



GUIDE TO THE DISSERTATION PROCESS

**ARGOSY UNIVERSITY
SCHOOL OF EDUCATION
AND HUMAN DEVELOPMENT**

SAN FRANCISCO BAY AREA CAMPUS
POINT RICHMOND, CALIFORNIA

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INTRODUCTION TO THE DISSERTATION PROCESS

The dissertation is the culminating activity of the doctoral student's formal academic career and represents his or her original contribution to the literature. The *Guide to the Dissertation Process at Argosy University, San Francisco Bay Area Campus* is designed to assist students in learning the process for completion – and the format for presenting – the dissertation at that campus. This will provide the student and his or her dissertation committee with a set of agreed foundations to work together, and a starting place for decisions on the writing, printing, presentation, use of assistance, submission, and planning that is necessary for this committee project to reach completion.

As with any creative process, there will be times when the committee will choose to deviate from the Guide. This should not be done without careful consideration, and only with the best interest of the student and final document as the guiding factor. However, candidates should refer to the Guide and follow its direction whenever submitting materials to their committees unless otherwise directed by their committee chair. The committee chair is the person responsible to Argosy University/San Francisco Bay Area (AU/SFBA) for the structure, content, and final submission of the dissertation for binding and has the ultimate authority in the committee on these matters.

The dissertation tests many of the talents expected of doctoral candidates, including but not limited to writing style, research ability, knowledge of their field, design and analysis skills, organization, and verbal presentation. There are many aids to this process available to the student, but in the final analysis it is only one person who is earning the degree, and only one person responsible for defending orally every word, concept, result, article reviewed, and conclusion in the document: The doctoral candidate.

The decision as to whether the candidate has demonstrated the necessary qualifications to earn the degree rests with the committee and it alone. Thus, the selection and working relationship with the committee is crucial to the successful outcome of the dissertation process. How candidates use this guide, other resources available, the input of the committee, and their own talents and motivation will determine whether the degree is obtained or the process continues.

AU/SFBA intends that this document will assist students in this very important journey, and looks forward to the completion of a document that he or she, the committee, and AU/SFBA can be proud to say represents the best we have to offer.

WRITING STYLE AND THE PUBLICATION MANUAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

AU/SFBA adheres to the standards and style of the *Publication Manual of the American Psychological Association, 5th ed. (APA Manual)*. This reference is primarily designed for the submission of manuscripts to be reviewed and edited for publication, and frequently contains suggestions (i.e. running heads, page numbering, and spacing) **that are not applicable to the publication of a final document such as a doctoral dissertation**. Where there are differences, the committee will resolve these using either the local rules for writing outlined in the following section, or interpretations of the *APA Manual* and its intent with the best communication of the research as its guiding principle.

It is the student's responsibility to become familiar with the *APA Manual*, and to make sure that anyone assisting in the typing of the document is following its rules.

The *APA Manual* also includes directions for the reporting of numbers, construction of tables and figures, structure of headings, use of sexist terms, preferred language, and the expression of ideas or writing style suggestions. It is strongly recommended that the student become familiar with these sections, even though they may be confident that their writing was of excellent quality in past papers. Writing for research or publication demands a new level of dedication and compliance to rules, and in order to join the community of publishers in the professional literature, the student must include this ability in their repertoire.

LOCAL FORMATTING RULES FOR AU/SFBA

As already stated, the primary reference for the writing of the dissertation at Argosy University is the *APA Manual*. However, there are allowances made for the inclusion or alteration of formats due to local decisions and conventions adopted by an individual institution.

NOTE: It is a good idea to practice these local formatting rules for all papers in all classes leading up to the dissertation.

A
U/SFB

A has adopted several rules in an effort to clarify certain aspects of the *APA Manual*, tailor the document to AU/SFBA's publication requirements, and alleviate some confusion with interpreting potentially conflicting directions.

The student should always start with the *APA Manual*, check to see if there is a local rule that supersedes it, and then follow the advice of the committee chair before including any deviation from conventional guidelines for writing.

The AU/SFBA local rules are:

Page number—Page numbers for the dissertation will be **bottom centered**, and the default setting for most word processing programs that place the number at the bottom centered when there is a one-inch bottom margin is acceptable.

Page counting begins with the first title page of the dissertation. Small Roman numeral page numbering begins with the copyright page (if included) or the acknowledgments. This means that the first "numbered page" will likely be iii or iv. Arabic numbering begins with the first text page (numbered as 1) of the document and continues consecutively through every following page of the dissertation.

Line spacing—All other parts of the dissertation other than quotes and reference lists should be double-spaced.

Block quotes—Block quotes should be **single-spaced**, with a double space dividing these individual items from text or entries above and below them.

References—The Reference section is single spaced with a double space dividing each reference. Each references in the reference list should begin with the first line flush left, and any additional lines in a single reference indented with a .05 hanging indent (5 spaces) from the left margin. The following references are examples of how this should appear, and are also useful resources for the preparation of the dissertation.

A list of sources that are very useful for writing literature reviews, designing research, or collecting and analyzing data is included in Appendix M.

American Psychological Association. (1994). *Publication manual of the American Psychological Association*. (5th ed.). Washington, DC: American Psychological Association.

