ website.

- Attend thesis workshop
  - The College of Graduate Studies has agreed to conduct an AdobeConnect® meeting with online doctoral students; this meeting time and date will be announced.
  - Students who miss the workshop should visit the Graduate Studies Office in Wimberly, 219 or call at (409)880-8229 to receive important information regarding thesis submission.

- Attach the preliminary draft in Microsoft Word format to an email, and email the attachment to lugradstudies@lamar.edu. The Graduate Reader will check for form, style, and accuracy of documentation as well as for clarity and errors in grammar and spelling.

- The Graduate Reader will make revisions using the Microsoft Word tracking tool and return the thesis/dissertation for corrections. The student will then need to make the desired corrections and return the revisions to lugradstudies@lamar.edu. This procedure will be repeated until the document is error-free. The deadline for submission of the final draft is stated on the Graduate Department’s website each semester.

- Once the thesis/dissertation is approved, the Graduate Reader will email the student an approval memo. At that time, the Graduate Reader will provide an instructional hand-out on how to submit your thesis/dissertation to the UMI website. Those instructions can also be found on the website for the College of Graduate Studies at https://www.lamar.edu/graduate-studies/thesis-dissertation-info/index.html.
• After the dissertation is approved and uploaded, then send an email to
lugradstudies@lamar.edu advising the College of Graduate Studies of the total number of
pages, including the blank front and back sheets, as well as how many bound copies are
required. Remember: Required copies include 2 to Lamar University Library and the number
of personal copies you would like to receive. **NOTE: Be sure that students know the
number of black-and-white and the number of colored pages in the thesis.**

• Doctoral students are required by the College of Graduate Studies to complete a doctoral
survey. The College of Graduate Studies will provide this information to each student after
final approval of the dissertation. After completing the survey, print out the completion screen
and turn it in to the Graduate Studies Office.

For instructions on how to submit your electronic dissertation (ETD) online, visit instructions
posted on the College of Graduate Studies’ website at https://www.lamar.edu/graduate-

studies/thesis-dissertation-info/how-to-submit-online.html