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**Program Handbook**

**Master’s Program in**

**Deaf Studies and Deaf Education**

**Revised Spring 2020**

**Lamar University**

**Beaumont, Texas**

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# **Introduction**

The master’s program handbook, graduate catalog, and official university website provide information concerning policies and procedures for students in the Deaf Studies and Deaf Education 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/Deaf Education Master’s Program emphasizes an ASL/English Bilingual Education approach to pedagogy. This philosophy is evident throughout the curriculum by course content and practical applications. The philosophy is one that views Deafness as a cultural and linguistic entity and employs a comprehensive approach to educational services for students who are Deaf and Hard of Hearing. American Sign Language is utilized to promote cognitive, linguistic, and academic development of children through visual-gestural modalities, as well as the printed form of English.

In offering this program, Lamar University is addressing a critical national and international shortage of master’s level-trained educators of the Deaf and scholars in the field of Deaf Studies. Graduates of the master’s program go on to assume leadership roles in schools for the Deaf, become teacher trainers in university settings, or work in the field of Deaf Studies and Deaf Education.

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 Master’s program (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 Master’s Program**

**Tracks within the Master’s Program in Deaf Education and Deaf Studies**

There are two main tracks offered as part of the Master’s of Science in Deaf Education and Deaf Studies. The differences in the two tracks are explained below.

**Teacher Certification Track**

The Master’s degree program provides certification in Deaf Education (EC-12). Graduates from the Master’s program are prepared to teach in Early Childhood through 12th grade settings and are employed in residential and mainstreamed programs throughout the United States. Upon completion of the program, pre-service teachers are eligible to apply for certification from the Texas Education Agency and are accredited by the Council on Education of the Deaf (CED), which is aligned with the Council of Exceptional Children (CEC) and National Council for Accreditation of Texas Education (NCATE). Most students in the program are pursuing teacher certification.

**Thesis Track**

Although the Master’s program goals are to prepare teachers for the K-12 program, some students’ goal is not to work with K-12 Deaf students. Currently, the thesis track students complete the same course work as students in certification track. The only difference is students pursuing teacher certification are required to take pedagogy courses and participate in clinical teaching or internship. Students following the thesis track are required to take research method courses and complete a thesis. Information on the thesis process can be found in this handbook.

Admission to the Master's program is marked by several milestones listed below. Students are expected to accomplish Program Learning Outcomes throughout all stages of their master’s studies.

**Admission Process**

1. Take the GRE and meet the institutional GRE and GPA standards.
2. Apply for admission to the program through www.applytexas.org
	1. A minimum of 3.0 GPA in undergraduate is required.
	2. Program graduates are expected to be skilled in American Sign Language, which is the mode of instruction.
	3. Three letters of support
	4. Admission interview with DSDE faculty
3. Acceptance to the program
4. Completion of coursework
5. Practicum or thesis
6. Graduation from the program.

# **Acceptance**

Once a masters’ student formally enters the program, the Director of the Department of Deaf Studies and Deaf Education Master’s program registers them for classes.

**Forms**

All forms mentioned in this handbook can be found at Lamar’s College of Graduate Studies page https://www.lamar.edu/graduate-studies/forms.html

**Transfer Credits**

Transfer credits must be submitted to the Director of the Deaf Education and Deaf Studies Education Master’s program and approved within the student’s first semester of study in the master’s program.

