



COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

LAMAR UNIVERSITY™

Department of Educational Leadership

2022-2023

General Program Policy & Dissertation Handbook for the Doctor of Educational Leadership Lamar University



Center for Doctoral Studies in Educational Leadership

P.O. Box 10034 • Beaumont, TX 77710

Office: 409-880-8676 Fax: 409-880-7788

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

Dr. Johnny O'Connor
Department Chair,
Educational Leadership

Dr. J. Kenneth Young
Program Director,
Doctoral Program in
Educational Leadership

Table of Contents

Part I: General Program Policy Handbook	2
Program Objectives	2
Guiding Principles for Faculty	3
Professional and Ethical Behavior Expectations for Students	3
Program Administration	4
Program Delivery Method	4
Admission Requirements for the Program.....	4
Program Description	5
Degree Plan	5
Ed.D. Program Requirements	5
Transfer Credit	6
Incomplete Grades.....	6
Notification of Failing Grades.....	6
Graduate College & Program Policies.....	6
Academic Probation and Suspension	6
Minimum Academic Performance	6
Probation.....	7
Suspension	7
Academic Honesty.....	7
Forms of Academic Dishonesty	7
Procedures.....	8
Appeals Process	9
Participation Policy.....	9
Residency Requirements	9
Application for Candidacy	9
Advancement to Candidacy	10
Continuous Enrollment Requirement	10
Exemptions.	10
Reapplication Process	11
Institutional Review Board.....	11
Synthesis and Dissertation Grades	11
Graduation.....	12
Dissertation	12
Dissertation Chair Assignment	12

Final Dissertation Defense	12
Submission of the Dissertation and Abstract	12
Adherence to Timeline	12
Failure to Progress	13
Steps for Recertifying or Replacing Out-of-Date Courses	13
Additional Policy Information.....	13
Financial Aid Funding	14
Employment at Institution Granting Doctoral Degrees	14
Part II – Dissertation Guide.....	16
Dissertation General Information	16
Dissertation Coursework	16
Issues of Scholarship	17
Responsibility	17
Scholarly Conduct	17
Acknowledgement of Sources.....	17
Copyright	18
Paid and Unpaid Assistance.....	18
The Dissertation Process	18
Dissertation Chair	18
Letter Grades for the Dissertation.....	19
Dissertation Committee.....	19
Dissertation Proposal	20
Institutional Review Board and IRB Application Process	22
Dissertation Defense	22
Protocol for students and committee members for dissertation defense	22
Dissertation Defense Meeting	23
Office of Graduate Studies and Graduation Deadlines	24
Submission of the Dissertation.....	24
Preparation of Final Manuscript	24
Parts of the Dissertation	26
Types of Dissertations	26
Dissertation in Practice	27
Traditisonal Dissertations.....	27
Appendix G: Questions Typically Asked at Dissertation Defense	31
Appendix A.....	32
Sample Pages	32

Sample TITLE PAGE.....	33
Sample Signature Page.....	34
Sample Copyright Page	35
Sample ACKNOWLEDGEMENTS	37
Sample Table of Contents	38
Sample List of Figures	40
Sample Biographical Note	41
Appendix B.....	42
Qualitative Chapters I-III Examples (Traditional Dissertation)	42
Chapter I [Qualitative]	42
Chapter II [Qualitative]	44
Chapter III [Qualitative]	45
Appendix C.....	47
Quantitative Chapters I-III Examples (Traditional Dissertation).....	47
Chapter II [Quantitative].....	49
Chapter III [Quantitative].....	50
Appendix D.....	52
General Guidelines for Chapters IV and V for All Traditional Dissertations.....	52
Chapter V.....	54
Appendix E.....	56
Sample Letters of Invitation and Consent to Participate.....	56
Sample Letter: INVITATION TO PARTICIPATION IN STUDY	56
Appendix F.....	59
Checklist for Traditional Dissertation Content	59
Questions Typically Asked at Dissertation Defense.....	63



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 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.

