



COLLEGE OF FINE ARTS & COMMUNICATION

LAMAR UNIVERSITY™

Department of Deaf Studies & Deaf Education

Doctoral Handbook

Deaf Studies and Deaf Education

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Lamar University

Beaumont, Texas

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Introduction

The doctoral dissertation handbook, graduate catalog, and official university website provide information concerning policies and procedures for students in the Deaf Studies and Deaf Education doctoral program. The student is responsible for reading all literature on the Deaf Studies and Deaf Education program, College of Graduate Studies, College of Fine Arts and Communications, and Lamar University policies and procedures.

The Deaf Studies and Deaf Education program was approved by the Texas Higher Education Coordinating Board as a 66-hour Doctor of Education (Ed. D.) degree program in 1993. The 66-hour program consists of 36 hours of core courses, 12 hours of cognate courses, 12 hours of statistic/research courses, and 6 hours of dissertation credits.

General admissions requirements can be found in the [graduate catalog](#) and on the university website. After the student has been accepted by the College of Graduate Studies, and the Department of Deaf Studies and Deaf Education, the student meets with the Program Director (or a designated representative). The Director will assist the student and advise them on first semester courses and address the issue of who will be the student's faculty Academic Advisor. The Program Director will also provide an overview of the program and answer any questions the student has at that time. Furthermore, the Director will continue to assist the student until an Academic Advisor is assigned. Assistance may include, but is not limited to: course selection, research topics, procedural and policy requirements, and doctoral program requirements and deadlines. A student's Academic Advisor must be a member of the Deaf Studies and Deaf Education Department faculty, must hold graduate faculty status at Lamar University, and will be chosen during the student's first year in the program. Once assigned, the Academic Advisor assists the student in deciding what courses are to be taken, what research topics should be investigated, and in some cases, what types of financial support are available to the student.

Acceptance

Once a doctoral student formally enters the program, the Program Director will meet with the student and conduct the initial advising. This advising includes review of the student's program plan and recommendations for courses to take in the summer semesters. After completion of the summer semester, the Program Director will then assign a faculty Academic Advisor. Until this time, the Program Director will serve as the Academic Advisor.

Transfer Credits

Transfer credits must be submitted to the Director of the Doctoral Program and approved within the student's first semester of study in the doctoral program. Approval is required from both the Director and Department Chair. Only six credits are allowed to be transferred. A copy of the transcript with course descriptions (if requested) must be submitted with **"Form D-6: Transfer Credit"** to Graduate Studies office.

Grading System

The grading system for graduate students is "A" (superior), "B" (good), "C" (marginal), "D" (poor), "F" (fail), "I" (incomplete), "S" (satisfactory), "U" (unsatisfactory), Drop, and Withdrawal. Credits applicable to graduate degrees are given only for the grades A, B, C, and S. Although C grades earned at Lamar University may be counted toward the requirements for a graduate degree, **C grades are not considered acceptable graduate-level performance.** Courses in which a student receives a C must be retaken. A student can only retake and replace up to nine credit hours. Courses in which a student earns only a D or F may not be counted toward a graduate degree, although such

grades are calculated in determining the grade-point average. The student is to have the 3.0 grade-point average needed before the degree is awarded. In computing grade-point averages, an "A" is valued at four grade points, a "B" three, a "C" two, a "D" one, and an "F" zero. An overall grade point average (GPA) of "B" (3.0) is needed for graduation. Incomplete course work that is not finished during the next long semester (spring or fall) will be credited with an "F." With compelling justification, the graduate dean may grant an extension of the time limit for the completion of incomplete coursework. International students must receive an "NG" for courses (such as Graduate Projects) that have not been completed and should not receive an "I" in any course. course work.

Minimum Academic Performance, Probation, and Suspension

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.

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 (GPA) of at least 3.25 on all graduate courses in the next enrolled semester and whose CGPA is below 3.0 will be placed on (P2) probation. A P1 student who fails to earn a 3.25 GPA in the next enrolled semester and whose CGPA is less than 3.0 will be suspended. Students on probation may enroll in courses but may not apply for admission to candidacy or for graduation. The probationary status applies whether or not the student receives a letter of notification from the Graduate Office.

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

Progress Through the Doctoral Program

Progress through the doctoral program is marked by several milestones: acceptance, preliminary examination, comprehensive examination, candidacy, dissertation stage, and graduation. Students are expected to accomplish Program Learning Outcomes (PLOs) throughout all stages of their doctoral studies.

Program Learning Outcomes

Doctoral students' progress through the doctoral program will include accomplishing four PLOs. They include:

1. Apply the basic principles of inquiry and research design to educational research

2. Demonstrate “T” learning; the top of the T demonstrates breadth in knowledge about Deaf Studies and Deaf Education while the stem of the T demonstrates depth of knowledge in the cognate/dissertation area
3. Demonstrate an ability of ASL/English bilingual fluency in academic content
4. Publish peer-reviewed and translational articles

Duties of Doctoral Academic Advisor

The Academic Advisor will assist the doctoral student until the student has passed the preliminary examination. The Academic Advisor may later be chosen as the Dissertation Committee Chair, but it is not a requirement. The Dissertation Committee Chair and the student will work closely throughout the dissertation stage, especially when doing research and writing the dissertation. Choosing their Dissertation Chair is one of the most important decisions that a doctoral student will make. Besides the research and dissertation work, the Dissertation Committee Chair may be instrumental in assisting a doctoral student with post-graduation opportunities.

Program Plan

A program plan should be developed in consultation with the Program Director within your first two semesters of study. The plan will guide your coursework throughout the remainder of the program and assist in keeping you on track with all program requirements and expected Program Learning Outcomes. You are responsible to make any changes to your coursework, specify the cognate courses (course number, course title, credits), and insert your grades on the program plan for your records. This information is also needed to complete “**Form D-3A: Course of Study.**”

Preliminary Examinations

The preliminary examinations are designed to assess the student’s capacity for critical analysis and synthesized integration of knowledge acquired during the course of study for the doctoral degree in Deaf Studies and Deaf Education. Satisfactory performance in coursework does not necessarily guarantee successful performance on the preliminary examination. A student must take the examination after the completion of 18 credit hours within the program.

The preliminary examinations typically occur after the second semester of program studies or when students have completed a minimum of 18 credits of doctoral-level course work. Students must work with the Doctoral Program Director during their first semester to develop a reading list that consists of an annotated bibliography with at least 15 peer-reviewed articles in the student’s area of interest. After submission of the reading list, the Doctoral Program Director will convene the committee to develop questions for each student based on their reading list. The student and Program Director will meet to determine the best date to begin their preliminary exam. On that date, the student will be given their questions by the Doctoral Program Director and will have two weeks to complete the written paper.

Two forms, “**Form D-0: Preliminary Program Plan**” (approval of the degree plan) and “**Form D-3A: Course of Study,**” from the Doctoral Program Director are required prior to establishing the dates for the exam. The Doctoral Program Director will create the Preliminary Examination Committee and complete “**Form D-1: Preliminary Examination Committee**”.

The paper can be no more than 15 pages, which does not include the cover page and references (fewer pages may not be enough to effectively answer the question). It must follow APA guidelines. Students may not collaborate or consult with others while taking their preliminary examination.

There are four possible conclusions to a preliminary examination:

1. The student may pass without revisions.
2. The student may pass with revisions that do not need to be returned to the Committee for approval, only to the Program Director.
3. The candidate may fail but be allowed to do revisions that the Committee must approve;
or
4. The candidate may fail the preliminary examination.

If a student fails the preliminary examination and is not given the opportunity to do revisions, they will be recommended for expulsion. Note, the examination may only be retaken one time. If granted a retake, the student must meet individually with each committee member within seven business days. The retake must be completed within one month of the results of original exam (e.g., if student was given a failing score on 1/1, student must complete their redo by 2/1). Once the student successfully completes the preliminary examination then the Program Director is responsible for ensuring that the Preliminary Examination Committee completes **“Form D-2: Results of the Preliminary Examination.”**

Should the student also fail their revisions, they will be recommended for expulsion. In both cases, the student has the right to appeal their expulsion according to the [Academic Policies section of the Lamar University Student Handbook](#). As stated in the handbook, students must make their appeal to the Department Chair in writing within five days. If the student does not accept the Department Chair’s decision, they may submit an appeal in writing to the College of Fine Arts Dean within five days of receiving the Chair’s decision. If the student does not accept the Dean’s decision, they may submit an appeal in writing to the provost within five days. The provost’s decision will be made with an committee and will be final.

Reasonable accommodations will be made to allow students with disabilities to take the preliminary examination. The student should discuss individual needs with the Program Director to arrange accommodations as needed.