Bryant, M. T., (2004). *The portable dissertation advisor*. Thousand Oaks, CA: Corwin. ISBN 0-7619-4695-0

Cone, J. D., & Foster, S. L. (1993). *Dissertations and theses from start to finish: Psychology and related fields*. Washington, DC: American Psychological Association. ISBN 1-55798-194-9

Isaac, S., & Michael, W. B. (1995). *Handbook in research and evaluation*. (3rd ed.). San Diego, CA: EdiTS.

Locke, L. F., Spirduso, W. W., & Silverman, S. J. (1993). *Proposals that work: A guide for planning dissertations and grant proposals*. (3rd ed.). Newbury Park, CA: Sage.

Piantanida, M. & Garman, N. B. (1999). *The qualitative dissertation*. Thousand Oaks, CA: Sage.

Alignment—Text should be left justified only.

Margins—The margins for all chapters of the dissertation are one inch at the top and bottom, one inch on the right side of the paper, and one and one-half inches on the left side of the paper.

Fonts—Times Roman, Times New Roman, and Courier are the only fonts acceptable for the document. All type for the dissertation will be 12 point in size.

Indented Paragraphs—The first line of each paragraph and the first line of each footnote should be indented five spaces (1/2 inch). Set your tab settings to default at one-half inch. Do not use the space bar to set the cursor over the five spaces; use the tab key. Microsoft Word will automatically word wrap the subsequent lines of the paragraph to the uniform left margin setting. The only exception to this rule would be block quotations. [see *Format Styles* in the Word software manual or electronic Help]

Tables and Figures—All tables and figures should be in black and white. There is no color printing in any document of the dissertation process including appendices.

Tables and figures will be included near the text that explains the meaning of the figure or table. If more than one table or figure is mentioned on the same text page, it should appear in the order in which it is mentioned. If the table or figure is too large to fit on the page with the explanatory text, it should be placed on the page following the text page on which it is cited.

Print Quality—Printing for the final documents must be from either a **laser printer** or a high quality ink jet printer.

Paper Quality—The final copy(ies) of the dissertation must be submitted on acid-free bond paper. The paper used must be of a high quality bright white similar to 20 pound, 25% rag content paper. (Available at office or paper supply stores).

Page Counting—Page counting begins with the first title page of the dissertation; the title page does not have a printed page number. Small Roman numeral page numbering is used on the copyright page (if included), the acknowledgments, and the Table of Contents. This means that the first “numbered page” will likely be ii or iv. [see *Inserting Section Breaks* in the Word manual or electronic Help]

Arabic numbering begins with the **first text page (numbered as 1)** of the document and continues consecutively through every following page of the dissertation, including appendixes and reference pages.

Heading Formatting—The chapter number and chapter title in **all capital letters, centered, four single line spaces** below the top one-inch margin in each chapter, regardless of the number of sub-headings used in the chapter. The number of headings used in each chapter dictates the levels to be used from the *APA Manual*, and the chapter title is not included in this decision.

Use Styles to format each level of heading; it is the headings that later are used to create/insert the Table of Contents after the dissertation is completely typed [See *Styles* and *Inserting Table of Contents* in the Word manual or electronic Help]

COMPUTER SOFTWARE AND SUBMISSION REQUIREMENTS FOR DOCUMENTS

PREFERRED SOFTWARE

AU/SFBA has adopted the **Microsoft Office** software bundle as the standard for its operations. Whenever there is a requirement for submitting files or disks of student work to campus or instructors, this is the software that should be used. [Those students with other word processing applications will need to reformat their files as Rich Text Format (RTF); however, the an electronic copy of the **dissertation must be submitted in Word.**

In addition to the printed forms for dissertation documents described in the following pages, the student will also be required to submit a copy of the final dissertation on disk, using Microsoft Word, with permission for Argosy University to reprint copies as requested. Students may also be requested to submit disk copies of their raw quantitative data, which may be on either an Excel spreadsheet format, or from the SPSS program. Students using and analyzing qualitative data should check with their dissertation committee to determine the appropriate analysis software.

COMMITTEE COPIES

Students should always submit proofread, edited, and grammar/spellchecked final copies to their committee members for feedback, but reserve the submission on high quality paper for the final approved dissertation copies after a successful defense. The committee members are *not* proofreaders. If you need help with proofreading, grammar or spelling, hire an editor.

After the successful defense of the dissertation, the student will make any necessary corrections and submit three (3) final copies for binding to the committee chair. One of these copies is for the student, one for the AU/SFBA library, and one copy is for the departmental library. The cost of binding three copies is included in the graduation charges. Additional copies to be bound can be requested by the student at a nominal additional charge.

PLANNING AND BUDGETING OF THE DISSERTATION PROCESS

The dissertation is a major undertaking, and there are several general considerations and expenses that the student should keep in mind when planning. These include **time**, **money**, and additional **skills** (such as test administration or statistical analysis) that the student may need to learn in order to complete dissertation research as well as hiring the assistance of typists, data entry persons, editors, or research assistants.