Professional and Ethical Behavior Expectations for Students

All graduate students accepted into the doctoral program are expected to adhere to the following principles of professionalism:

- Adherence to the Texas Education Code of Ethics
([https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2))
- Commitment to excellence, honesty and integrity, growth in expertise, humility, respect, and compassion toward faculty, fellow students, professional colleagues, and members of the greater community.
- Commitment to timely communication and civil discourse with faculty and fellow students.
- Contribute to the maintenance of an ethical environment by reporting any unethical actions observed or aware of.

Failure to abide by the professional and ethical standards included in this manual, as well as violations of policy set by the doctoral program in educational leadership, can result in one or more of the following:

1. An informal/formal warning.
2. Additional work to address or remediate violation.
3. Mediation meeting with faculty or student in question.
4. Removing the student from the class or program.
5. Receiving a “0” for work.
6. Receiving an “F” for the course.

Incidents regarding students may be reported to the program director or department chair. The severity of the violation may be determined by the instructor. The instructor is not required to go in order of the

consequences in this list and may give the same consequence multiple times. If the instructor deems fit, the student will be reported to the Dean of the College of Education and Graduate Studies for further disciplinary action and possibly for university-level disciplinary action. Violations of the TEC by educators will be reported to TEA.

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 coordinating 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 tenured or tenure track faculty whose primary teaching load is in the Ed.D. program, assists the Program Director or program designee, Department Chair, 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 8 and 15-week offerings. Summer courses are offered in 5-week sessions. Professors utilize Blackboard for online coursework and host live meetings in one of the Lamar University provided systems 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. Completed master's degree from an accredited university with a minimum cumulative GPA of 3.5.
2. CV or Resume detailing the following:
 - a. Education
 - b. Work History
 - c. Teaching Experience in Education
 - d. Leadership Experience in Education
 - e. Other Leadership experiences
 - f. Education Certifications
3. Application Essay (not to exceed 1500 words) that addresses the following:

- a. What is your goal in pursuing a doctorate in educational leadership?
 - b. Why are applying to the Lamar program?
 - c. What do you anticipate having to change in your current schedule to be successful in the doctoral program?
4. Three (3) Professional Reference Letters

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.

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 (Global Leadership Concentration only)
EDUD 6306	Dynamics of Global Leadership (Global Leadership Concentration only)
EDUD 6307	Global Educational Leadership Policy (Global Leadership Concentration only)
EDUD 6308	Educational Leadership and Innovation (Education Technology Concentration only)
EDUD 6309	Emerging Trends for Technology and Learning
EDUD 6312	Global Communication (Global Leadership Concentration only)
EDUD 6313	Contemporary Issues
EDUD 6314	Academic Research Writing I
EDUD 6317	Academic Research Writing II
EDUD 6320	Foundations of Distance Learning (Education Technology Concentration only)
EDUD 6325	Leadership in Higher Education Administration
EDUD 6328	Technology Mediated Learning (Education Technology Concentration only)
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 doctoral level 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 doctoral 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 & Program 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

The following sub-sections provide an overview of student performance expectations and the series of consequences for not meeting them.

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. If a student receives a final grade of "C" or below within their first year of the program (i.e., Summer, Fall, Spring semesters), they will be required to meet with the program director and/or the Ed. D. Executive Council to discuss their academic performance and expectations for continuance in the program.

Probation. Students with full graduate admission status who fail to achieve and maintain a CGPA of 3.0 at the completion of nine semester hours of graduate enrollment will be placed on academic probation (P1). A P1 student who earns a grade point average of at least 3.25 on graduate courses in the next enrolled semester and has a CGPA still below 3.0 will be placed on (P2) probation. A P1 student who fails to earn a 3.25 CGPA 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 graduate 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 a recommendation from their department chair, college dean, and approval from the graduate dean through an appeal to enroll in graduate courses during spring and fall semesters, using the G-8 form (Academic Suspension Appeal, available at <https://www.lamar.edu/graduate-studies/forms.html>). 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 dismissed from the graduate program.

Any students who are on any level of probation or suspension may not register for Synthesis, any dissertation courses, or apply for graduation until their CGPA is 3.0 or higher. There is no appeal for this process.