# **Grade Policy as per Lamar University Graduate Studies**

* A student with a cumulative grade point average of 3.0 in all coursework is considered to be in good standing.
* Students who fail to achieve and maintain a 3.0 cumulative grade point average at the completion of 9 semester hours of graduate enrollment will be expelled from the program.
* 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 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. Grades of C, D, or F must be compensated for by the necessary hours of A if the student is to have the 3.0 grade-point average required before awarding the degree.
* 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) on all graduate work attempted is required for graduation.
* Thesis students must receive an "NG" for thesis courses until the thesis is approved. At that time, six semester hours credit are awarded with a grade and are included in the computation of grade point averages. Incomplete course work that is not finished during the next long semester (spring or fall) will be credited with an "F."
* 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. With compelling justification, the graduate dean may grant an extension of the time limit for the completion of incomplete course work.
* Final grades are given at the discretion of faculty members of record for the courses administered. If a student substantially disagrees with the decision, they must undertake the following steps:
	+ Meet, or electronically communicate with the faculty member of record to discuss the final grade earned. If the student feels it is unfair, they must offer evidence for the complaint. The faculty member will demonstrate why and how the student earned the grade in question.
	+ If the student feels the issue has not been resolved, they must then meet with or electronically communicate with the Master’s Program Director. The student shall produce evidence of the dispute in question and further demonstrate why they disagree with the faculty member of record.
	+ If the student feels the issue has not been resolved with the Master’s Program Director, they may request a meeting with or communicate electronically with the Department Chair. The student must demonstrate evidence to the Department Chair that they have followed the steps outlined above and are able to offer evidence. If the student feels the issue has not been resolved with the Department Chair, they may request a meeting or communicate with the Dean. At this stage of the complaint, the Dean maintains the final decision, and the issue is considered closed.

# **Academic Honesty**

Lamar University expects all students to maintain complete honesty and integrity in their academic experiences. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

**Forms of Academic Dishonesty.** The University and its official representatives may initiate

disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials. Cheating includes:

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

Plagiarism shall mean the appropriation of another’s work or idea and the unacknowledged

incorporation of that work or idea into one’s own work offered for credit.

Collusion shall mean the unauthorized collaboration with another person in preparing work offered for credit.

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

Academic work shall mean the preparation of an essay, thesis, thesis, report, problem,

assignment, creative work or other projects that the student submits as a course requirement or for a grade.

Procedures. Procedures for discipline due to academic dishonesty shall be the same as in other

violations of the Student Code of Conduct (see Student Handbook), except that all academic

dishonesty cases shall be considered and reviewed by the faculty member, and if necessary, the

Department Chair, Dean, and Provost. The faculty member shall conduct a complete, thorough, and impartial investigation of the charge of academic dishonesty and determine whether or not the student was responsible for the violation. If the faculty member determines that the student was responsible for the violation, the faculty member may assess an appropriate and reasonable sanction. The student shall be entitled to a written notice from the faculty member of the violation, the penalty, and the student’s right to appeal the determination of dishonesty and/or the sanction imposed. A copy of the faculty member’s notice to the student shall be forwarded to the Provost.

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

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

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

No disciplinary action against the student shall become effective until the student has received

substantive and procedural due process as described above. A copy of the record pertaining to each case shall be forwarded to, reside in, and considered by the Office of the Vice President for Student Affairs where it shall be treated as a disciplinary record as described in the Student Handbook. If additional judicial action is necessary, as in the case of flagrant or repeated violations, the Student Affairs Office shall initiate further action in accordance with the procedures for student discipline as described in the Student Handbook.

## Appeals Process

A graduate student at Lamar University has the right to appeal any judgment or decision made within the university. The appeal procedure depends on the nature of the decision. These are discussed in the [Student Handbook](https://students.lamar.edu/academic-support/academic-policies.html#Academic%20Grievances). Questions regarding the appeals procedure should be addressed to the Graduate School.

**Class Schedule**

We currently offer the Master’s degree program on the weekends during the Fall and Spring semesters. Students attend classes 6 weekends during the long semesters. Classes are on Friday afternoon from 1:00 to 5:00 and Friday evening from 6:00 to 10:00. Saturday classes are in the morning from 8:00 to 12:00 and in the afternoon from 1:00 to 5:00. The summer session comprises a seven-week session taught Monday through Friday. The summer session is split into two smaller sessions, which are each three and a half weeks. The grant students are required to take both sessions during the summer.

The summer sessions tend to start on the second week of June and end at the end of the first week in August. Each session of coursework is 3-4 weeks. Specific dates for the classes are provided during Spring semester. During the summer, students are required to attend daily classes on campus.