Dissertation Committee

While it may feel a bit early in the process to begin thinking about dissertation committees, it is a necessary step before beginning comprehensive examinations. Prior to registering for Proposal Writing, you should have already determined your Dissertation Committee Chair and worked with them to develop your committee. Your Dissertation Committee will be responsible for your Comprehensive Examination process, hence why the selection process takes place before then.

Chair Duties

The Dissertation Committee Chair is the doctoral candidate’s primary advisor during all phases of the dissertation process. The Dissertation Committee Chair is the leader of the Dissertation Committee and its liaison with the student, the program, the Department of Deaf Studies and Deaf Education, and the Graduate School. (Please note that the Dissertation Committee Chair may or may not be the same individual as the candidate’s Doctoral Chair or Academic Advisor). The Dissertation Committee Chair convenes and conducts the proposal and dissertation defense meetings. In conjunction with other Dissertation Committee members, the Dissertation Committee Chair is responsible for providing technical and content advice and assistance. A faculty member, who has served on at least three Dissertation Committees at any accredited college or university, is

eligible to chair a Dissertation Committee. Exceptions may be granted by the Dean of Graduate Studies if officially requested and justified by the Chair of the Department of Deaf Studies and Deaf Education. However, otherwise qualified individuals outside the Department of Deaf Studies and Deaf Education may serve in a Dissertation Committee Co-Chair capacity if the Chair of the Department of Deaf Studies and Deaf Education approves such an arrangement. Dissertation Committee Chairs who terminate employment with Lamar University may continue committee service for a 12-month period following the termination. After that time, the individual may no longer serve as a Doctoral Dissertation Committee Chair but may serve as a Dissertation Committee Co-Chair (with the Department of Deaf Studies and Deaf Education Chair's approval) or simply as a member of the committee.

Choosing the Dissertation Committee Chair

Choosing the Dissertation Committee Chair is a two-way process. The student may choose a professor (i.e., faculty member) as a Dissertation Committee Chair, but the Professor must also agree to assume responsibility for the student. Doctoral students are encouraged to get to know faculty members, seek copies of faculty members' curriculum vitae, review faculty members' research and publication record, and begin to establish a relationship with their professors. Students may choose a professor with whom they have mutual research interests and with whom they feel comfortable communicating and interacting. Students can begin to get to know faculty members by taking courses with them or through scheduled appointments to discuss mutual research interests.

A chosen faculty member may decline a request to be a Dissertation Committee Chair. There are many reasons a faculty member may decide not to work with a student. The faculty member may be advising too many students to provide quality time with them. The faculty member may also feel that they would not work well with the student. In the selection of the Dissertation Committee Chair, both the student and faculty member must realize that each party should choose each other.

Once the Dissertation Committee Chair is selected, Form D-3B is developed. The Dissertation Committee Chair will assist the student in selecting other members of the Dissertation Committee that is typically done during the semester before taking Proposal Writing, finalize the courses of study (if needed), and completing the dissertation.

Working together, the student and Dissertation Committee Chair will decide on the Dissertation Committee. The Dissertation Committee consists of a minimum of four graduate faculty members, including a minimum of three Lamar University Deaf Studies and Deaf Education faculty members. The remaining graduate faculty members (a minimum of one and a maximum of two) must either be members of the Lamar University graduate faculty or come from outside the university. They should be chosen for their expertise in research design or content area. It should be noted that there are minimum requirements for selecting outside committee members and that the Dissertation Chair can reject a student's selection. Outside committee members must have a doctorate degree, publications within the field that the student is studying, currently working at a college/university in a tenure-track or tenured position or be recognized as professor emeritus. As is the case with choosing the Dissertation Committee Chair, all members must agree to be on the committee.

The Dissertation Committee becomes official with the submission of “**Form D-3B: Composition of Doctoral Committee Form**” to the Graduate Studies office. As the Chair of Department of Deaf Studies and Deaf Education and the Dean of the Graduate School must also sign this form, these two people, in effect, approve the Dissertation Committee. Outside committee members must also fill out **Form G-4A: Nomination for Appointment of Special Membership to the Graduate Faculty** in order to be eligible to serve on the student's committee.

The Dissertation Committee:

- (in-department only) approves the components of the comprehensive examinations.
- (in-department only) has the final decision regarding pass/fail of the comprehensive examinations.
- approves the dissertation proposal.
- works with the student and Dissertation Chair in advising, encouraging, and approving the dissertation research.
- attends the proposal presentation.
- approves the scheduling of the final oral examination.
- has the final decision regarding pass/fail of the oral dissertation defense; and
- has the final decision regarding the acceptance of the dissertation

Comprehensive Examinations

The Comprehensive Examination will take place once the student has completed all courses in their program plan and has completed Chapter 1 in Proposal Writing. The Dissertation Committee will be responsible for implementing and evaluating the Comprehensive Examination process.

The Deaf Studies and Deaf Education doctoral comprehensive examination format will utilize an electronic portfolio approach that requires students to document and demonstrate their knowledge and skills in Deaf Studies and Deaf Education that have been attained from coursework and their academic experiences during their doctoral studies. Students may use any web designing sites that they prefer, such as Google Sites, Wix, Weebly, etc. Portfolios will be evaluated to determine if students have the ability to evaluate, synthesize, and apply the knowledge obtained in their studies. Therefore, students will provide evidence of accomplishing Program Learning Outcomes. Additionally, Chapter 1 of the dissertation proposal will be submitted to determine if the student can conduct independent research prior to beginning the dissertation process.

Developing a Portfolio

To pass the comprehensive examination, students must provide the required evidence demonstrating that they have developed the skills to do independent research. The portfolio must include:

1. Professional goal statement
2. Curriculum vitae
3. Official program of study
4. Evidence of scholarly productivity through course work (e.g., literature review, synthesis paper, peer-reviewed publication, translational piece)
5. Reflections on the impact of their coursework and time in the program on their professional development
6. Evidence of research abilities as evidenced by Chapter I
7. At least one peer-reviewed publication and one conference presentation completed during their time in the program.

Review of Portfolio Documents The in-department Comprehensive Examination Committee will evaluate the portfolio documents and Chapter 1 of the dissertation proposal by using two rubrics. The “**Assessment for the Doctoral Comprehensive Candidacy Portfolio Review**” and “**Rubric for Evaluating Doctoral Comprehensive Candidacy Chapter 1 of the Dissertation Proposal**”²² will be completed by each member of the committee and collated by the Dissertation Committee

Chair. If the rubrics determine that the candidate has achieved a “pass” as evidenced by an average score of 2.5 or above, the student will move forward with their Dissertation. The committee will complete “**Form D-7: Results of Comprehensive Written and/or Oral Examinations.**”

If a student fails, the student will be given a one-time second opportunity to re-submit the portfolio, to be completed within one month of the first attempt. If the student fails during the second attempt, the student will be terminated from the doctoral program.

Doctoral Candidate

To be called a ‘doctoral candidate,’ the student must be in good standing in the program, successfully complete all the required courses (including Chapters 1-3 in Proposal Writing) and pass their comprehensive exam. At this point, the program has deemed the student to be ready to begin a dissertation study. The dissertation is the last requirement for the doctoral degree. Students in this stage are also referred to as being “All But Dissertation” or ABD to reflect the fact they have completed all program requirements except the dissertation itself.

Candidates are also expected to initiate dialogue with committee members, follow recommended timetables, and plan committee meetings in accordance with the recommendations of the committee chair. In the development of working relationships with committee members, the candidate should be mindful that members have many other professional responsibilities.

The successful completion of a dissertation is emphasized as only one of the doctoral program requirements; however, it is a crucial and necessary step for earning a doctoral degree. It is the student’s responsibility to understand and satisfy all the requirements of their individual approved program plan and any college or university degree and/or graduation requirements.

Doctoral candidates must maintain matriculation at the university until completion of their degree. Even when a student has completed all other requirements of the program except for the dissertation, they must continue to register each semester until completion of the dissertation.

Dissertation Proposal Defense

The Dissertation Committee Chair, after giving approval that the dissertation proposal is ready to be defended, submits the proposal to all members of the Dissertation Committee. The Dissertation Committee has two weeks to review and provide feedback to the candidate. After receiving feedback, the candidate should make the requested changes and again obtain the agreement of the Dissertation Committee Chair that the proposal is ready to defend. The candidate will then contact all Dissertation Committee members and schedule the dissertation proposal defense. The candidate should work with the Deaf Studies and Deaf Education Administrative Assistant to schedule a room for the defense, as well as any required accommodations such as interpreters. All defenses, whether proposal or dissertation, are face-to-face.