FINANCIAL PLANNING

Tuition for the three (3) five-credit dissertation courses (15 credits) is only one of the many financial challenges facing the doctoral candidate. The student is advised to begin financial planning as soon as possible in the process.

EQUIPMENT, INSTRUMENTS OR SOFTWARE

It is not unusual for students to need access to transcription machines if they are completing qualitative research. If this equipment is not available at the university, local districts, or community college learning labs, students may have to budget for the cost of this equipment. In contrast, those students using a quantitative method may need to purchase standardized testing instruments and statistical analysis software. With almost every dissertation some kind of data analysis software may be required.

TYPISTS OR WORD PROCESSING HELP

Rates vary by availability, skill level, and geography, but it would not be unusual for a good word processor to charge at least \$3 or more per page for text work, more for tables and references, and at least **\$25 per hour** for editing. For a two-hundred-page document, which has been revised *at least two times* for each submission to the committee, it is easy to see that total typing

charges alone can easily climb to between \$1000 and \$2000 very quickly. It is in the student's best interest to always turn in the best possible copy for typing to keep costs contained.

The selection of a word processor is also important, since the skilled person will probably be in high demand and the turn-around time they may be able to offer will add to the time it takes to finish the dissertation. Students must know the word processor's ability, workload and familiarity with dissertation work using the APA format before they decide to hire one to assist them.

TIME ALLOCATIONS

Time availability (that can be devoted to the research and dissertation writing) is also important in planning a timeline for the completion of the dissertation, since students will be coordinating the efforts of themselves, the typist, AU/SFBA deadlines, and the copies sent to the committee members in order to keep moving forward in the process.

SCHEDULING COMMITTEE READINGS

Normally, a committee member should be allowed two weeks (that includes three week-ends) in order to turn around student submissions. This time would often have to be extended during intersession, so it is important that the student keep faculty schedules in mind when submitting materials for review.

The committee will decide that the document is finished and ready to defend based on the work of the student and the quality of the research, and no other deadlines or priorities will supersede this responsibility.

COLLECTING DATA

Students are not permitted to collect data until the study has been approved by the Committee for Protection of Human Subjects *and* the student has defended the final proposal. In addition to this time constraint, students who are collecting data in schools or institutions of higher education will need to schedule survey mailings, observations or interviews to coincide with school schedules or less busy times in the school year.

ADDITIONAL SKILLS

Students who are weak in data processing or typing skills may need to hire a typist or data entry person. Doctoral students should expect to do "all" of the work themselves, which means they must *collect* all the data and *write* the dissertation. There is no prohibition, however, that states students cannot solicit help, especially for repetitive tasks. For example, students may hire someone to enter the data from face-to-face surveys into SPSS, but cannot hire someone to conduct the interviews. Or, a student may choose to enter the data, and then hire a specialist with SPSS to *assist* with the data analysis. This help would be appropriate if the specialist showed the student *how* to analyze the data, but not if the expert actually completed the data analysis.

Note: It is not unusual for statisticians or other experts to charge between \$150 and \$200 an hour for their time.
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THE USE OF ASSISTANCE IN THE DISSERTATION PROCESS

It is not unusual for the doctoral candidate to enlist the assistance of others in the course of dissertation research and document preparation. Some tasks are best handled by those with expertise (i.e., typing, test administration); others are assigned due to a need developed from the research design (i.e., presenting treatments or training, quality or integrity checks, control for threats to validity). Although candidates must make decisions on how to best utilize their time, and how much to use the skills of others, **they never relinquish the responsibility for the process or the product of the research.**

The candidate is responsible for **knowing every aspect of the research**, and is answerable to the committee for the procedures, accuracy, interpretation and integrity of the results. Students should not include anything in the dissertation that they cannot describe, understand, and explain to the committee. The student must be able to convince the committee that they can be confident that the candidate has *personally* checked all work completed by assistants for an acceptable level of accuracy.

The candidate must be in control of the project, and cannot defer to experts or hired assistants without a complete understanding of the reasons, procedures to be used, and appropriate interpretation of the results from these outside efforts.

THE DISSERTATION PROCESS

The AU/SFBA dissertation process has five (6) major components:

1. Passing the Comprehensive Examination
2. Writing the Proposal and Formation of the Committee
3. Block One: Review of the Literature
4. Block Two: Defense of the Proposal
5. Block Three: Defense of the Dissertation
6. Submission of the Dissertation for Binding

Each of these components will be described in the following section of the Guide. The candidate should also refer to the books mentioned earlier for further descriptions and guidance of the content expectations for the chapters in the dissertation.

THE COMPREHENSIVE EXAMINATION

Prior to signing up for the first units of the dissertation coursework, students must have taken and passed the comprehensive examination. To start this process, students send an email to the Department Head applying to take the comprehensive examination. Given that many Argosy students calendars revolve around schedules in the schools or other academic institutions, students should also provide some indication when is a good two-week period to write the examination.

About 3 weeks before the examination is scheduled, students will receive a notice by email that they are scheduled to take the examination along with some instructions and grading rubrics. Within 7 days, the students will receive a second email with the examination questions. This sec-

ond email will be timed; as soon as the email is opened and read, students have 14 days to complete the examination and return their papers by email back to the Department of Education.

