



COLLEGE OF FINE ARTS & COMMUNICATION

LAMAR UNIVERSITY™

Department of Deaf Studies & Deaf Education

Doctoral Dissertation Handbook

Doctoral Program in

Deaf Studies and Deaf Education

Students Admitted Prior to Summer 2017

&

Students Admitted as of Summer 2017

(and thereafter)

Revised May 2019

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.

Lamar University is one of only a few universities in the United States offering a doctoral degree in Deaf Studies and Deaf Education. In offering this program, Lamar University is addressing a critical national and international shortage of doctoral-trained educators of the deaf. Graduates of the doctoral program go on to assume leadership roles in schools for the deaf or become teacher trainers in university settings.

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 Director of the Deaf Education division (or a designated representative). The Director will assist the student and advise them for first semester courses and address the issue of who will be the student's faculty Academic Advisor. The Director of Deaf Education 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 of residence. 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.

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 throughout all stages of their doctoral studies.

Program Learning Outcomes

Doctoral students' progress through the doctoral program will include accomplishing four Program Learning Outcomes. 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

Acceptance

Once a doctoral student formally enters the program, the Director of the Department of Deaf Studies and Deaf Education Ed.D. program registers them for classes and assigns a faculty Academic Advisor within the first year of residence. The Director serves as the Academic Advisor until one is assigned.

Transfer Credits

Transfer credits must be submitted to the Director of the Deaf Education and Deaf Studies Department and approved within the student’s first semester of study in the doctoral program. A copy of the transcript with course descriptions (if requested) must be submitted with “**Form D-6: Transfer Credit**” to Graduate Studies office.

Doctoral Academic Advisor

Duties of Doctoral Academic Advisor. As stated above, the Director of the Deaf Studies and Deaf Education Ed.D. program assigns the doctoral student a 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 your Academic Advisor 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 completion of 18 credits of doctoral-level course work within the program.

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 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 of at least 15 papers in an area of interest. At the end of the second semester or 18 hours, the Doctoral Program Director will convene the committee to develop questions for each student based on their Reading List and given a question by the Doctoral Program Director and will have two weeks to complete the written paper. 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 (typed with 12-point Times New Roman font and 1-inch margins all around). Students may not collaborate or consult with others while taking their preliminary examination.

If a student fails the preliminary examination, they may be recommended for expulsion or the Preliminary Examination Committee may decide to grant an opportunity to retake the examination. Note, the examination may only be retaken one time. If granted a retake, it must be completed within one month of the original exam. Once the student successfully completes the preliminary examination the Preliminary Examination Committee completes **“Form D-2: Results of the Preliminary Examination.”**

Reasonable accommodations will be made to allow students with disabilities to take the preliminary examination. The student should discuss individual needs with the Chair of the Doctoral Advisory Committee 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 beginning the comprehensive examination process, 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 vita, 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. Students may decide to choose a faculty member to be their Dissertation Committee Chair for a variety of reasons such as the faculty member's reputation for quality teaching, scholarship, research productivity, publications, student advocacy, and interpersonal style.

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. A Dissertation Committee consists of a minimum of five graduate faculty members, including a minimum of three Lamar University Deaf Studies and Deaf Education faculty members, and two other graduate faculty members. Two other graduate faculty members 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. 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.

The Dissertation Committee:

- approves the components of the comprehensive examinations;
- 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 that includes a completed proposal (chapter 1, 2, 3) from 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 a portfolio approach that requires students to document and demonstrate their knowledge and skills in Deaf Studies and Deaf Education, research, teaching, and leadership that have been attained from coursework and their academic experiences during the course of their doctoral studies. 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 has the ability to conduct independent research prior to beginning the dissertation process.

Developing a Portfolio. In order 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; and
6. Evidence of research abilities: Include Chapter 1 of their dissertation proposal to demonstrate that they have the skills needed to complete the dissertation.
7. At least one peer-reviewed publication completed during their time in the program.

Review of Portfolio Documents:

The 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**”² 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”, 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

A doctoral candidate is a student, in good standing, enrolled in a doctoral program, who has successfully completed the required classes and examinations according to their approved program of study. Thus, 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 being “All But Dissertation” or ABD to reflect the fact they have completed all program requirements except the dissertation itself.

Doctoral candidates, in consultation with their Academic Advisors, take responsibility to seek the cooperation of appropriate and qualified individuals to serve on their dissertation committee. 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 of 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 with the exception of 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.

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.

Components of the Research Proposal and Dissertation

Note:

See Lamar University's Graduate Studies Guidelines for Preparing Theses and Dissertations at <https://www.lamar.edu/graduate-studies/thesis-dissertation-info/thesis-dissertation-guidelines/index.html>

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.