If the proposal is found to be acceptable during a defense, “**Form D-4: Approval of Dissertation Proposal**” is signed by all Dissertation Committee members. The Dissertation Committee Chair should retain this form while the proposal is then submitted by the candidate to the Institutional Review Board (IRB) for review. Both Dissertation Committee approval and IRB approval are required before work can proceed. A copy of the approved proposal and the approved IRB form must be attached to the original copy (with original signatures) of Form D-4, which the Doctoral Program Director then submits to the Graduate Dean’s office for review and filing. A copy of the approved dissertation proposal and a photocopy of the IRB’s approval should be given to the

Doctoral Program Director for the candidate's file in the office of the Department of Deaf Studies and Deaf Education.

The dissertation must be a minimum of 6 credit hours. Students will not be awarded a master's degree or other certification if they leave the program after completing the coursework but prior to successfully defending the dissertation. As such, students must register for both DSDE 6390 and DSDE 6391 before graduating. Students cannot register for 6390 or 6391 until they have successfully completed their proposal. The work done in 6390 and 6391 will include chapters 4 & 5. In certain situations, the program director may allow early registration for 6390 *if* and only if the student shows that they have successfully developed a well-fleshed draft of chapters 1, 2, and 3 prior to taking proposal.

Components of the Research Proposal and Dissertation

After the Dissertation Committee Chair approves the research concept, work on the formal research proposal can begin. The dissertation document should follow the steps of the research process in sequence. In general, dissertations at Lamar University should comply with the stylistic guidelines traditionally used for creating documents by members of the academic field of the department. For most departments at Lamar University, that means abiding by the writing style described in the most recent edition of the *Publication Manual of the American Psychological Association*, henceforth referred to in this handbook as the APA Manual. A general example can be seen in the **General Dissertation Guidelines** at the end of this handbook.

In a dissertation, these elements should be incorporated by the student into the appropriate location in the document. Similarly, running heads, appropriate for journal copy, are inappropriate in dissertations. Please find examples of dissertations in your departmental collection or in the Lamar University Library to see how page layout is typically handled in bound dissertations at Lamar University.

In the proposal, the student's project is typically described in future tense because the work at this stage has not yet been done. Conversely, the purpose of the study should be explained in the present tense in the proposal. It includes information that will form the basis of the first three chapters of the dissertation, which also includes title, table of contents, references, and appendices. The proposal should be similar to the dissertation in style and format, except that the proposal is written in copy style as opposed to final style (you should be able to find an explanation of this distinction in the APA Manual). The proposal includes Chapter 1 (introduction), Chapter 2 (literature review), and Chapter 3 (methodology).

In the final dissertation, much of this prose can be revised through appropriate tense changes (past tense) to reflect that the work is now completed. It includes all the information from the proposal, as well as the signature page, copyright, acknowledgements, list of tables and illustrations, chapters 4 and 5.

Proposal/Dissertation

Title. The title of the proposal and, later, of the dissertation should be a succinct summary of the topic and generally should not exceed 15 words. Unnecessary words, such as "A Study of ...," should always be avoided. The title should include key terms that readily identify the scope and nature of the study and should be typed using all capital letters. A manuscript page header and a short title may appear in the proposal title page (following APA "copy" manuscript style) but not in the final dissertation.

Abstract. The proposal abstract is a brief summary of no more than 350 words (2450 characters) that reflects the dissertation project's area of investigation and expected course. It should reflect familiarity with current issues in the field and raise research questions or hypotheses suggested by findings in the current literature. In the abstract, the investigator should briefly describe proposed methods and expected conclusions.

The dissertation abstract is a brief, comprehensive summary of the contents of the dissertation. Generally written after the dissertation is complete but building on the framework set forth in the proposal abstract, the dissertation abstract provides a summary of the dissertation's research question, methods, results, and conclusions. The abstract should be readable, coherent, well-organized, concise, and self-contained because the abstract is often printed separately.

Table of Contents. Essentially, the table of contents for the proposal lists all of the elements of the proposal, with accompanying page numbers. These elements generally include the following items: title page, abstract, table of contents, statement of the problem, review of literature, methodology, appendices, and reference list. The table of contents should be double-spaced between entries; entries longer than one line should be single-spaced.

The table of contents for the dissertation should list in order of appearance all components of the dissertation, including all headings and subheadings, with the correct corresponding page numbers on the right margin, following a row of dots (a "dot leader"). Subheads should be indented below the inclusive heading above them to clarify how they fit into the organization of the document. The table of contents should be double-spaced between entries; entries longer than one line should be single-spaced. The page numbers for materials preceding Chapter I (Introduction) should be in lower-case roman numerals, while all subsequent materials should be listed with standard Arabic numerals.

Signature page. On the signature page, the following should appear, in order: the title of the dissertation, the author's name, the words "Approved by," and blank underlines, below which should appear the names of the dissertation committee members, followed by their degrees. Committee members (beginning with the chair) sign their names on these lines and indicate the dates of approval (dissertation only).

Copyright. The copyright page should follow the signature page in your document. The fee for copyrighting the dissertation is covered by the standard dissertation fee. To secure copyright, you must include this page in your dissertation, fill out a UMI Doctoral Dissertation Agreement Form authorizing UMI to file your claim for copyright, and pay your dissertation fee (dissertation only).

Acknowledgments. Acknowledgments give credit for external support received throughout the dissertation process and recognize generally the contributions of committee members and others who made important contributions. Acknowledgments also express gratitude for the use of copyrighted or otherwise restricted materials, as appropriate. A doctoral candidate may choose to dedicate the dissertation to a person or persons who have had a significant impact on the author's work. This dedication, when included, should be brief and is best placed at the end of the acknowledgments section or on a separate page preceding the acknowledgments (dissertation only).

List of tables and illustrations. Separate lists should be created for tables and illustrations that appear in the text of the document. Illustrations appropriate for use in dissertations include

figures, maps, diagrams, photos, and plates. These lists should include the number and full name of each table or illustration, listed in order of appearance in the text, followed by the number of the page on which the table or illustration appears. Tables and illustrations are usually numbered sequentially in Arabic numerals, the first digit representing the chapter, followed by a decimal and the table or illustration's number within that chapter, e.g., 4.12 (the twelfth table or illustration in chapter 4). The list of tables and the list of illustrations should be double-spaced (dissertation only).

Chapter I. Introduction, or Statement of the Problem¹. In the proposal, the introduction presents (at greater length than in the abstract) the problem to be addressed by the dissertation research. The introduction should describe an unresolved issue in a field of investigation and explain the importance of conducting a study to help resolve that issue. Terms likely to be used throughout the proposal should be defined in this chapter.

In the dissertation, the subject of the dissertation is described in such a way that readers will know in a general way the current status of research conclusions on the topic, as well as some theoretical implications associated with the results of previous research on the subject. The introduction should describe the nature and purpose of the study and explain the significance of and justification for conducting the study. Terms likely to be used throughout the dissertation should be defined in this chapter. The research question or hypothesis should be included in Chapter I, as well as a summary of the method used in the study. A brief summary of the introduction may appear at the end of the chapter. Summaries may also optionally be used to conclude the subsequent chapters.

Chapter II. Review of the Literature and Research Questions. In the proposal, a review of literature concerning the topic places the dissertation in the context of previous research. As stated in the APA Manual, a “scholarly review of earlier work provides an appropriate history and recognizes the priority of the work of others. Citation of and specific credit to relevant earlier works is part of the author’s scientific and scholarly responsibility.” The review should focus only on literature and conclusions directly pertinent to the subject and the problem addressed in the dissertation. Any pilot work done should be described in this chapter.

Chapter III. Methodology. In the proposal, the methodology section describes in detail how the study will be conducted. This chapter is typically divided into labeled subsections. Often, a subsection describing participants or subjects is followed by subsections describing testing or other measurement procedures to be undertaken with the participants, and a subsection describing how the resulting measurements will be analyzed to help resolve the problems stated in the introduction.

In the dissertation, the methodology section of the dissertation should be built on the description of methods outlined in the proposal. Labeled subsections similar to those in the proposal should be included. These may include a section describing participants or subjects, a section describing testing or other measurement procedures undertaken with the participants, and a section discussing limitations of the methodology (The descriptions of the analyses which appeared in the proposal are usually incorporated in the results section of the final dissertation).

Chapter IV. Results. The results section summarizes the data collected and details the statistical treatment of that data. After a brief statement of the main results or findings of the study, the data are reported in sufficient detail to justify the conclusions. Tables and illustrations (e.g., figures et al.) may be used to report data when these methods are seen to present the data more

¹ Names of chapters and the exact contents are matters under the discretion of the candidate and the committee. The chapter names used in this outline are illustrative of a typical format.

clearly and economically. All tables and illustrations used should be mentioned in the text, with appropriate titles or captions, and enough explanation to make them readily identifiable (dissertation only).