## Program Plan: Two Tracks

There are two tracks in this program: The Teacher Certification track and the Thesis track. The differences in these tracks are discussed below.

# **Teacher Certification Track**

|  |  |
| --- | --- |
| **Required Courses** | **Semester/Credit Hours** |
| DSDE 5318: ASL/English Bilingual Ed & Deaf | Fall – 3 hours |
| DSDE 5310: Multiculturalism & Deafness | Fall – 3 hours |
| DSDE 5311: ASL V: Linguistics | Fall – 3 hours |
| DSDE 5321: Instructional Design (**Students who are already certified teachers are exempt from this course)**  | Fall – 3 hours |
| DSDE 5328: Deaf student/Multiple Handicaps | Spring – 3 hours |
| DSDE 5322: Modern Math & Science | Spring – 3 hours |
| DSDE 5319: ASL/English Bilingual Lit & Deaf | Spring – 3 hours |
| DSDE 5329: Law and Deafness | Summer – 3 hours |
| DSDE 5320: ASL/English Bilingual Assessment | Summer – 3 hours |
| DSDE 5313: Speech & Audiology | Summer – 3 hours |
| DSDE 5326: Psychology of the Deaf | Summer – 3 hours |
| PEDG 5330: Essentials of Effective Teaching (**Students who are already certified teachers are exempt from this course)** | Spring – 3 hours |
| PEDG 5350: The Learning Process (**Students who are already certified teachers are exempt from this course)** | Fall/Spring/Summer - 3 hours |
| PEDG 5344: School Law (**Students who are already certified teachers are exempt from this course)** | Fall/Spring/Summer - 3 hours |
| PEDG 5383: Internship or PEDG 4630: Clinical Teaching (**Students who are already certified teachers are exempt from this course)** | Fall/Spring/Summer - 3 hours |

**Note:** Pedagogy courses are required for state certification. The **Special Education** courses are required for students receiving the OSEP grant. Additional courses may be required for certification as per candidate’s area of specialization.

## Content Area:

For an area of specialization required by NCLB legislation for being certified as “Highly Qualified,” the following steps have been developed to assist students in the process.

**Step 1:** Requested “area” should be addressed with the deaf education faculty (requires that the student present a transcript for a review of the total courses that have been taken under the requested “area.”

**Step 2:** After approval from faculty, the student may take the Content Area Proficiency (diagnostic) test at Lamar (currently a cost of $10).

**Step 3:** Pedagogy faculty will create a deficiency plan.

**Step 4:** Take specific courses, depending on your area of specialization.

### **Course Waiver for Students in Certification Track**

Some students request to transfer courses or have courses waived for various reasons. For all course transfers, waivers, or substitutions, university policy applies. A written request must be made to the graduate faculty committee (departmental) prior to your candidacy. At no time, can waivers or substitution of courses result in students accumulating less than a minimum of 36 credit hours for the degree. Waivers, substitutions, and transfer courses are not automatically accepted. These courses must be reviewed and approved by the graduate faculty (departmental), department chair, and graduate dean. For waivers, transfers, and substitutions of pedagogy courses, the student must make the request with the Pedagogy Department in the College of Education and Human Development.

### **Field Experience/Practicum/Clinical Teaching**

The Deaf Education teacher-training program provides experiences for graduate students in the public schools in Texas with deaf education classrooms. The practicum experiences are very important in the graduate students’ training because it offers a wide variety of observations, tutoring and teaching experiences with deaf and hard-of-hearing children from different categories such as ages, hearing losses (types & extent), etiologies, ability levels, ethnic backgrounds, additional disabilities, and family communication backgrounds.

It is during the practicum experiences that the graduate student applies what they have learned in the academic classroom to working with deaf students in the schools. Professional education uses both theory and practice. Theory provides the groundwork for understanding how and what children need to learn and how languages are acquired. Practice gives the clinical practicum student ample opportunities to apply this theory to working with deaf students in the classroom. Students must complete a minimum of 12 weeks (450 hours) of supervised student teaching.