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. It also includes the act of using one's own work that has been used in other programs (e.g., master's thesis, dissertation work from another program, work submitted for a grade in another program) or past publications and attempting to pass it off as new or original academic work for the doctoral program.

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](https://students.lamar.edu/academic-support/academic-policies.html#AcademicGrievances)). 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. 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

The next step in the doctoral journey after completing coursework is the Application for Candidacy. This is initiated by registering for and passing EDUD 6353: Synthesis. Before students are allowed to register for EDUD 6353, the following criteria must be met:

1. All previous coursework must have final grades with no "Incomplete" or "F" grades.
2. Students must have a CGPA of 3.0 or higher.

Any student failing to meet the prerequisite criteria will have 1 year from the date in which their cohort applied for candidacy to clear up any deficiencies. Students who fail to meet the prerequisite requirements within the designated time will be dismissed from the program.

Advancement to Candidacy

Students should advance to candidacy within three years of initiating coursework on the Ed.D (i.e., within the year following successful completion of EDUD 6353). 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. A cumulative GPA of 3.0 or higher;
4. 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.

At the successful completion of EDUD 6353, the student must submit the Application for Candidacy form to the designated dissertation coordinator.

Failure to meet all candidacy requirements successfully by the completion of the Spring semester of the third year (i.e., one year after successfully completing EDUD 6353) will result in a review of the student's program by the program director and 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.

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. 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. Re-applications will be reviewed by the program director and Executive Ed.D. Council to determine whether students should be readmitted. Decisions will primarily be based upon students' past performance and progress in dissertation courses prior to re-enrolling.

Exemptions. There may be extreme situations (e.g., care of a terminally ill family member, military deployment, prolonged illness) in which students may need to request an exemption from continuous enrollment. To request an exemption, they must submit in writing to the program director and the Ed. D. Executive Council, a formal request that includes the rationale and anticipated time of

leave. If granted, the student may not work with their chair or committee on the dissertation. For any leave over one year in duration, a student may be required to one do one or more of the following:

- Reapply to both the College of Graduate Studies and program
- Be assigned a new chair and/or committee
- Update any work on the dissertation prior to leave
- Start with a new topic.

Reapplication Process. Student must provide the following documents to the program director and Ed. D. Executive Council:

1. Written justification for not meeting the continual enrollment requirement and why they want to be reinstated.
2. Degree audit (requested from educational leadership office).

The program director and Executive Council will meet after scheduled faculty meeting (held at the beginning of every month) to determine whether the student should be readmitted, as well as any conditions for readmittance.

The decision and any conditions for remaining in the program will be communicated to the student in writing along with a request that the student respond in writing whether they wish to be admitted under the conditions presented. If readmitted, the student will need to provide documentation to the program director that progress is being made for meeting all conditions of readmittance. Any student failing to make progress on the conditions of readmittance, as defined by the conditions set forth by the program director and Executive Council, will be dismissed permanently from the program. There are no appeals for the decisions made regarding reapplication.

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.

Synthesis and Dissertation Grades

1. Satisfactory (S) grades are submitted upon successful completion of EDUD 6353, 6361, 6362, 6363, and 6364. If a course is not completed, a grade of U will be recorded and the course must be repeated until completed. This means re-enrolling and paying tuition for that course.
2. A minimum 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 empirical 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.

Dissertation Chair Assignment

In the semester prior to students being enrolled in Synthesis, students are assigned a dissertation chair. Students will be invited to participate in a survey in which they will provide details on research interests/problems of practice, as well as an opportunity to submit the names of faculty to serve as their dissertation chair, which will be accommodated when possible. Once faculty are notified of who their students will be, they will make contact and provide a timeline for a dissertation overview/orientation meeting. In this meeting, they will provide guidelines for their specific dissertation process.

Final Dissertation Defense

The graduate student must defend the dissertation to the dissertation committee in an oral examination (i.e., proposal and dissertation defenses) 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 a Lamar University approved system 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 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.