Chapter V. Discussion. In the discussion section, the results are summarized, evaluated, and interpreted with respect to the original research questions and hypotheses. In this section, the investigator is free to examine, interpret, and qualify the results, as well as to draw inferences from them. Theoretical and practical consequences of the results and the validity of conclusions may appropriately be discussed in this section. The limitations of the study and suggestions for future work may also be included (dissertation only).

References. The reference list at the end of the proposal/dissertation should list all works cited in the dissertation, and all items listed as references must have been cited in the dissertation text. Special attention should be given to ensure appropriate citations of less common sources, such as unpublished manuscripts. Again, the APA (American Psychological Association) Manual can provide guidance for ensuring accuracy in these details.

Appendices². Appendices of the proposal/dissertation should include data-collection tools, such as IRB materials, consent forms, letters of introduction to subjects, questionnaires, survey forms, and the like. Materials that document important components of the dissertation research process that would be too lengthy, awkward, or distracting to include within the text should be included as appendices in the final document. The appendices section should begin with its own cover page, followed by its own table of contents page. Each appendix may have its own cover page. The word “APPENDIX” should appear in all capital letters.

Moving Towards Dissertation Defense

Dissertation Workshop

Prior to the defense, the candidate must attend the MANDATORY Thesis/Dissertation workshop offered by the Graduate School. If the candidate is not able to attend the mandatory workshop in person, there is an available recorded video of the workshop that can be requested from the Department of Deaf Studies and Deaf Education. The Thesis/Dissertation workshop video will suffice as a substitution for the mandatory workshop requirement. The date of attending the workshop or viewing the recorded video is needed on the “**Approval Form for Editing Dissertation.**”

The candidate must follow the guidelines posted on the Graduate School website at <https://www.lamar.edu/graduate-studies/thesis-dissertation-info/index.html>. These guidelines are also available in the Graduate Studies office, Room 219, Wimberly Building. The deadlines for submitting the preliminary electronic copy of the dissertation with “**Form D-5A: Schedule for Doctoral Dissertation Oral Defense**” are announced by the Graduate School prior to the beginning of each semester.

Preliminary Submission to Graduate Editor

² Although the APA Manual uses the spelling “Appendixes” for the plural of Appendix, the preferred spelling for Lamar University dissertations is “Appendices.”

- A. A preliminary electronic copy of your dissertation (in Microsoft Word format with the exception of Mathematics papers) is submitted via email attachment to lugradstudies@lamar.edu by the designated deadline in the semester. It is the student's responsibility to determine when that deadline is. It should be complete and must comply with the style manual accepted by the student's department. It should have no grammatical, spelling, or typographical errors. Rough drafts will not be accepted. If a student is unable to meet the preliminary submission deadline, they must contact the Graduate Editor **prior to the due date** to discuss alternatives.
- B. The preliminary submission **MUST** be accompanied by a copy of the “**Approval Form for Editing Thesis/Dissertation**” (p. 18 of the Thesis and Dissertation Submission Guide Spring 2018 at <https://www.lamar.edu/graduate-studies/thesis-dissertation-info/thesis-approval-form.html>). This form must be signed by the supervising professor and all committee members, verifying the document meets Graduate Studies Thesis Guidelines standards. It may be scanned and emailed to the Graduate Editor along with the preliminary thesis/dissertation submission, or it may be delivered to the Graduate Studies office in Room 219 of the Wimberly Building.
- C. The dissertation will be checked for formatting errors and returned to the student for correction via email.
- D. The student must make the requested corrections and return the document to the Graduate Editor within 48 hours of receipt. This exchange will continue until all formatting errors are corrected.

Note:

Documents with an excessive number of errors – whether spelling, grammatical, or formatting errors – will be returned to the student and their supervising professor with the recommendation to hire a personal editor.

Preparation to Graduate

Your Academic Advisor must be sure to submit your name to the Doctoral Program Director with “**Form D-3A: Course of Study**” so that you can apply for graduation. This step should occur in the semester prior to your graduation (i.e., submit this form during fall semester if you plan to graduate the following spring). You must apply for graduation and pay the fee.

Final Oral Dissertation Defense

The final oral defense is a public, in person presentation of the student's research and research results. The presentation should contain general background information understandable by other doctoral students in the Deaf Studies and Deaf Education program. The presentation should also focus on the new research results and a discussion of the implications.

After the presentation, anyone in the general audience, including members of the Dissertation Committee, may ask questions. Then the general audience will be excused with the exception of the Dissertation Committee members and the Dean of Graduate Studies. Members of the Dissertation Committee may then ask further questions concerning the research and the student's doctoral program.

Finally, the student is excused, and the Dissertation Committee must decide if the student passes or fails the final examination. A student passes the final oral examination if no more than one member

of the Dissertation Committee dissents. The Dissertation Committee members may not abstain from voting. If the student passes with one dissenting vote, the student must address the dissenting member's concerns (given in writing by the dissenting member) to the satisfaction of the Dissertation Committee Chair and the Dean of the Graduate Studies. The Dissertation Committee may make its passing contingent upon certain changes being made in the dissertation.

After the Defense. There are four possible conclusions to a dissertation defense:

1. The candidate may pass without revisions.
2. The candidate may pass with revisions that do not need to be returned to the Dissertation Committee for approval, only to the chair.
3. The candidate may pass with revisions that the Dissertation Committee must approve; or
4. The candidate may fail the defense. Failure of the Dissertation Defense will result in termination from the program.

After successful completion (i.e., one of the first two options listed above or after the Dissertation Committee reviews the corrections), "**Form D5-B: Results of the Dissertation Defense**" should be signed by all Dissertation Committee members. All changes should be made, approved, and submitted to the Graduate Editor in the Graduate Studies office. The dissertation must be uploaded to ProQuest and the Graduate Studies Office requires 3 copies of your dissertation: two for the university library and one for the Department of Deaf Studies and Deaf Education. Doctoral students must submit a Survey of Earned Doctorates form and the link for the website is in the Thesis/Dissertation Guidelines. You must pay bindings fees at the Cashier's Office and deliver the signature page to the Graduate Editor in Room 219, Wimberly Building. Note the costs for diplomas and regalia, and the fact that regardless of whether you are marching or not, you must pay the diploma fee. Consult the Graduate Studies website for deadlines.

When all formatting errors are corrected, the Graduate Editor will approve your dissertation for Final Submission. You will be notified via email from the Graduate Editor with an Approval Letter. The Approval Letter will contain instructions for the Final Submission Process.

Final Submission Process

Once you have received the Approval Letter from the Graduate Editor, the following documents must be submitted to the Graduate Studies office by the deadline:

1. *Signature Page* – Take a copy of this page from your defense. Once you have defended, obtain the signatures of your committee members. Then, obtain your Department Chair and College Dean's signature. Submit one copy of the dissertation's signature page with all original signatures except for the Graduate Dean's signature to the Graduate Studies Office in the Science and Technology building (the Graduate Dean's signature will be obtained by the Graduate Editor).
2. *Thesis Book Invoice for Binding* – You must order and pay for your dissertation books by completing and submitting an invoice to the Graduate Editor (invoice is provided by Graduate Editor at time of approval). If color pages are used, students must include a list of those color PDF page numbers on the invoice. Lamar University requires all doctoral students to order three copies: two for the university library and one for your department.
3. *Proof of Payment of Book Invoice* – After submitting your book invoice to the Graduate Editor, you must pay the book fee by the prescribed deadline in the semester. You may pay in

person at the Cashiers window in the Wimberly Building on campus, or online via your Self-Service Banner account. Once the book invoice is paid, email the Graduate Editor to confirm payment.

4. ***Personal copies are ordered separately*** – Once the student pays for the university’s required number of copies, and has emailed the graduate editor to confirm payment, a link will be provided by the Graduate Editor with instructions so that you may order personal copies and have them shipped directly to your mailing address.

5. ***Proof of Submission to UMI/ProQuest*** – You must electronically upload the approved copy of your thesis or dissertation to UMI/ProQuest by the semester deadline. See instructions for submitting Electronic Thesis or Dissertation (ETD) online at <https://www.lamar.edu/graduate-studies/thesis-dissertation-info/how-to-submit-online.html>. Once you have submitted to ProQuest, your Editor will receive an emailed notification as proof of submission.