### **Purposes and Objectives of the Field Experience/Practicum/ Clinical Teaching Program**

The program at Lamar University is designed to provide the graduate student these competencies:

* + - 1. To observe and work with deaf children from a variety of ethnic backgrounds, etiologies, types of hearing loss, extent of bearing loss, ages, ability levels, and intellectual abilities.
			2. To develop further expressive and receptive skills in ASL.
			3. To develop further skill in planning and using teaching methods.
			4. To develop skills in managing the classroom.
			5. To gain insight in the operation of self-contained classes and mainstream/inclusion classes in the public schools.
1. To develop the ability to work with teachers, parents and administrators.
2. To develop an understanding of how curriculum in implemented in the schools.
3. To develop leadership skills.
4. To develop nurturing relationships with children and youths.
5. To understand how assessments are carried out across the subject areas.
6. To understand how Deaf children use language with peers and adults.
7. To understand how Deaf culture can be infused in the public schools.

## Practicum and Clinical Teaching

### **Prerequisites to Practicum/Clinical Teaching:**

Prior to enrolling in Clinical Practicum, the graduate student must demonstrate basic skills in American Sign Language (ASL) in order to communicate effectively with deaf students and be able to conduct a tutoring or teaching lesson. The clinical practicum student must also demonstrate English language skills for report writing and lesson plans. The academic advisor will evaluate both the student’s skills in ASL and English prior to enrollment in Practicum/clinical teaching.

### **Clinical Teaching Materials:**

For detailed information and the forms related to clinical teaching for certification track students, please review the Cl[inical Teaching Material](https://www.lamar.edu/education/_files/documents/texes-information/TTESS_CT_GLRubric_spr2017.pdf) provided by pedagogy department.

## Comprehensive Examinations

Candidates for graduate degrees who do not write thesis must pass a comprehensive final examination which may be oral, written, or a combination of both. Thesis students must pass an oral examination associated with their thesis. A student registers for the comprehensive examination by applying for graduation at the office of the College of Graduate Studies.

The examining committee is composed of all members of the student's graduate committee, all of whom should submit questions. The Graduate Dean or his/her designee is also considered to be part of the examining committee. The length of the examination should be established by departmental or program guidelines. For example, the department could establish that, for a three-member committee, the chairperson will submit questions for a four-hour exam and the other two members will each submit questions for two-hour exams. Questions should be confined to the subject matter of the student's graduate program. Each examining professor should evaluate the responses to his/her questions for both literacy and content.

The committee may decide to pass, fail, or place conditions on the student. Conditions may include retaking part of the exam, taking one or more additional courses and then retaking all or part of the exam, or other actions considered reasonable by the committee and the Graduate Dean. Failure to pass a comprehensive examination in three attempts will result in a student being permanently suspended from the degree program in question. Students suspended under this provision may be admitted to another degree program if they meet the admission standards and are accepted by the new program. A department may prescribe additional academic requirements associated with the comprehensive written examination with the approval of the Dean of the College of Graduate Studies.

# **Thesis Track**

|  |  |
| --- | --- |
| **Required Courses** | **Semester/Credit Hours** |
| DSDE 5318 Bilingual Education and Deaf Students | Fall – 3 hours |
| DSDE 5310 Multicultural issues in Deafness | Fall – 3 hours |
| DSDE 5311 ASL V: Linguistics | Fall – 3 hours |
| DSDE 5321 Instructional Design | Fall – 3 hours |
| DSDE 5328 Multi-disabled Deaf | Spring – 3 hours |
| DSDE 5322 Math & Science | Spring – 3 hours |
| DSDE 5319 Bilingual Literacy and Deaf Students | Spring – 3 hours |
| DSDE 5329 Law and Deafness | Summer – 3 hours |
| DSDE 5320 Bilingual Assessment and Deaf Students | Summer – 3 hours |
| DSDE 5313 Speech & Audiology | Summer – 3 hours |
| DSDE 5326 Psychology of the Deaf | Summer – 3 hours |
| DSDE 5390 Thesis | 3 hours |
| DSDE 5391 Thesis | 3 hours |

### **Thesis Requirements**

For students who have written a thesis, the oral examination is given in conjunction with the thesis and is often referred to as the "thesis defense." For non-thesis students, departmental policy may require either a written comprehensive exam, an oral comprehensive exam, or both.