Failure to Progress

Students are expected to actively work on their dissertation while enrolled in the dissertation courses. In addition to the progress requirements mentioned under the Advancement to Candidacy section (above), any student who receives a grade of “U” for three consecutive semesters for the same dissertation courses will be required to meet with the program director and Ed. D. Executive Council to discuss failure to progress before being allowed to register for any more dissertation courses. The result of that meeting may include, but is not limited to, being reassigned to a new chair and committee or dismissal from the program.

Students have 10 years from their first doctoral course included on their transcript at Lamar University to successfully complete the program. Any student who fails to successfully defend their dissertation in that timeframe may appeal to the Ed.D. Executive Council to have their outdated courses recertified, but if denied, they will be dismissed from the program without the conferral of a doctoral degree and will not be allowed to re-enroll in the doctoral program.

Should the executive council approve to consider recertification for the student, students must either 1) retake the outdated courses or their equivalent (for transfers and courses that are no longer offered) or 2) pass a recertification exam for each course requiring recertification.

Steps for Recertifying or Replacing Out-of-Date Courses. The process for addressing out-of-date courses (courses that expire at 10 years) on the transcript are as follows:

1. In the semester before the outdated courses get dropped from the transcript (e.g., Summer of 2022 for courses taken in Fall of 2012), student must indicate in writing to the program director whether they wish retake course(s) or apply to have courses recertified through an examination process for each course that will be out of date (i.e., older than 10 years).
2. If they choose to retake courses or must retake courses to replace transfer courses or courses no longer offered, they need to register for the course and pass it.
3. If they choose to recertify, the student must submit a G-20 form (acquired from the College of Graduate Studies website) for every course that needs recertification in the semester the course(s) drop off or any time thereafter.
4. After approval of G20, students must pass a recertification exam for each course on their transcript that exceeds the 10-year course lifespan.
5. For our proposed recertification exam:
 - a. Students have one attempt to complete each recertification exam.
 - b. Exams are Pass/Fail
 - c. There are no appeals on grade.
6. Once a student successfully passes a recertification exam, the results are communicated to graduate studies. Graduate Studies then informs the Registrar’s office to recertify the courses on the official student transcript and the timer is reset on the out-of-date course(s).
7. Should the student fail a recertification exam, they will have the opportunity to either retake the outdated course(s) with the same stipulations provided above (See #2) or be dismissed from the program.

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. Students must submit FAFSA to qualify for some of the funding provided.

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 7th 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 reflects independent work completed by the doctoral candidate which demonstrates mastery of (a) 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.

Dissertation Coursework

Currently, there are four dissertation courses in which students must enroll to meet requirements for graduation. Students will be enrolled each semester in dissertation courses by the designated Dissertation Coordinator. Students are expected to make progress toward successfully completing requisite course assignments for each course in which they are enrolled. Upon completion of required work for the course, the student will receive a final grade of "S." Students who do not meet requirements will receive a grade of "U." Here are the requirements for each course:

1. **EDUD 6361 Dissertation I Requirements**
 - a. Complete a chair-approved prospectus or research plan sheet.
 - b. Form dissertation committee.
 - c. Make progress in the development of a dissertation proposal (e.g., submit at least one iteration of two dissertation chapters.)
2. **EDUD 6362: Dissertation II**
 - a. Complete Chair-approved proposal.
 - b. Schedule proposal defense prior to the end of semester.
3. **EDUD 6363: Dissertation III**
 - a. Successfully defend dissertation proposal (if not defended prior to the end of semester in which "S" was earned for EDUD 6362).
 - b. Approval by Lamar University IRB
 - c. Commence data collection.
4. **EDUD 6364: Dissertation IV (MUST BE ENROLLED IN SEMESTER OF GRADUATION)**
 - a. Complete Chair-approved dissertation manuscript.
 - b. Successfully defend dissertation by graduate studies deadline.

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 (see Dissertation Chair Assignment in Part I

of Handbook, pg.16). 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.
- Provide guidance to 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.
- Provide guidance to the candidate for the oral defense of the dissertation.
- Support and encourage the candidate to publish the dissertation after successful completion.