How to Submit Your Electronic Thesis or Dissertation (ETD) Online

Source: <https://www.lamar.edu/graduate-studies/thesis-dissertation-info/how-to-submit-online.html>

1. Create an account:
 - Go to www.etdadmin.com/lamar
 - Click “Submit my dissertation/Thesis”.
 - Click “Create an Account” and fill in information.
2. Convert thesis/dissertation to PDF (be sure to include the blank page in PDF).
 - Click the “PDF Conversion” tab.
 - Click “Browse” button and select your thesis/dissertation.
 - Click “Convert File”.
 - You will receive an email about 10 minutes later containing your PDF file. Open the file and review it to make sure that there were no errors during the conversion. Save it to your computer.
3. Go back to the “My ETDs” tab and make sure you are under the “Submit my ETD” heading. Review the checklist to ensure that you have the required information, then click “continue”.
4. Select Publishing Options, then click “save & continue”.
5. Read Traditional Publishing Agreement, then click “accept”.
6. Enter contact information, then “save & continue”.
7. Fill in Dissertation/Thesis Details, then “save & continue”.
 - When asked to insert Abstract, just copy and paste it onto the box. For formatting assistance, click the “formatting hints” link.
8. Upload your saved PDF thesis/dissertation; once successfully uploaded, click “save & continue”.
9. Upload any supplemental files (if applicable) that are part of your thesis/dissertation but were not included in your uploaded PDF file of your thesis/dissertation, then “save & continue”.

10. Add any additional notes that you want us (the Graduate Studies office) to read along with a phone number and email address to reach you, then “save & continue”.
11. Register U.S. Copyright (optional), then “save & continue”.
 - You will probably choose “no” for the Previous Copyright Registration unless other arrangements have been made within your department.
 - We do not require you to copyright your work. Note: if you choose for ProQuest/UMI to file for copyright, it will cost you \$55.
12. DO NOT ORDER COPIES! Scroll to bottom of page and click “decline- do not order”.
 - The university has a contract with another company to print and bind your thesis/dissertation copies at a lower rate.
13. Review submission, make changes if necessary, then click “submit dissertation/thesis”.
14. You should only be charged a fee if you chose to copyright your thesis/dissertation; otherwise, your submission should be free of cost, click “done”.

Course Sequences, List of Courses, and Preliminary Program Plans

The following pages include the course sequence, list of courses, and preliminary program plans. Pay attention to the admission dates to ensure you are following the correct plan.

D-0B Deaf Studies and Deaf Education Course Sequence – Students Admitted Prior to Summer 2017

Fall

ASL/English Bilingual Theories
Cognition
Psycholinguistics
Cognate(s)

Spring

ASL/English Bilingual Literacy
ASL Literature
Cognition

Preliminary Exam (after 18 hours of core coursework)

Summer

Deaf History
Curriculum
Ethics

Fall

ASL/English Bilingual Assessment
Administration
Law
Statistics

Spring

ASL Literature
Cognition
Research Design & Statistics
Proposal Writing
Cognate(s)

Summer

Proposal Writing
Cognate(s)

Comprehensive Exam (after all coursework and proposal are completed)

Dissertation

Listing of Ed. D. Deaf Studies and Deaf Education Courses – Students Admitted Prior to Summer 2017

Core Required Courses (36 hours)

DSDE 6301 History & Sociology of Deaf
DSDE 6302 Law
DSDE 6303 ASL Literature
DSDE 6304 Curriculum
DSDE 6305 Psycholinguistics
DSDE 6307 Deaf Education Administration
DSDE 6308 Cognition
DSDE 6310 Bilingual I
DSDE 6311 Bilingual Literacy II
DSDE 6312 Bilingual Assessment III
DSDE 6313 Proposal Writing
DSDE 6314 Ethical Duties & Administration

Statistics & Research Methods (choose 9 hours)

EDUD 6350 Quantitative I
EDUD 6351 Quantitative II
EDUD 6350 Qualitative I
EDUD 6318 Qualitative II

Cognate Courses (choose 15 hours)

(Can be Transfer Credits, DSDE special topics, additional DSDE research courses, EDUD classes in leadership/multiculturalism or cognates in other areas as approved by Academic Advisor)

Dissertation (6 hours minimum)

DSDE 6390 Doctoral Dissertation – Deaf Education
DSDE 6391 Doctoral Dissertation – Deaf Education

**D-0C Deaf Studies and Deaf Education Course Sequence – Students Admitted Summer
2017 to Summer 2020**

Summer Orientation

Statistics
Research Design and Statistics I
Introduction to Qualitative Research I
Cognate

Fall

ASL/English Bilingual Literacy
Cognitive, Psycho-social Development and Deaf People
Research Design and Statistics II

Preliminary Exam (after 18 hours of core coursework)

Spring

ASL/English Bilingual Assessment
ASL Literature
Qualitative Design II

Summer

Deaf History
Curriculum
Ethics
Research Seminar
Cognates

Fall

Psycholinguistics/Linguistics of American Sign Language
History and Sociology of Deaf Culture
Ethical and Academic Studies

Spring

Law and Deaf Education
Deaf Education Administration/Field Study
ASL Literature

Summer

Proposal Writing
Cognate(s)

Comprehensive Exam (after all coursework and proposal are completed)

Dissertation Proposal

Dissertation

**Preliminary Program Plan: DSDE Doctoral (Ed. D.) – Students Admitted from Summer 2017
to Summer 2020**

Student's Name: _____ LU#: _____

Year 1: Summer Session I

Category	Course #	Course Title	Credits/Grade
DSDE	6315	Statistics	3
DSDE	6320	Introduction to Qualitative Research	3

Year 1: Summer Session II

Category	Course #	Course Title	Credits/Grade
DSDE	6316	Research, Design, and Statistics I	3

Year 1: Fall

Category	Course No.	Course Title	Credits/Grade
DSDE	6311	ASL/English Bilingual Literacy and Deaf People	3
DSDE	6305	Psycholinguistics/Linguistics of American Sign Language	3
DSDE	6317	Research, Design, and Statistics II	3

Year 1: Spring

Category	Course No.	Course Title	Credits/Grade
DSDE	6312	ASL/English Bilingual Assessment and Deaf People	3
DSDE	6303	ASL Literature	3
DSDE	6321	Advanced Qualitative Research	3
		Preliminary Exam (after 18 hours of core coursework completed)	

Year 1: Mini May

Category	Course No.	Course Title	Credits/Grade
DSDE	6350	Research Seminar	3

Year 2: Summer Session 1

Category	Course No.	Course Title	Credits/Grade
DSDE	6304	Curriculum, Pedagogy, Computers, and Deaf People	3

Year 2: Summer Session 2

Category	Course No.	Course Title	Credits/Grade
DSDE	6301	History & Sociology of Deaf	3
DSDE	6314	Ethical and Academic Studies	3

Year 2: Fall

Category	Course No.	Course Title	Credits/Grade
DSDE	6308	Cognitive, Psycho-social Development, and Deaf People	3
DSDE	6302	Law and Deaf Education	3
DSDE	6307	Deaf Education Administration/Field Study	3

Year 2: Spring

Category	Course No.	Course Title	Credits
DSDE	63XX	Cognate	3
DSDE	63XX	Cognate	3
DSDE	6313	Proposal Writing	3
		Comprehensive Exam (after all coursework and proposal completed)	

Year 3

Category	Course No.	Course Title	Credits
DSDE	6390	Doctoral Dissertation – Deaf Education	3
DSDE	6391	Doctoral Dissertation – Deaf Education	3
		Additional Doctoral Dissertation Credits may be necessary depending upon student's progress	

**Listing of Ed. D. Deaf Studies and Deaf Education Courses – Students Admitted as of
Summer 2017 to Summer 2020**

Core Required Courses (36 hours)

DSDE 6301 History & Sociology of Deaf
DSDE 6302 Law and Deaf Education
DSDE 6303 ASL Literature
DSDE 6304 Curriculum, Pedagogy, Computers, and Deaf People
DSDE 6305 Psycholinguistics/Linguistics of American Sign Language
DSDE 6307 Deaf Education Administration/Field Study
DSDE 6308 Cognitive, Psycho-social Development, and Deaf People
DSDE 6311 ASL/English Bilingual Literacy and Deaf People
DSDE 6312 ASL/English Bilingual Assessment and Deaf People
DSDE 6313 Proposal Writing
DSDE 6314 Ethical and Academic Studies
DSDE 6350 Research Seminar

Statistics & Research Methods (choose 12 hours)

DSDE 6316 Research Design and Statistics I
DSDE 6317 Research Design and Statistics II
DSDE 6320 Introduction to Qualitative Research
DSDE 6321 Advanced Qualitative Research
DSDE 6315 Statistics

Cognate Courses (choose 12 hours)

(Can be Transfer Credits, DSDE special topics, additional DSDE research courses, or cognates in other areas as approved by Academic Advisor)

Dissertation (6 hours minimum)

DSDE 6390 Doctoral Dissertation – Deaf Education
DSDE 6391 Doctoral Dissertation – Deaf Education

D-0D Deaf Studies and Deaf Education Course Sequence – Students Admitted Summer 2021 (and thereafter)

*Sequence may change pending faculty availability and/or low seat count. Should any changes be made, students will be notified ASAP.