The examining committee is composed of all members of the student's graduate committee, all of whom may ask questions. The Graduate Dean or his/her designee may also attend and participate. The length of the examination should be established by departmental or program guidelines, but two hours is the minimum. For thesis students, questions are usually confined to the thesis and background subject matter. Departmental guidelines may permit an open, or public, forum for the oral examination.

The committee may decide to pass, fail, or place conditions on the student. For thesis students, conditions may include rewriting all or part of the thesis, gathering additional data, performing additional or different statistical treatments, etc. Conditions for non- thesis students may include retaking part of the exam, taking one or more additional courses and then retaking all or part of the exam, or other actions considered reasonable by the committee and the Graduate Dean. Failure to pass a comprehensive examination in three attempts will result in a student being permanently suspended from the degree program in question. Students suspended under this provision may be admitted to another degree program if they meet the admission standards and are accepted by the new program. A department may prescribe additional academic requirements with the approval of the Dean of the College of Graduate Studies.

### **Thesis Formatting Guidelines**

***Title.*** The title of the proposal and, later, of the thesis should be a succinct summaryof 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 thesis.

***Abstract.*** The **proposal abstract** is a brief summary of no more than 350 words (2450 characters) that reflects the thesis project’s area ofinvestigation 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 **thesis abstract** is a brief, comprehensive summary of the contents of the thesis. Generally written after the thesis is complete but building on the framework set forth in the proposal abstract, the thesis abstract provides a summary of the thesis'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 theelements 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 thesis should list in order of appearance all componentsof the thesis, 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 ofthe thesis, the author’s name, the words “Approved by,” and blank underlines, below which should appear the names of the thesis committee members, followed by their degrees. Committee members (beginning with the chair) sign their names on these lines and indicate the dates of approval (thesis only).

***Copyright.*** The copyright pageshould follow the signature page in your document. The fee for copyrighting the thesis is covered by the standard thesis fee. To secure copyright, you must include this page in your thesis, fill out a UMI Graduate Thesis Agreement Form authorizing UMI to file your claim for copyright.

***Acknowledgments***. Acknowledgments give credit for external support receivedthroughout the thesis 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 thesis 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 (thesis only).

***List of tables and illustrations***. Separate lists should be created for tables andillustrations that appear in the text of the document. Illustrations appropriate for use in thesis 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 (thesis only).

***Chapter I. Introduction, or Statement of the Problem[[1]](#footnote-1)****.* In the proposal, the introduction presents (atgreater length than in the abstract) the problem to be addressed by the thesis 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 thesis, the subject of the thesis 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 thesis 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 literatureconcerning the topic places the thesis 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 thesis. Any pilot work done should be described in this chapter.

***Chapter III. Methodology.*** In the proposal, the methodology section describes in detail how the studywill 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 thesis, the methodology section of the thesis should build onthe description of the 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 thesis).

***Chapter IV. Results.*** The results section summarizes the data collected and details thestatistical 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 (thesis 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 (thesis only).

***References***. The reference list at the end of the proposal/thesis should list all works cited inthe thesis, and all items listed as references must have been cited in the thesis 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.

***Appendices[[2]](#footnote-2)***. Appendices of the proposal/thesis should include data-collection tools, such asIRB materials, consent forms, letters of introduction to subjects, questionnaires, survey forms, and the like. Materials that document important components of the thesis researchprocess 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 Thesis Defense**

## Preliminary Submission to Graduate Editor

A preliminary electronic copy of your thesis (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. 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.