Students are expected to demonstrate scholarly writing and research expertise appropriate for professional academic production. If the chair identifies a student lacking in basic doctoral level skills, it is the student's responsibility to obtain outside assistance to remediate deficiencies (e.g., writing editor).

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.

Letter Grades for the Dissertation

Award of credit for the final dissertation course is contingent upon successful defense of the dissertation. Therefore, Unsatisfactory (U) 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.

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. File the Appointment of the Dissertation Committee form (**D-1**) with the designated dissertation coordinator as soon as the committee members are secured. The following criteria must be met for all committees:

- 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.**
- At least 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, if 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.
- Committee members should be selected to serve based on their expertise, as established by their teaching, scholarship, and/or service, in one or more of the following roles/tasks:
 - APA formatting
 - Research methods
 - Topic or Problem of Practice
- The role of dissertation committee members is to read and review the dissertation document in a timely fashion, provide feedback as needed, attend proposal and dissertation defense meetings, assure quality, and support the student as needed with suggestions based on their expertise (all committee recommendations should be vetted and approved by dissertation chair before accepting).

Dissertation Proposal

The dissertation proposal consists of Chapters 1-3 of the dissertation. Chapter 2 is constructed in EDUD 6361 and EDUD 6362 under the direction of the Chair who is the student's professor of record for all dissertation courses. Chapters 1 and 3, and the proposal defense should all be completed in EDUD 6362. A grade is submitted for EDUD 6362 when the Chair has approved a draft of the proposal for defense. Completion of the formal proposal in EDUD 6362 Dissertation II 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 1.
- 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 proposals **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 reschedule 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 or institutional improvement?
- Is the proposed study feasible?
- Is the methodology appropriate?
- Is the study grounded in the literature or a clearly defined problem of practice?

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 Proposal 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 (includes retaking any courses in which the final grade was recorded as an “F”) and a cumulative GPA of 3.0 or higher maintained.
- EDUD 6353 successfully completed.
- Proposal successfully defended within the first year of completing EDUD 6353.

Advancement to Candidacy means that a 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), CITI certificate, Guided Protocol (if appropriate), instrument or survey (if appropriate) and any research site 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 submitting an IRB proposal and gathering data, students must have completed the CITI web-based training and have a valid certificate. A copy of the certificate, as well as 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, and the IRB approval memo should be included in the appendix of the final dissertation document.

Dissertation Defense

During the semester in which a student should defend their completed and committee approved dissertation, they should consult the College of Graduate Studies (CGS) website (<https://www.lamar.edu/graduate-studies/current-students/index.html>) for required processes and deadlines to graduate. It is the student's responsibility to assure all work is completed well in advance of deadlines and CGS requirements are adhered to.

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 a defense to be held virtually in one of the Lamar University/Texas State University System approved platforms. 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 work with the Dissertation Coordinator to secure chair and committee signatures.

The Graduate School Director of Dissertation Standards has multiple deadlines and requirements for dissertations throughout the semester a student expects to graduate. Students are responsible for meeting all deadlines but should work with their dissertation chair regarding the submission of initial drafts to Graduate Studies and the doctoral program's Dissertation Coordinator for acquiring signatures and submitting required forms.

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. 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 reschedule 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 PowerPoint, to direct the oral discussion. At this time, the student will emphasize a 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.

Once the Chair and committee have approved the dissertation, the doctoral program's Dissertation Coordinator will assist the student in securing signatures for dissertation signature page and any required forms from Graduate Studies in preparation to submit the completed and approved manuscript to the Director of Dissertation Standards in the College of Graduate Studies. 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. **After passing defense, the dissertation content is considered final and approved by the dissertation committee. All substantive changes to the dissertation manuscript must be approved by the chair.**

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 website
- 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 the Office of Graduate Studies when and where the defense will take place –10 days prior. Attach a copy of the 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.
- Work with doctoral program Dissertation Coordinator to secure required signatures for documents
- 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. When necessary, smaller type may be used in figures and tables. 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 7th 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

Types of Dissertations

The dissertation is the culminating project of the doctoral degree in educational leadership at Lamar University. Students, in consultation with their assigned dissertation chair, will determine whether they will complete a traditional dissertation or a dissertation in practice (DiP).