WRITING THE PROPOSAL PROSPECTUS (OUTLINE) AND FORMATION OF THE COMMITTEE

THE PROPOSAL PROSPECTUS (OUTLINE)

After the doctoral student has completed the **required course work** and **passed** the department's **comprehensive examination**, he or she is ready to begin the dissertation process. The first step is to discuss the requirements with the faculty advisor and seek guidance about using this *Dissertation Guide* and how to proceed.

Many times students starting doctoral studies have a clear idea in mind for a research interest. Other students may not be clearly focused in the beginning of their studies. In several required and elective courses students may draft research proposals as course assignments. These assignments aim to provide students ample practice with proposal writing and opportunities to explore several types of methodology or research topics. In the *Writing for Research* course, completed in the term just prior to starting the Dissertation Sequence, students draft a proposal modeled on the official Argosy University Proposal and Research Prospectus. Students many times build on this or other initial (practice) proposals written in other research courses for their dissertation.

Before selecting a committee, the student is required to prepare a *3-5 page abbreviated proposal outline* that faculty can use to decide whether they will serve on the dissertation committee. [See form in Appendix A]. Students should have worked on (and may have completed) this prospectus in R7834, Writing for Research. This research outline will be used as supporting documentation for both the Application for Review of Human Subjects *and* the Formation of Dissertation Committee.

SELECTING A COMMITTEE

Appendix B of this guide shows the step-by-step process for selecting the dissertation committee. However, before nominating four (4) potential committee members with the help of the advisor, and preparing the Petition for the Dissertation Committee, the student is required to have completely written the three to five (3-5) page **Proposal Outline** for faculty to use in deciding whether they will serve on the committee.

The Proposal Prospectus (Outline) should include a brief statement about the nature of the student's probable *research topic* area, the *experience or ability* of the student to conduct the research or evaluation, what *reading* the student has already completed related to the research, and enough information to allow the faculty committee nominees to ask questions of the candidate before committing themselves to the committee.

In addition to the narrative, the student should attach a Reference List of past related reading, a *suggested literature review* outline that includes data bases and *key words* related to the research topic, and a "best guess" at a *timeline* for completion of the three dissertation blocks.

Most likely the student will have spoken to potential committee members during the completion of required course work for R7834, Writing for Research, before they have prepared the Proposal Outline. The proposal outline serves as a reminder to the faculty of what research or

study the student intends to pursue, and marks the first step in formalizing the dissertation topic and organizing the review of the literature.

DISSERTATION COMMITTEE PETITION

A copy of the Proposal Outline must be attached to the Dissertation Committee Petition to allow the department head to make informed decisions about assigning committee members to the project. The student's advisor is responsible for assisting the future candidate through the committee formation process. Once the Petition has been approved, the committee formed, and the chair assigned, the student becomes a doctoral candidate and is ready to register for the first dissertation block and formally begin working on the dissertation process with the committee.

REMINDER: Before registering for the first block of Dissertation, the student must pass the department comprehensive examination.

ROLE OF FACULTY ON DISSERTATION COMMITTEES

Faculty are to *help* students but should avoid becoming a “crutch”. As readers or chairs, faculty are to

- Be just another *resource*
- Provide advice and *guidance* in areas of expertise
- Suggest *sources* of relevant literature
- Suggest *sources* of data appropriate to research questions
- Review *conceptual framework* for substance, applicability and understandability
- Read for *content* and *substance*
 - *Organization*—logical and meaningful consistency in structure. Clear flow from beginning, through the middle, to the conclusion.
 - *Completeness* (doesn't leave the reader wondering)—evidence of covering all the parts without “wandering”
 - *Content*—able to cite significant concepts and insights from relevant theories or literature; In-text citations sources in correct APA format.
 - *Relevance*—avoidance of digression(s) from main points of argument(s); avoidance of “filler” or boiler-plate material, avoidance of redundancy and jargon
 - *Cogency*—depth and breadth of insight, reasoning, understanding exhibited through integration of thought and argument
- Check for *format* and writing *style*
 - Point out problems in writing (ROS, Frags, misplaced modifiers and so forth) that the student needs to edit or revise but **DO NOT PROOFREAD OR CORRECT** every error or writing issue
 - Make suggestions for writing helps or reference materials in the library

- Verify correct APA style on tables, figures, citations, headings and references
- Point out repeated errors in writing, APA format, or grammar that the student needs to edit or revise but **DO NOT MARK OR CORRECT ALL ERRORS**

ROLE OF FACULTY IN THE PROPOSAL DEFENSE

Doctoral candidates give faculty committee members a final copy of Chapters 1-3 at least 10 days prior to the proposal defense, which is an informal discussion about the research proposal. The committee and the student are the only persons present at the defense meeting. The role of committee members is to

- Ask clarifying questions
- Relate concerns about scope, writing issues, data collection or analysis or other issues
- Suggest additions that may be required or omissions that need to be reviewed
- Set a date for revisions to be completed and the proposal to be returned to the *committee chair*. Committee chair verifies that the signatures are on the form that advances the student to candidacy.