1st Summer 1:

Doctoral Seminar
Scholarly Writing

1st Summer 2:

Bilingual Theories
Ethics

Fall 1:

(* will be offered every odd year)

(** will be offered every even year)

Statistics
Introduction to Qualitative Research
Critical Pedagogy•
ASL Linguistics••

Spring 1:

Psycholinguistics
Research Design & Statistics 1
Advanced Qualitative Research

2nd Summer 1:

Curriculum
Deaf History

2nd Summer 2:

Comparative Culture Studies
ASL Literature

Fall 2:

(Bilingual and Law are both cognates. You can choose one whichever one you want to take. For those who are doing Deaf Studies track, refer to Fall 1 - you may need to take either Critical Pedagogy or ASL Linguistics if you did not take those during Fall 1)

Bilingual Assessment
Law of Deaf Individuals
Deaf Ed Admin
Research Design & Statistics 2

Spring 2:

Cognition
Cognate
Cognate
Proposal Writing

**Preliminary Program Plan: DSDE Doctoral (Ed. D.) – Students Admitted from Summer 2021
(and thereafter)**

Student's Name: _____ LU#: _____

Year 1: Summer Session I

Category	Course #	Course Title	Credits/Grade
DSDE	6350	Doctoral Seminar	3
DSDE	6350	Scholarly Writing	3

Year 1: Summer Session II

Category	Course #	Course Title	Credits/Grade
DSDE	6311	Bilingual Theories	3
DSDE	6314	Ethics	3

Year 1: Fall

Category	Course No.	Course Title	Credits/Grade
DSDE	6315	Statistics	3
DSDE	6320	Introduction to Qualitative Research	3
DSDE	6350	Odd years: Critical Pedagogy. Even years: ASL Linguistics	3
		Preliminary Exam (after 18 hours of core coursework completed)	

Year 1: Spring

Category	Course No.	Course Title	Credits/Grade
DSDE	6305	Psycholinguistics	3
DSDE	6316	Research Design and Statistics I	3
DSDE	6321	Advanced Qualitative Research	3

Year 2: Summer Session 1

Category	Course No.	Course Title	Credits/Grade
DSDE	6304	Curriculum, Pedagogy, Computers, and Deaf People	3
DSDE	6301	Deaf History	3

Year 2: Summer Session 2

Category	Course No.	Course Title	Credits/Grade
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DSDE	6350	Comparative Cultural Studies	3
DSDE	6303	ASL Literature	3

Year 2: Fall

Category	Course No.	Course Title	Credits/Grade
DSDE	6308	ASL/English Bilingual Assessment	3
DSDE	6302	Law and Deaf Education	3
DSDE	6307	Deaf Education Administration	3
DSDE	6317	Research Design & Statistics II	

Year 2: Spring

Category	Course No.	Course Title	Credits
DSDE	63XX	Cognition	3
DSDE	63XX	Cognate	3
DSDE	6313	Proposal Writing	3
		Comprehensive Exam (after all coursework and Chapter I is completed)	

Year 3

Category	Course No.	Course Title	Credits
DSDE	6390	Doctoral Dissertation – Deaf Education	3
DSDE	6391	Doctoral Dissertation – Deaf Education	3
		Additional Doctoral Dissertation Credits may be necessary depending upon student’s progress	

**Listing of Ed. D. Deaf Studies and Deaf Education Courses – Students Admitted As of
Summer 2021 (and thereafter)**

Core Required Courses (Required for all students)

DSDE 6309 Doctoral Seminar

DSDE 6322 Critical Pedagogy

DSDE 6323 Scholarly Writing

DSDE 6305 Psycholinguistics

DSDE 6314 Ethics

DSDE 6308 Cognition

DSDE 6318 Research Seminar

DSDE 6313 Proposal Writing

Deaf Education Track Required Courses

DSDE 6304 Curriculum

DSDE 6307 Deaf Education Administration

DSDE 6311 Bilingual Theories

Deaf Studies Track Required

DSDE 6303 ASL Literature

DSDE 6324 ASL Linguistics

DSDE 6325 Comparative Culture Studies

Cognates

DSDE 6301 Deaf History

DSDE 6312 ASL/English Bilingual Assessment and Deaf People

Can transfer courses or other courses not required for your track as well as take Special Topics courses

Research Courses (4 Required for Deaf Education and 5 for Deaf Studies)

DSDE 6315 Statistics

DSDE 6316 Research Design and Statistics I

DSDE 6317 Research Design and Statistics II

DSDE 6320 Introduction to Qualitative Research

DSDE 6321 Advanced Qualitative Research

Dissertation

DSDE 6390 Doctoral Dissertation

DSDE 6391 Doctoral Dissertation

Deaf Studies Requirements:

8 Overall Core Courses

5 Research Courses

2 Dissertation Courses

3 Deaf Studies Track Courses

4 Cognate/Elective Courses

Deaf Education Requirements:

8 Overall Core Courses

4 Research Courses

2 Dissertations Courses

3 Track Courses

5 Cognate/Elective Courses

Forms

Doctor of Education in Deaf Studies and Deaf Education

The following forms must be completed and/or utilized at the appropriate time, as doctoral students/candidates progress toward their degree.

D-2 Results of the Preliminary Examination

D-3A Course of Study

D-3B Composition of Doctoral Committee

D-4 Approval of Dissertation Proposal

Doctoral Comprehensive Exam Rubric 1 - Assessment for the Doctoral Comprehensive Candidacy Portfolio Review

Doctoral Comprehensive Exam Rubric 2 – Rubric for Evaluating Doctoral Comprehensive Candidacy Chapter 1 of the Dissertation Proposal Approval Form for Editing Dissertation

D-5A Schedule for Doctoral Dissertation Oral Defense

D-5B Results of the Dissertation Defense

D-6 Transfer Credit

D-15A Request to Change Graduate Student's Committee

Preliminary Examination Rubric

			PASS	
	UNACCEPTABLE	INCOMPLETE 2	ACCEPTABLE	EXEMPLARY 4
PURPOSE	The purpose or argument is generally unclear.	The central purpose or argument is not consistently clear throughout the paper.	The writing has a clear purpose or argument but may sometimes digress from it.	The writer's central purpose or argument is readily apparent to the reader.
CONTENT KNOWLEDGE	Inaccurate or misinterpreted information, concepts or terminologies. Most of the information is not relevant to the question. Question not answered.	Some of the information is inaccurate or misinterpreted information, concepts or terminologies. Some of the information is not relevant to the question. Question not adequately responded as expected. unanswered; improper use of terminology and citations; misinterpretation of content.	Most of the information presented is accurate and relevant to the question. Demonstrated understanding and use of appropriate terminologies and concepts. Includes limited citations of the information sources.	Reflectively presents information that is accurate and relevant to the question. question is answered fully; proper use of terminology and citations; insightful interpretation of the content.
CRITICAL THOUGHT	Invalid judgments based on evidence provided; indefensible conclusions.	Merely recalls information; lists and defines, but fails to synthesize, analyze, evaluate the knowledge, detect patterns, or apply knowledge in responding to the question.	Nearly all judgments are valid and based on evidence; conflicting positions interpreted reasonably well; examples and literature support arguments; content synthesized well for the most part; ideas tend to flow logically; analysis of material is accurate, and conclusions are defensible; exhibits clear thinking and conceptualization. Response is reflective and evaluative.	Valid judgments based on evidence; precise interpretation of conflicting positions; exemplary use of examples and literature to support arguments; <i>synthesis</i> of content is clearly evident; logical flow of ideas; analysis of material is insightful, and conclusions are fully defensible; convincing; exhibits advanced thinking and conceptualization; response is deeply <i>reflective</i> and evaluative.
MECHANICS & STRUCTURE	Organization unclear or confusing; few or no key points; examples fail to support the response adequately; generally off point and unfocused. Spelling, grammar and usage clearly interfere with meaning; difficulty maintaining style; difficulty with sentence structure; no sense of audience; writing is unacceptable for doctoral level.	Response is partially organized; Some key points are identified, but often unsupported by data; limited use of examples; some segments of response are off point and disrupt focus. Spelling, grammar, and usage errors detract from credibility of response; simplistic sentence structure and style; difficulty with maintaining scholarly tone; limited sense of audience; writing inappropriate for doctoral level.	Organization is logical and reasonably clear; most key points are identified, but not always supported by data or properly emphasized; examples are used to support themes generally; some statements/examples are not properly referenced. Embraces conventions and mechanics of writing; writing style is competent, and sentence structure is sound; generally appropriate for audience; clear and largely complete with a somewhat scholarly tone; writing generally appropriate for doctoral level.	Organization is fully logical and readily apparent; all key points supported by data; examples and arguments properly referenced; key points are highlighted; appropriate use of examples; balance between experience examples and content. Fully embraces the conventions and mechanics of writing; sophisticated writing style and advanced sentence structure; appropriate for audience; exceedingly clear, thorough, and scholarly tone; writing unmistakably appropriate for doctoral level.
CITATIONS/ REFERENCES: APA FORMAT	No citation provided in most of the work.	Both in-text citations and references did not follow APA format and was missing essential information	Both in-text citations and references did follow APA format; however, a few (2) errors in essential information were evident	Both in-text citations and references for the article did follow APA format. Essential information was accurate and complete