1. https://www.lamar.edu/graduate-studies/thesis-guidelines/index.html The preliminary submission MUST be accompanied by a copy of the “**Approval** **Form for Editing Thesis/Thesis**”(p. 18 of the Thesis and Thesis Submission Guide Spring 2018 at [https://www.lamar.edu/graduate-studies/thesis-thesis-info/thesis-approval-form.html](https://www.lamar.edu/graduate-studies/thesis-dissertation-info/thesis-approval-form.html). This form must be signed bythe 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/thesis submission, or it may be delivered to the Graduate Studies office in Room 219 of the Wimberly Building.
2. The thesis will be checked for formatting errors and returned to the student for correction via email.
3. 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 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 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 Thesis.**”

The candidate must follow the guidelines posted on the Graduate School website at [https://www.lamar.edu/graduate-studies/thesis-thesis-info/index.html](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.

### **Preparation to Graduate**

Your Academic Advisor must be sure to submit your name to the Graduate Program Director 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 Thesis 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 Thesis Committee, may ask questions. Then the general audience will be excused with the exception of the Thesis Committee members and the Dean of Graduate Studies. Members of the Thesis Committee may then ask further questions concerning the research and the student’s doctoral program.

Finally, the student is excused, and Thesis 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 Thesis Committee dissents. The Thesis 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 Thesis Committee Chair and the Dean of the Graduate Studies. The Thesis Committee may make its passing contingent upon certain changes being made in the thesis.

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

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

After successful completion (i.e., one of the first two options listed above or after the Thesis Committee reviews the corrections), a form “**Results of the Thesis Defense”** should be signed by all Thesis Committee members. All changes should be made, approved, and submitted to the Graduate Editor in the Graduate Studies office. The thesis must be uploaded to ProQuest and the Graduate Studies Office requires 3 copies of your thesis; 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/Thesis 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 thesis 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 youhave defended, obtain the signatures of your committee members. Then, obtain your Department Chair and College Dean’s signature. Submit one copy of the thesis’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 thesis books by completing and submitting an invoice to the Graduate Editor (invoice is provided by Graduate Editor at the 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 Cashier’s window in the Wimberly Building on campus, or online via your Self-Service Banner account. Once the invoice is paid, email the Graduate Editor to confirm payment.
4. **Personal copies are ordered separately:** Once the student pays forthe 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 thesis 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-thesis-info/how-to-submit-online.html](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 (ETD) Online**

Source: [https://www.lamar.edu/graduate-studies/thesis-thesis-info/how-to-submit-online.html](https://www.lamar.edu/graduate-studies/thesis-dissertation-info/how-to-submit-online.html)

1. Create an account:
2. Go to [www.etdadmin.com/lamar](http://www.etdadmin.com/lamar)
3. Click “Submit my thesis/Thesis”.
4. Click “Create an Account” and fill in the information.
5. Convert thesis/thesis to PDF (be sure to include the blank page in PDF).
6. Click the “PDF Conversion” tab.
7. Click “Browse” button and select your thesis/thesis.
8. Click “Convert File”.
9. 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.
10. 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”.
11. Select Publishing Options, then click “save & continue”.
12. Read Traditional Publishing Agreement, then click “accept”.
13. Enter contact information, then “save & continue”.
14. Fill in Thesis/Thesis Details, then “save & continue”.
15. When asked to insert Abstract, just copy and paste it onto the box. For formatting assistance, click the “formatting hints” link.
16. Upload your saved PDF thesis/thesis; once successfully uploaded, click “save & continue”.
17. Upload any supplemental files (if applicable) that are part of your thesis, but were not included in your uploaded PDF file of your thesis/thesis, then “save & continue”.
18. 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”.
19. Register U.S. Copyright (optional), then “save & continue”.
20. You will probably choose “no” for the Previous Copyright Registration unless other arrangements have been made within your department.
21. 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.
22. DO NOT ORDER COPIES! Scroll to the bottom of the page and click “decline- do not order”.
23. The university has a contract with another company to print and bind your thesis/thesis copies at a lower rate.
24. Review submission and make changes if necessary, then click “submit thesis/thesis”.
25. You should only be charged a fee if you choose to copyright your thesis/thesis; otherwise, your submission should be free of cost, click “done”.