ROLE OF FACULTY IN THE DISSERTATION DEFENSE

Doctoral candidates should provide all committee persons with a final copy of dissertation 2 weeks prior to defense hearing. The committee and the student may be joined by other graduate students, other faculty or invited experts at the defense meeting. The committee is to

- Ask candidate to clarify points
- Ask candidate to defend conclusions, sources of data, appropriate methodology and so forth
- Suggest minor additions or omissions that may be required; sign the defense form
- Set a date for revisions to be completed and the edited dissertation copy to be returned to the committee chair. Note: If *major* revisions are required, the entire committee may be requested to re-read the dissertation. It is the student's responsibility to get the final approval form signed by all committee members.

THE HUMAN SUBJECTS REVIEW COMMITTEE

Before the proposal (Chapters One, Two, and Three) can be defended in a discussion with the dissertation committee by the candidate (in Block Two of the Dissertation Process), the proposed study must be reviewed by AU/SFBA's Human Subject Review Committee (HSRC).

NOTE: Students need to have written approval of the review of treatment of human subjects prior to collecting any data.

In order to complete the dissertation course sequence in a timely fashion, it is recommended that students complete the Human Subject Review at the beginning of or early in Dissertation Block One. Students must attach the completed Research Prospectus (Outline) to the Applica-

tion for Review of Human Subjects; this prospectus will be written in R7834, Writing for Research.

The Human Subjects Committee meets on an ad hoc basis when there are proposed research outlines and applications to be reviewed. Once students submit applications for review to the Human Subjects Committee, the committee will schedule a meeting to review pending applications.

NOTE: The process to read the proposed studies and applications, schedule a committee review meeting, and notify the applicant of approval or changes required may take about **30 days** or more depending on the school calendar and availability of faculty committee members.

The HSRC will review the summary documents for the ethical treatment of human subjects, and plans for the maintenance of confidentiality of records, test scores, and other materials. The HSRC will then sign a form that indicates their evaluation of the project. *This form will be included with the proposal as the second sheet of the document* following the signature cover page, and as an appendix in the dissertation in its appropriate sequence. Copies of the HSRC Approval Form and Procedures are included in this guide in Appendix F.

NOTE: Any substantial deviations of procedures that result from either the Proposal Defense or the conducting of the research may need to be reviewed again by the HSRC.

BLOCK ONE: REVIEW OF THE LITERATURE

COMPREHENSIVE EXAMINATION

Prior to commencing Block one, students must have completed and passed the Comprehensive Examination.

Block One of the dissertation consists of the development the initial review of the literature begun in R7834, Writing for Research; clarification of the theoretical framework in the introduction chapter (Chapter One); revision of the Methodology (Chapter Two); and then completes the review of the literature proposed in the Research Outline.

THEORETICAL FRAMEWORK

The foundation of the research undertaken for the dissertation is the review of the relevant literature. The topic comes from the literature, the relevant theory is found in the literature, and the methodological and measurement considerations are described in the professional literature of the candidate's field. The review of the literature is extensive, and the evaluation of pertinent issues presented according to the guidelines in the *APA Manual*.

LITERATURE SOURCES

The sources for the review include government documents, appropriate databases, books, professional journals, and other information about previous investigations and theories that form the rationale for the current undertaking. Information must be evaluated and interpreted, properly cited, fully referenced, and presented to build an argument for the importance of the research and the correctness of the methods used in the dissertation to add new and original information to the knowledge that already exists on the subject explored.

DISSERTATION CHAPTER TWO

The review of the literature forms the content of Chapter Two (Review of Related Literature) of the dissertation. Guidelines for the construction of the review of the literature, as well as suggestions for reviewing individual articles, can be found in the references mentioned earlier. However, before agreeing that the Block One goal has been accomplished, the committee will want to see, at a minimum, that the review:

- Is exhaustive and relevant.
- Includes contrary or controversial opinions fairly.
- Includes past studies, theory, methodology, and measurement issues.
- Is well organized and written to provide a framework for the proposed study.
- Is analytical and not just a presentation of what has been done by others.
- Provides an historical context for the current investigation.

BLOCK ONE COMPLETION

The reason that the block is not defined as the final review of the literature is that during the course of the *dissertation process*, the conducting of the research, or the explanations of the results, *additional literature review may be necessary* and some of this may be appropriate to add to the second chapter before the completion of the dissertation. However, the *committee and the candidate* should tentatively *decide* on the extent and the *content of the Block One review of the literature*, and if no additional areas are discovered after reviewing this effort, conclude this phase of the dissertation process when that goal has been reached. This process is usually done through the development of outlines, identification of reference sources, the submission of drafts, the receipt of feedback, revision of drafts, and without an oral defense. If the candidate's progress is insufficient with this method, a face-to-face or teleconference meeting may be necessary at the discretion of the committee chair.

BLOCK TWO: DEFENSE OF THE PROPOSAL

Block Two of the dissertation process begins with expanding the Proposal Prospectus (Outline) into what will later become the first three chapters of the dissertation: a) **the first final complete draft of Chapters One, *The Research Problem***; b) **Two, *Literature Review***; and **Three, *Methodology***. Block one **ends with the oral defense of the proposed study and the verification of approval of the Proposed Research Study from the Human Subjects Review Committee..**

Chapters One and Three are also referred to as the presentation of the problem, and the design of the study to address the problem. They have a specific structure and format that is deviated from only with the consent and approval of the committee. ***These chapters will most likely face some revision when the final dissertation document is prepared,*** but the format and structure will remain essentially the same in both the proposal and the dissertation.