D-2 Results of the Preliminary Examination

**Lamar University
Department of Deaf Studies and Deaf Education
Doctoral Program in Deaf Studies and Deaf Education (Ed. D.)**

Date of Examination: _____

Doctoral Student's Name: _____ LU#: _____

Recommendations: Made by Doctoral Committee Following the Preliminary Examination (e.g., pass, fail, rewrite specific sections):

Signatures/Approvals:

<u>Committee</u>	<u>Approved</u>	<u>Not Approved</u>	<u>Printed Name/Signature</u>
Doctoral Academic Advisor _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	
Committee Member _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	
Committee Member _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	

Department Chair Date: _____

Dean of Fine Arts and Communication Date: _____

Dean of Graduate Studies Date: _____

COURSES PLANNED

Course Number	Course Title	Grade	Semester	*Designation

*Designation Code: **C** = Core, **CG** = Cognate, **R** = Research/Stats, **D** = Dissertation

Signatures:

Student's Signature: _____ Date: _____

Dissertation Committee Chair's Signature: _____ Date: _____

Department Chair: _____ Date: _____

Dean of Fine Arts and Communication: _____ Date: _____

Dean of Graduate Studies: _____ Date: _____

D-3B Composition of Doctoral Committee

**Lamar University
Department of Deaf Studies and Deaf Education
Doctoral Program in Deaf Studies and Deaf Education (Ed. D.)**

Date: _____

Doctoral Student's Name: _____ LU #: _____

Doctoral Committee Composition:

Committee Chair: _____

Committee Member: _____

Committee Member: _____

Committee Member: _____

Committee Member: _____

Signatures:

Student's Signature: _____ Date: _____

Committee Chair's Signature: _____ Date: _____

Department Chair: _____ Date: _____

Dean of Fine Arts and Communication: _____ Date: _____

Dean of Graduate Studies: _____ Date: _____

Comprehensive Examination Rubric 1: Assessment for the Doctoral Comprehensive Candidacy Portfolio Review

At a minimum, submit: (1) a curriculum vitae; (2) Chapter 1 from proposal writing; (3) critical reflections; and (4) goals. In choosing additional artifacts, focus on quality rather than quantity. Any given artifact can be submitted as evidence for more than one learning outcome. Additional artifacts include but are not limited to: (a) videos and other artifacts documenting presentations; (b) papers—written, submitted, in press, or published; (c) research or grant proposals; and (d) letters of support from faculty and/or research mentors. The student is responsible for making explicit how the artifacts provide evidence of having met program learning outcomes.

<i>Program Learning Outcomes</i>	<i>Evidence</i>	<i>Unmet*</i>	<i>Met</i>	<i>Exceeded</i>
Apply the basic principles of inquiry and research design to educational research				
Demonstrate “T” learning; the top of the T demonstrates breathe in knowledge about Deaf Studies and Deaf Education while the stem of the T demonstrates depth of knowledge in the cognate/dissertation area				
Demonstrate ability of ASL/English bilingual fluency in academic content				
Publish peer-reviewed and translational articles				

Comments:

Comprehensive Examination Rubric 2: Rubric for Evaluating Doctoral Comprehensive Candidacy Chapter 1 of the Dissertation

The student will submit Chapter 1 of the dissertation, as a concept paper, promoting the plan for her/his dissertation study. The concept paper will include at a minimum: (a) a clear description of the research topic; (b) a brief synthesis of what is known about this topic; (c) theoretical framework(s) underlying the study; (d) research question(s) connected to the theoretical framework and the previous literature about the topic; (e) a description of the research plan—that is, data collection and analysis; (f) statements of significance—that is, why is it worth the student’s time and energy to approach this study, and limitations and delimitation; and (g) references.

	<i>Fail (0)</i>	<i>Pass (3)</i>	<i>High Pass (5)</i>
<i>Description of the proposed study</i>	Demonstrates inadequate or minimally adequate knowledge of the topic and/or reveals insufficient information that is relevant to introduce/describe the proposed study.	Presents a logical description and rationale for the proposed study; demonstrates knowledge of the topic and information that is relevant to introduce the study.	Presents a clear, concise, and logical description and rationale for the proposed study; demonstrates a high level of knowledge and mastery of the topic and information that is relevant to the proposed study.
<i>Significance and Limitations</i>	Weak statements of significance and limitation.	Provides statements of significance and limitations that are justifiable.	Presents reasoned statements of significance and limitations grounded in theory and previous research.
<i>Synthesis of the literature</i>	Ideas are underdeveloped; shows inadequate evidence of analysis, reflection, insight, and synthesis of ideas to argue for the proposed study.	Ideas demonstrate depth and complexity, with elaborated, relevant details; shows well-developed analyses, syntheses, reflection, insight, critical thinking, and synthesis of ideas to argue for the proposed study.	Follows Chapter I for the dissertation guidelines in constructing a meaningful synthesis of ideas to argue for the proposed study; ideas demonstrate depth and complexity, and include engaging and pertinent details; demonstrates strong analyses, syntheses, reflection, and critical thinking.

<i>Theoretical Framework and Methodology</i>	Reveals a weakness in providing theoretical frameworks to support the proposed study and/or of how critical theory connects to the study.	Provides a theoretical framework to support the proposed study; reveals an understanding of how critical theory connects to the proposed study.	Addresses theoretical frameworks that underlie the study; reveals a thorough understanding of how critical theory connects to the proposed study; theoretical frameworks and methodology meet the basic standards of ethical inquiry.
<i>Research Questions</i>	Research questions are unclear, unjustified or unsupported by theory and previous research.	Research questions are generally clear and justified through theoretical frameworks and previous research.	Research questions are clear and concise and are justified through the theoretical framework and previous research.
<i>Methodology</i>	Methodology is unclear or inadequate.	Research methodology is adequate to address the proposed research questions.	Describes and justifies methodology as appropriate for a concept paper that is appropriate for the questions posed.
<i>Support</i>	Reveals significant gaps in relevant knowledge and literature; focuses primarily on secondary sources for support; use of support does not follow logically; positions are not supported by reasoning or appropriate references.	Reveals a good use of relevant literature, most of which are primary sources; positions are supported by reasoning and appropriate references.	References are substantial and carefully chosen to support claims and arguments, with a strong use of primary sources, and reflect current and historical knowledge and understanding of relevant literature.
<i>Organization</i>	There are lapses in (or a lack of) planning, organization and/or logical flow of ideas and material that affect the general quality of the response.	Generally well planned and organized; demonstrates logical flow from point to point; meaning is generally clear and concise.	Careful planning, organization, and flow of ideas are obvious throughout the proposal; organization contributes positively to effectiveness of argument for the proposed study.

<p><i>Quality of Scholarly Discourse</i></p>	<p>Use of language compromises clear and effective conveyance of meaning, thus, limiting understanding of the proposal; may reveal simplistic, imprecise, or substandard technical aspects of writing seriously undermine the quality and impact of the answer; APA guidelines may not be followed.</p>	<p>Conveys meaning clearly and effectively, and contributes positively to understanding; generally guides the audience in the logic for the proposed study; generally follows APA guidelines.</p>	<p>Precise and distinctive language significantly enhances the quality of the proposal, and explicitly guides the audience in the logic of the argument for the proposed study; careful and accurate use of APA guidelines.</p>
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D-4 Approval of Dissertation Proposal

**Lamar University
Department of Deaf Studies and Deaf Education
Doctoral Program in Deaf Studies and Deaf Education (Ed. D.)**

Date of Proposal Review: _____

Doctoral Student's Name: _____ LU#: _____

Name of Chair of Doctoral Committee: _____

Proposed Dissertation Title:

Recommendations Made by Doctoral Committee Following Dissertation Defense (e.g., pass, fail, rewrite specific sections, collect more data, redo, statistics):

Signatures/Approvals:

<u>Committee</u>	<u>Printed Name/Signature</u>	<u>Approved</u>	<u>Not</u>
<u>Approved</u>			
Committee Chair	_____	<input type="checkbox"/>	<input type="checkbox"/>

Committee Member	_____	<input type="checkbox"/>	<input type="checkbox"/>

Committee Member	_____	<input type="checkbox"/>	<input type="checkbox"/>

Committee Member	_____	<input type="checkbox"/>	<input type="checkbox"/>

Committee Member	_____	<input type="checkbox"/>	<input type="checkbox"/>

_____ Date: _____
Department Chair

_____ Date: _____
Dean of Fine Arts and Communications

_____ Date: _____
Dean of Graduate Studies

Approval Form for Editing Dissertation

Lamar University
Department of Deaf Studies and Deaf Education
Doctoral Program in Deaf Studies and Deaf Education (Ed. D.)