All dissertations at Lamar University are required by the College of Graduate Studies to have five chapters. The five chapters of a traditional dissertation include the following: Introduction, Literature

Review, Methodology, Findings, and Conclusions. In a DiP, the same chapters *may* be included, but the content within these chapters could vary considerably. The suggested content and subheadings for these are provided under the Dissertation in Practice section.

Dissertation in Practice

The doctoral program is a member of the Carnegie Project on the Educational Doctorate (CPED; <https://www.cpedinitiative.org/>). As a participating member, we have developed non-traditional dissertation models for the culminating project for the professional doctorate in educational leadership at Lamar University. Following the CPED framework, the Dissertation in Practice (DiP) is intended to emphasize research that addresses *problems of practice within an educational context* for the purpose of developing scholar practitioners.

There are two general types of DiPs: Action Research/Evaluation (ARE) and Product Development (PD). ARE dissertation chapters are most similar to the traditional dissertation chapters with the primary difference being that if it is an evaluation, title headings and subheadings will follow what one would find in an evaluation report (e.g., Ch. 1: Executive Summary, Ch. 2: Review of Literature, Ch. 3: Methodology, Ch. 4: Findings, Ch. 5 Conclusions, Implications, & Recommendations).

PD dissertations will differ from traditional dissertation format in that Ch. 4 will provide the results of a needs assessment that guides the product development and Ch. 5 will be focused on an implementation and evaluation plan for the product that is developed. Appendix ? provides sample chapters and headings for the two types of DiPs.

DiPs may be conducted individually or in teams. Team dissertations will work together in one educational context or on a single problem of practice at multiple sites. Each person on the team will develop and implement their individual study. Team studies may be combined into a single report for the educational entity in which the team works. However, each team member will produce an independent, free-standing, five-chapter dissertation document in fulfillment of graduation requirements.

Traditisonal Dissertations

As noted in Table 1, the purpose of the traditional dissertation is to test, build, or add to existing theory. As such, the problem statement must have a clear connection to recommendations for future research by experts in the field of study and have a research design that will be generalizable to the field. 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.

Table 1 provides a comparison of the two types of accepted dissertations.

Table 1
Comparison of DiP and Traditional Dissertations

Characteristic	Dissertation in Practice (DiP)	Traditional
Intended Purpose	● Improve practice in an educational setting	● Build, test, or add to existing theory or knowledge of the field.
Problem Justification	● Problems of practice that can be substantiated by a needs analysis or existing documents from the educational entity (e.g., strategic plans, grants, existing data, etc.)	● One or more recommendations for future research from recent published empirical studies or systematic reviews in the field.
Literature	● Most applicable research to the problem of practice from the last 5-10 years	● Exhaustive regarding the variables or topic for the study. Usually begins with seminal works and highlights/emphasizes empirical research findings from the last 10 years
Methods	● May include complex statistical modeling, thorough qualitative analysis, or mixed-methods, but generally will utilize basic descriptive statistics or appropriate levels of qualitative measurement to determine improvement.	● Generally complex statistical modeling, thorough quantitative analysis, qualitative analysis, or mixed-methods.
Conclusions, Implications, & Recommendations for Future Research	● Conclusions clarify what the findings mean in the context of the educational entity in which the study was conducted, how findings in current study compare to what is known in the field, as well as potential explanations for findings. ● Implications are the recommendations for addressing the problem of practice based upon the findings of the current study. ● Recommendations are the next data collection/analyses steps for further addressing the problem of practice.	● Intent is to clarify how current study adds to theoretical knowledge in the field, implications for practice that result, and recommendations for next steps in building theoretical knowledge (often by addressing methodological weaknesses or to build on findings)