THE DISSERTATION PROPOSAL

The proposal begins with a *cover signature sheet*, an example of which is provided in Appendix C. (Note the typing instructions for the spacing of lines in the cover sheet.) This is followed by the *Proposal Table of Contents*, which lists the main headings that are to be included in all proposals unless otherwise agreed upon by the student's committee (see Appendix E). The proposal concludes with a reference list of ***only the references used in the proposal***, and appendices of *essential material* for the committee to consider in the defense. These materials may include copies of testing instruments, workshop manuals, or other materials created specifically for this dissertation.

The following is a brief description of the content expectations of the main sections of the dissertation proposal (additional guidance can be obtained from the references cited earlier in the Guide):

CHAPTER ONE: RESEARCH PROBLEM

INTRODUCTION (THIS SECTION WILL *NOT* HAVE A HEADING)

The Proposal begins with a clear, succinct but general summary of the context of the study, the problem statement, participants and methodology.

STATEMENT OF PROBLEM

This section includes a presentation of the problem area or need to be addressed in the research. The statements should orient the committee's thinking to the topic, and they should be satisfied after reading the problem section that: (a) a case is made for the existence of a problem and it is clearly delineated, and (b) the problem has intellectual merit worthy of dissertation research.

PURPOSE OF THE STUDY

This section is brief, but important. Here the candidate states clearly and succinctly the focus and intentions of this current research effort. All previous writing funnels to this specific statement of the purpose of the dissertation, and all subsequent chapters illuminate, support, or describe efforts to implement a design and interpret findings related to this specific purpose. There may be several sub-goals of the dissertation stated along with the purpose, but after reading these statements, the committee should be able to (a) give support to the worthiness of the study; (b) have a clear understanding of the essential goals or products of the dissertation; and (c) see a clear interrelationship between the problem statement, the background and essential literature, and the statement of the purpose

BACKGROUND AND NEED FOR THE STUDY

This section provides the historical, social, and theoretical contexts for the problem that is to be addressed. It is a distillation or summary of the most relevant background literature

presented in Block One when the Review of the Literature was written. After reading this section, committee members should be able to understand: (a) How the problem has evolved over time; (b) What are the contexts of the problem; and (c) What theories support the research area to be explored.

THEORETICAL FOUNDATION (OF THE STUDY)

This section provides a basis upon which the study is build. For example, a qualitative study that uses a hermeneutic framework would need to briefly explain that is what the study is based upon. As another example, a study that seeks to determine what motivates teachers would state which theory of motivation the proposed study is based upon. Note: An in-depth explanation of the theory and explanation of how the proposed study “grows” from the theoretical framework is included in the literature review.

RESEARCH QUESTIONS OR RESEARCH HYPOTHESES

In Qualitative Research design, this section is called Research Questions. In Quantitative studies, Research Hypotheses will need to be stated as null hypotheses to be statistically tested.

In order to accomplish the stated purpose of the study, there are several conceptual questions or hypotheses that are developed whose answers will allow the researcher to interpret their results in relationship to the reason(s) for this study. These are often general questions that are later operationalized with specific measures and statistical parameters in the form of null hypotheses in chapter three. After reading the research questions or hypotheses, the committee should (a) be able to understand what is being asked or explored by the author of the research, and (b) see the clear link between the questions and the statement of the purpose.

LIMITATIONS/DELIMITATIONS

This section is designed to describe the overall parameters of the intended research or evaluation dissertation. The statement of limitations is based on assumptions about the conditions you anticipate, which are often related to measurement, design, and other issues frequently associated with internal validity. The statement of delimitations describes “self-imposed” limits, often related to temporal or sample size issues and is frequently related to the generalizability of the findings. After reading this section, the committee should be able to (a) judge whether the limitations are too restrictive to be useful in reaching the purpose of the study, realistic, completely described, or too broad; and (b) ascertain whether the delimitations threaten the quality of the research or evaluation, thereby nullifying the value of the project.

OPERATIONAL DEFINITIONS

Key terms must be clearly understood among committee members so that all of the contributors to the dissertation process, and all subsequent readers, understand the intended meaning of the student. Often there is new terminology related to a current research problem. There are also terms or constructs that have different meanings depending on the context or theoretical orientation of the author.

This section puts all readers “on the same page” and develops a fundamental agreement about what is meant when a particular term is used in the dissertation. This alphabetical listing is introduced by a brief explanation of reason for the definitions in the chapter, and each definition should be supported by a reference whenever possible. If the term is to be operationalized with a scale, score, or specific product, then this should also be included in the definition statement. After reading the definitions, the committee should (a) be able to clearly understand and comprehend

each definition; (b) judge that the definitions are consistent with research standards and the literature of the field; and (c) be able to reach agreement on the appropriateness of each definition for the present study.