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.

Parts of a Formal Research Proposal and Dissertation Research

After the Dissertation Committee Chair approves the research concept, work on the formal research proposal can begin.

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).

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, and curriculum vitae.

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 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.

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.

In the dissertation, the methodology section of the dissertation should build 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 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 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

Preliminary Submission to Graduate Editor

- 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 should be complete and must comply with the style manual accepted by the student’s department.

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

- 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 Defend

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 required 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.

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).

Final Oral Dissertation Defense

The final oral defense is a public 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 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 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 if 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, Suite 219 in the Wimberly 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”.

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-0** Preliminary Program Plan
- D-1** Preliminary Examination Committee
- 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

- D-7** Results of Comprehensive Written and/or Oral Examination

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

D-0 Preliminary Program Plan

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

Dear Doctoral Students:

Welcome to Lamar's Ed. D. program! We are here to build your knowledge and professionalism and the first step is developing a plan for your program of studies. Here is your preliminary planning document to plan your program of studies with your Academic Advisor. Once completed, please have your Academic Advisor sign it, send to the Director of Deaf Studies and Deaf Education, and save a copy for your files. We wish you success!

Student name: _____

LU #: L_____

Email: _____@lamar.edu

Academic Advisor: _____

Local address: _____

Matriculation date: _____ Expected graduation date: _____

Concentration area: Deaf Studies/Deaf Education

Cognate areas of interest: _____

Student Signature/Date

Academic Advisor Signature/Date

cc: Academic Advisor, Student, Student File

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

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 as of
Summer 2017 (and thereafter)**

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

Deaf Studies and Deaf Education Course Sequence – Students Admitted as of Summer 2017 (and thereafter)

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

Curriculum, Pedagogy, Computers, and Deaf People

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 as of Summer 2017 (and thereafter)

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	

D-1 Preliminary Examination 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#: _____

Preliminary Examination Committee Composition:

Doctoral Academic Advisor: _____

Committee Member: _____

Committee Member: _____

Department Chair

Date

Dean of Fine Arts and Communication

Date

COMMENTS BY GRADUATE DEAN: _____

FINAL ACTION: _____

Dean of Graduate Studies

Date

Preliminary Examination Rubric

	FAIL		PASS	
	UNACCEPTABLE F	INCOMPLETE 2	ACCEPTABLE 3	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 not relevant to the question. Question not answered.	Some of the information is inaccurate or misinterpreted information, concepts or terminologies. Some of the information 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	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>Printed Name/Signature</u>	<u>Approved</u>	<u>Not Approved</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 breadth 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, and 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 are 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-7 Results of Comprehensive Written and/or Oral Examination

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

This form is used for reporting the results of comprehensive written and/or oral examinations. Candidates for graduate degrees who do not write theses must pass a comprehensive final examination, which may be oral, written, or a combination of both. A student registers for the comprehensive examination by applying for graduation at the office of the College of Graduate Studies.

Applications must be filed **before** the following dates:

- For December graduation.....First Monday in October
- For May graduation.....First Monday in March
- For August graduation.....First Monday of Summer Session I

Name of Doctoral Candidate: _____ LU# _____ Date: _____

Address: _____

RECOMMENDATION OF COMMITTEE

- 1. Approves Written Exam ____ Approves Oral Exam ____
- 2. Disapproves Written Exam ____ Disapproves Oral Exam ____
- 3. Conditions ____ Specify Condition:

COMMITTEE MEMBERS

SIGNATURES

- | | |
|----------|-------------------------|
| 1. _____ | _____, Committee Chair |
| 2. _____ | _____, Committee Member |
| 3. _____ | _____, Committee Member |
| 4. _____ | _____, Committee Member |
| 5. _____ | _____, Committee Member |

Department Chair

Date

Dean of Fine Arts and Communication

Date

Dean of Graduate Studies

Date

Comments by Dean of Graduate Studies: _____

Final Action: _____

The Dissertation Committee Chair prepares one copy of this form and submits it along with copies of the written examination (if given). The Graduate Office will return a copy of this form along with the examination to the Committee Chair who should keep it on file for at least one year. See other side of this form for Graduate Council Policy.

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 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"/>

Department Chair Date: _____

Dean of Fine Arts and Communications Date: _____

Dean of Graduate Studies Date: _____

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: _____

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>Printed Name/Signature</u>	<u>Approved</u>	<u>Not 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"/>

Department Chair Date: _____

Dean of Fine Arts and Communications Date: _____

Dean of Graduate Studies Date: _____

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.