# **Sequence of Courses for Master's in Deaf Studies and Deaf Education – Teacher Certification Track**

**Year 1: Fall**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Course No.** | **Course Title** | **Credits/Grade** |
| DSDE | 5318 | Bilingual Education and Deaf Students | 3 |
| DSDE | 5310 | Multicultural Issues in Deafness | 3 |
| DSDE | 5311 | ASL V: Linguistics | 3 |
| DSDE | 5321 | Instructional Design (**Students who are already certified teachers are exempt from this course)** | 3 |

**Year 1: Spring**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Course No.** | **Course Title** | **Credits/Grade** |
| DSDE | 5328 | Multi-disabled Deaf | 3 |
| DSDE | 5322 | Math & Science | 3 |
| DSDE | 5319 | Bilingual Literacy and Deaf Students | 3 |

**Year 1: Summer Session I**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Course #** | **Course Title** | **Credits/Grade** |
| DSDE | 5329 | Law and Deafness | 3 |
| DSDE | 5320 | Bilingual Assessment and Deaf Students | 3 |

**Year 1: Summer Session II**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Course #** | **Course Title** | **Credits/Grade** |
| DSDE | 5313 | Speech & Audiology | 3 |
| DSDE | 5326 | Psychology of the Deaf | 3 |

**Year 2:**

**These courses are offered in fall/spring/summer unless otherwise noted**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Course No.** | **Course Title** | **Credits/Grade** |
| PEDG | 5330 | Essentials of Effective Teaching (spring semester) (**Students who are already certified teachers are exempt from this course)** | 3 |
| PEDG | 5350 | The Learning Process (**Students who are already certified teachers are exempt from this course)** | 3 |
| PEDG | 5344 | School Law (**Students who are already certified teachers are exempt from this course)** | 3 |
| PEDG | 5383 or 4630 | Internship or Clinical Teaching (**Students who are already certified teachers are exempt from this course)** | 3 |

# **Sequence of Courses for Master’s in Deaf Studies and Deaf Education – Thesis Track**

**Year 1: Fall**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Course No.** | **Course Title** | **Credits/Grade** |
| DSDE | 5318 | Bilingual Education and Deaf Students | 3 |
| DSDE | 5310 | Multicultural Issues in Deafness | 3 |
| DSDE | 5311 | ASL V: Linguistics | 3 |
| DSDE | 5321 | Instructional Design | 3 |

**Year 1: Spring**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Course No.** | **Course Title** | **Credits/Grade** |
| DSDE | 5328 | Multi-disabled Deaf | 3 |
| DSDE | 5322 | Math & Science | 3 |
| DSDE | 5319 | Bilingual Literacy and Deaf Students | 3 |

**Year 1: Summer Session I**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Course #** | **Course Title** | **Credits/Grade** |
| DSDE | 5329 | Law and Deafness | 3 |
| DSDE | 5320 | Bilingual Assessment and Deaf Students | 3 |

**Year 1: Summer Session II**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Course #** | **Course Title** | **Credits/Grade** |
| DSDE | 5313 | Speech & Audiology | 3 |
| DSDE | 5326 | Psychology of the Deaf |  |

**Year 2:**

**These courses are offered in fall/spring/summer unless otherwise noted**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Course No.** | **Course Title** | **Credits/Grade** |
| DSDE | 5390 | Thesis | 3 |
| DSDE | 5391 | Thesis | 3 |

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. [↑](#footnote-ref-1)
2. Although the APA Manual uses the spelling “Appendixes” for the plural of Appendix, the preferred spelling for Lamar University thesiss is “Appendices.” [↑](#footnote-ref-2)