SIGNIFICANCE OF THE STUDY TO THE FIELD OF EDUCATION)

Sometimes referred to as the “significance statements,” this section is where the candidate states what potential impact the study may have on the current thinking about the dissertation’s research questions, its potential for contributing to existing theory, its application to other venues, and/or its potential for bringing about change in existing practice. The committee must decide if the importance of the study is congruent with scholarly expectations and that the student has a realistic and clear view of the potential impact of the results from this study.

For the proposal phase, chapter one ends here. During editing for inclusion in the final dissertation, Chapter One closes with a brief outline description of the remainder of the document. This is only a paragraph or two in length and serves as a transition to Chapter Two.

CHAPTER TWO: LITERATURE REVIEW

In the Proposal Outline, this section was called the *Literature Summary* and was just a *list* of topics and possible sources to be reviewed. During Proposal Development, The Literature Summary is re-written and completely developed, with the bulk of the review of the literature—a critical developmental component in the entire dissertation process—completed in Dissertation Block One.

The Literature Review included in the proposal must be a selective and analytical summary of the prior research essential to understanding the proposed research, presented in a logical manner to support the student’s claims as to the merit of the inquiry. After reading the review section, the committee should be able to be confident that (a) the essential literature supports the existence of the problem; (b) they understand the patterns of inquiry presented in the literature related to the topic of the proposal; and (c) proposed methodological directions reflect the patterns in the literature and c) the study fills a need or gap in the understanding of the problem area.

NOTE: Dissertation writers should assume the “reader” has a professional understanding of research methods and analysis but may not have in-depth knowledge about the topic being researched. Students are, therefore, writing to other researchers—their readers—such as future graduate students who may base *their* studies on the proposed research study.

CHAPTER THREE: METHODOLOGY

In this chapter of the proposal, the student describes the participants in the study; the selection process for choosing participants; and presents the design, procedures, and analysis *plan* for carrying out the purpose of the study. When this chapter is revised for the final dissertation, it will include all aspects of the methodology, both proposed and what *actually occurred* during the course of the research, in *replicable detail* and the tense will shift from future (for the proposal) to past (for the dissertation). Although there will be different headings for studies of various ap-

proaches, the following are examples of sections most commonly found in quantitative, qualitative, and mixed model dissertations. This chapter will often have several sections or subheadings.

CHAPTER SECTIONS

The chapter may begin with a brief introduction, which can include a *brief* synopsis of the general type of methodology employed in the research or evaluation (i.e. experimental, survey, descriptive, etc.) and a *brief* restatement of the nature and purpose of the study. This section of the chapter does not require a heading.

RESEARCH DESIGN

In this section, the candidate describes the specific design used in the proposed study. Variables and classifications are clearly spelled out and are consistent with the definitions and theoretical framework in Chapter One.

SUBJECTS

This section of Research Design must include a complete description of who the subjects are, where they came from without identifying them personally, how subjects will be (for the Proposal) or were (for dissertation) selected for the sample, and what population they represent.

ASSUMPTIONS OR LIMITATIONS

This subsection of Research Design includes any fundamental assumptions about the methodology employed in the study, or threats to validity that may not have been adequately controlled, due to design problems, and which may have an impact on results, interpretation, or conclusions.

INSTRUMENT OR EQUIPMENT

In this sub-section, a complete description of the instruments, tests, surveys, questionnaires, observational protocols, or measures used in the study is presented. This includes information on their reliability, validity, origin, and appropriateness or rationale for use in the study. Any instruments created for this study should be included in an appendix, along with information on the testing of the instrument from the pilot study. Descriptions of standardized instruments will need to include any relevant validity or reliability measures that can be found in Buros *Mental Measurement Yearbook*.

PROCEDURES

Because the work done for the dissertation must be replicable, the procedures section of Chapter Three must be very detailed. It must include all the information necessary for others to implement this same research, from securing institutional permission to conduct the investigation (if necessary), the first contact with subjects, instructions or materials used in the study, setting, development of special instruments, conducting pilot studies, and any other information that would take the reader from start to finish with the field observation, classroom instruction, or laboratory experiment used in the dissertation.

If a lesson plan, protocol, or training manual is followed then a copy should be included in an appendix. This section will include information about data gathering and recording procedures, often as its own subsection if it is extensive or a focus of the investigation.

DATA PROCESSING AND ANALYSIS

This part of the chapter is often called “statistical analysis,” although some studies may not limit their collection to quantitative data or may have a combination of data that includes non-statistically analyzed results. However, in each study using appropriate tools in order to provide information to answer the research questions of Chapter One.

The processing and analysis of the data will depend on the design of the study, type of data collected, and the research hypotheses of the study (which were stated in Chapter One). This section of Chapter Three should be organized to include a listing of the research hypotheses (or research questions), in the same order in which they appeared in Chapter One, with any applicable null hypotheses against which data will be tested for significance under each related research hypothesis. Each null hypothesis should include the level of significance of the test, followed by the statistical test that will be used for it. Any other processes for presenting the data, including figures, charts, or graphs should also be listed with each hypothesis of the study.