This form is to be completed by the student, signed by all committee members, and submitted to the College of Graduate Studies. The College of Graduate Studies does not provide editorial services. Work which has major grammatical, spelling, and/or style problems will be returned to the student.

Student's Name (Print) LU #: Dept.

Writing Style Used Phone # Email

Date of Defense: _____

Date of Mandatory Dissertation Workshop Completed: _____

I certify that I have read this preliminary work and approve its submission to the College of Graduate Studies. Although it is subject to changes resulting from the oral defense, I consider its academic merit to meet the standards of the discipline and the University department. Further, I certify that I have reviewed the work for conformation to an approved style manual (e.g., ACS, APA, MLA, or Chicago) and for grammatical and spelling errors. I understand that the Office of Graduate Studies will assist students in matters relating to style conformation but will return this work to the supervising professor if significant problems are found.

Print: _____ Sign: _____ Date: _____
Supervising Professor

Print: _____ Sign: _____ Date: _____
Committee Member

Print: _____ Sign: _____ Date: _____
Committee Member

Print: _____ Sign: _____ Date: _____
Committee Member (if needed)

Print: _____ Sign: _____ Date: _____
Committee Member (if needed)

D-5A Schedule for Doctoral Dissertation Oral Defense

**Lamar University
Department of Deaf Studies and Deaf Education
Doctoral Program in Deaf Studies and Deaf Education (Ed. D.)**

Candidate's Name: _____ LU #: _____

Title of Dissertation:

(Attach copy of 1-page dissertation abstract)

Date: _____ Day of week: _____ Time of Oral Defense: _____

Location of Defense: _____

Required Signatures:

Chair: _____ Date: _____

Committee Member: _____ Date: _____

Committee Member: _____ Date: _____

Committee Member: _____ Date: _____

Committee Member: _____ Date: _____

Committee Member: _____ Date: _____

Director, Doctoral Program _____ Date: _____

Chair, Deaf Studies and Deaf Education _____ Date: _____

Dean, College of Fine Arts and Communication _____ Date: _____

Dean, College of Graduate Studies _____ Date: _____

D-5B Results of the Dissertation Defense

**Lamar University
Department of Deaf Studies and Deaf Education
Doctoral Program in Deaf Studies and Deaf Education (Ed. D.)**

Date of Review: _____

Candidate's Name: _____ LU#: _____

Name of Chair of Doctoral Committee: _____

Dissertation Title:

Recommendations Made by Doctoral Committee Following Dissertation Defense (e.g., pass, fail, rewrite specific sections, collect more data, redo, statistics):

Signatures/Approvals:

<u>Committee</u> <u>Approved</u>	<u>Printed Name/Signature</u>	<u>Approved</u>	<u>Not</u>
Committee Chair	_____	<input type="checkbox"/>	<input type="checkbox"/>
Committee Member	_____	<input type="checkbox"/>	<input type="checkbox"/>
Committee Member	_____	<input type="checkbox"/>	<input type="checkbox"/>
Committee Member	_____	<input type="checkbox"/>	<input type="checkbox"/>
Committee Member	_____	<input type="checkbox"/>	<input type="checkbox"/>

_____ Date: _____
Department Chair

_____ Date: _____
Dean of Fine Arts and Communications

_____ Date: _____
Dean of Graduate Studies

D-15A Request to Change Graduate Student's Committee

**Lamar University
College of Graduate Studies**

REQUEST TO CHANGE GRADUATE STUDENT'S COMMITTEE

Student's Name: _____ LU #: _____ Date: _____

Address: _____ Major: _____

Proposed Committee Changes:

Old Committee: Name:	Signature:	Date:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

New Committee: Name:	Signature:	Date:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Signatures:

Student Date

Chair of Graduate Committee Date

College Dean Date

Form must be submitted on or before the last day to register for graduate of that semester.
Submit signed original to the Graduate Office. The Graduate Office will distribute copies to the
Department and Student.

General Dissertation Guidelines

These guidelines are only meant to serve to help the student get a general start. It is the student's responsibility to refer to the Lamar Graduate Studies website to ensure they are following the most correct formatting requirements. The student is also responsible for taking the Dissertation workshop while they are taking Dissertation 6390.

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 on 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 of 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 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 the 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.

(1" margin from top)

Chapter II [Qualitative]

Review of Related Literature [30-60 pages]

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

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.

*(1" margin from top)***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. Details 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.

Guided Protocol Example

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

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

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

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

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

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

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

1. What were the challenges and barriers to success for the immigrant students? A. Tell me about your first year here. Describe your first year in school in the U.S. B. What were the

most difficult things about school, your biggest obstacles? (teachers, other students, language?)

2. What were the strengths of the immigrant students?

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A. Describe your feelings and thoughts about your classes that first year? B. Describe your feelings and thoughts about your teachers that first year? How were you treated?

C. What about the other students? How were your relationships with them? Tell me about your friends and how you spend your free time at school. D. Describe your experience in fitting in at school, getting around, and making friends that first year.

E. What about your second and third year? Tell me about that experience. Did things get harder? Easier? Why? Explain.

3. What student supports and interventions were available at the school that contributed to the success of the immigrant students?

A. Did you receive any support from your family or friends specific to school when you were in high school?

B. Did this affect your success? Explain.

C. Teacher support?

4. What advice or suggestions can be offered for teaching high-school immigrant students?

A. If you could talk to teachers that would be teaching immigrant students like you, what would you tell them? What advice would you give?

B. If there was one thing you would tell these teachers NOT to do, what would it be?

C. Tell me the top three reasons what you think you were successful as an immigrant here in the U.S.

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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 on 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 the generalizability of findings. For example, a study of English language acquisition among native Spanish speakers based on data

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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.

(1" margin from top)

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.

(1" margin from top)

Chapter III [Quantitative]

Methodology [approximately 10 pages in the proposal]

The steps in this chapter vary widely depending on the general research design. Once again, this is a transition from Chapter II and should include a restatement of the study's purpose using the same words as were used in the original problem statement in the chapter introduction. The organization of the chapter should be mentioned here. The introductory paragraph does not have a heading. After the proposal has been defended and the study completed, this chapter will need to be updated with the demographics of the sample, and any other information that describes how the study was conducted.

Purpose Statement and Research Questions and/or Hypotheses

Hypotheses may be relevant to theoretical, experimental, or causal comparative research, and when you state hypotheses, the reader is entitled to have an exposition of the theory that led 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

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of tests or types of analyses.

Summary

Direct the reader to the next chapters as has been done in Chapters I and II.

General Guidelines for Chapters IV and V for All Types of Dissertations

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

Following satisfactory proposal presentation, the candidate will make any revisions to Chapters I – III that are needed and proceed to completion of the research and construction of Chapters IV and V and others as needed. Consult often with the Dissertation Chair regarding all chapters as there are several appropriate methods to follow based on the study design.

(1" margin from top)

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 research questions, or whatever seems most appropriate for the study. Organizing data by 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 on 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.

(1" margin from top)

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 healthily. 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 on previous research.

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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.

(1" margin from top)

References for Part I and II

- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
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Appendix
TOC of Appendix

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 Deaf Studies and Deaf Education

by

Jane Doe

May 2014 (month/year of graduation)

(1" margin from date to bottom of 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

Name
Director, Doctoral Program

Name
Chair, Department of Deaf Studies & Deaf Education

Name
Dean, College of Fine Arts

Name
Dean, College of Graduate Studies

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

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Sample Copyright Page

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

Sample Abstract

(1" margin from top of page- not counted and not numbered)

ABSTRACT

TITLE OF PAPER

by

Student Name

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

Note: The abstract has the following components: (a) problem statement; (b) research questions; (c) brief information about sample; (d) brief information about data collection and analysis; (e) brief statement of findings; and (f) implications for practice. It should be about $\frac{3}{4}$ 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

I would like to express my appreciation to this person and that person.

Sample Table of Contents

(1" margin from top; 5-level heading)

Table of Contents

***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