	***Some of these may be modified to provide some type of product that addresses the problem of practice	
Final Product	● 5 + chapter document that may vary in the headings and content. ● DiPs will either include an actual product that could be implemented to address a problem of practice (e.g., profession development, curriculum, resources) or follow the model of a partial or full evaluation report/action research report. ● Some type of deliverable to the educational entity (e.g., presentation and/or written report to school board, district leadership, etc.)	● Traditional 5-chapter dissertation (maybe more for qualitative or mixed methods), that includes all the traditional headings found in the dissertation handbook

References for Part I and II

- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Creswell, J. W., & Plano Clark, V. P. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.
- Copyrights Act of 1976, 17 U.S.C.A. et seq. (West 1996).
- Gay, L. R. (2000). *Educational research: Competencies for analysis and application* (6th ed.). Upper Saddle River, NJ: Merrill.
- Glatthorn, A., & Joyner, R. (2005). *Writing the winning thesis or dissertation*. Thousand Oaks, CA: Corwin.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage.
- Marshall, C., & Rossman, G. B. (1999). *Designing qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.
- Roberts, C. (2002). *The dissertation journey: A peak experience*. University of LaVerne: Carol M. Roberts.

Appendices

Appendix A: Dissertation Front Matter Sample Pages

Appendix B: Qualitative Chapters I-III Examples (Traditional Dissertation)

Appendix C: Quantitative Chapters I-III Examples (Traditional Dissertation)

Appendix D: General Guidelines for Chapters IV and V (Traditional Dissertations)

Appendix E: Sample Letters of Invitation and Consent to Participate

Appendix F: Checklist for Traditional Dissertation Content

Appendix G: Questions Typically Asked at Dissertation Defense

Appendix A

Sample Pages

Sample Pages include the following:

Title page

Signature page

Copyright page

Abstract

Acknowledgements

Table of Contents

List of Figures

Biographical Note

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

J. Kenneth Young
Director, Doctoral Program

Johnny O'Connor
Chair, Department of Educational Leadership

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

Jerry Linn
Dean, College of Graduate Studies

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

Sample Copyright Page

1" margin from top of page; this page is counted, but not numbered

© 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 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 $\frac{3}{4}$ of the page long. Do not indent the first paragraph of the Abstract.

Sample ACKNOWLEDGEMENTS

(1" from top of the page – counted and numbered Roman iii)

ACKNOWLEDGEMENTS

Sample Table of Contents
(1" margin from top; 5-level heading)

Table of Contents

List of Figures	iv
List of Tables	v
Chapter	Page
I Introduction to the Study	1
Background	1
Problem Statement	1
Theoretical Foundation	1
Statement of the Purpose and Research Questions	1
Rationale and Significance of the Study	1
Assumptions	1
Limitations and Delimitations	1
Definitions of Terms	1
Summary and Organization of the Study	2
II Review of the Literature	3
Individual Subheadings (Heading 2)	3
Heading 3	3
Heading 4	3
Summary	4
III Methodology	5
Research Questions and or Hypotheses	5

	Research Design	5
	Population/Participants	5
	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

Figure	Page
Figure 1 Traditional Glimpses of Power	9
Figure 2 Classification of Power Bases	10
Figure 3 Leadership Perspectives	11
Figure 4 Research Issues	88

(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

Sample Biographical Note

(1" margin from top)

(Page Numbered as text) Doe XX

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

Qualitative Chapters I-III Examples (Traditional Dissertation)

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.
9. Follow APA Manual for citation guidelines.

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]

(1-1/2" from left)

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 epochè, 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.

Appendix C

Quantitative Chapters I-III Examples (Traditional Dissertation)

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

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.

Appendix D

General Guidelines for Chapters IV and V for All Traditional 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.

Appendix E

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 F

Checklist for Traditional 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, following guidelines provided in research courses?
- ☐ Is the purpose statement clearly aligned with the problem statement?

Research Questions

- ☐ Are the research questions written according to guidelines/scripts provided in research courses?
- ☐ Do the research questions, when answered, fulfill the stated purpose?

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?

_____ Is there a clear discussion of what has been taken for granted?

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**Research Design**

_____ Is the paradigm of research (quantitative, qualitative, mixed methods) and specific research design described fully?

_____ 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 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?