Of course, in the proposal phase of writing, not all conditions can be anticipated. For the proposal, the candidate will state what is intended to answer the questions and meet the purpose of the study. In the revisions of Chapter Three for the dissertation, the candidate will report what was actually done, any deviations from the original analysis plan, and why these decisions were made. This would also include any supplemental analysis decisions once the data were gathered and had undergone preliminary analysis.

COMPLETION OF BLOCK TWO: THE ORAL DISCUSSION OF THE PROPOSAL

By the end of Block Two, the dissertation committee has in their possession the initial review of the literature (Chapter Two), Chapters One (the Problem) and Three (Methodology) that form the content of the proposal, and the signed HSRC Approval Form for the candidate. The complete proposal will include all cover sheets, reference lists, appendices—including (a) letters of consent from institutions of learning granting permission to conduct the study on site, (b) letters of consent that will be provided to participants, (c) written instructions that will be read or given to participants, (d) instruments that will administered as part of the study, and (e) any supplemental materials necessary for the committee to adequately evaluate the merits of the study. The second block of dissertation work is completed when the student “defends” the proposal; the defense is a discussion with the whole committee during which the committee members will voice their concerns, make suggestions, or request clarification.

Generally speaking, it is preferable for the defense to take place face to face with the whole committee. However, due to the geographic dispersion of AU/SFBA’s student body, a teleconference defense may be permitted at the discretion of the committee chair. *Permission for a teleconference will be granted when the quality of the previous work and demonstrated ability of the candidate indicate that this format will not interfere with the successful presentation of the proposal.*

DEFENSE ISSUES

Most major issues should have been resolved during the writing and feedback process of the first three chapters, but the *defense of the proposal is not just a formality*. There may be several issues that require clarification, or decisions that need to be supported. The candidate should be expected to both demonstrate a mastery of their proposed study and the related literature that

supports it, and adequately answer questions the committee has about the practical implementation of the study and its likelihood of successful completion. Questions about the proposal may include:

- Does the design clearly relate to the purpose of the study?
- Does the design adequately address the research questions?
- What are the data sources? Are they useful, reliable, and sufficient?
- Is the design feasible within the stated limitations and delimitations?
- Does the design attend to the protection of human subjects?
- Is a realistic timeline established?
- Is the sample clearly defined?
- Does the methodology reflect the literature?
- Is this the “best” design for the study and the subject area?

SUCCESSFUL PROPOSAL DEFENSE

After the proposal is successfully defended, the committee will *sign the cover page of the proposal* and it will be placed in the candidate’s file. As soon as the Proposal Defense is completed, the business office will be notified of the completion of Block Two by the chair of the committee, and the candidate will be *given permission to collect data, and, in the next term, register for and begin Block Three of the dissertation process.*

The defense may also be considered a “qualified success,” when there are minor changes that the committee members want to have included in the proposal before they are willing to sign off on its completion. In this case, the candidate will make the necessary changes to the documents, return those changes to the committee chair, and the same process for completion notification will be followed.

The failure to adequately defend the proposal may be due to several factors, some related to the document and some related to the candidate. Whatever the reason, a successful defense *must* be accomplished before the candidate can move forward with any aspect of conducting the research or evaluation. Rescheduling and recommendations for a second attempt will be determined on a case-by-case basis by each committee.

CONDUCTING THE RESEARCH/EVALUATION

After the successful defense of the Proposal *and* written approval from the Human Subjects Review Committee, the candidate can proceed to implement the investigation as designed and agreed upon by the committee. Because data collection cannot be started until the committee approves the Proposal, and time commitments often have to be arranged for subject availability, school year calendars, and researcher/trainer/data collection schedules, the *candidate is advised to carefully plan and have contingency plans that account for possible delays in implementation.*

CHANGES TO THE PROPOSAL

It is the responsibility of the candidate to implement the study as presented in the Proposal, but there are rare times when it is necessary to make rational adjustments from original plans. It is

also possible that something may occur over which the researcher has little or no control. These incidents should be carefully recorded, and the committee should be kept informed of their occurrence. Before any changes to the study can be implemented, committee approval should be solicited.

REPORTING OF THE FINDINGS, STUDY SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In the first three chapters of the dissertation, students present why there is a problem, what the literature has to report related to this problem, and what they are going to do to add to the knowledge of this problem. Having then implemented a design to conduct the research or evaluation for their dissertation, which included the collection of data, three of the remaining five tasks are: the accurate presentation of data (Chapter Four), summarizing and interpreting the data as it relates to previous literature, drawing conclusions and making recommendations for future research (Chapter Five), and completing the dissertation document (abstract, appendices, table of contents, transition paragraphs).

These tasks are described in this part of the Guide.

CHAPTER FOUR: FINDINGS

The results of the data collection and statistical analysis of the data is presented in Chapter Four of the dissertation. There are several methods of presenting this information. The one thing in common for all data in Chapter Four is that it is factually presented and free of interpretation or opinion. Data may be presented in charts, graphs, tables, or as a statistic, or in any combination of these methods, according to the guidelines in the *APA Manual*. Generally, descriptive information is presented before inferential data.

The chapter should begin with a brief restatement of the purpose of the study, and an introduction to the content of the chapter. Data should be presented in the order in which the research questions appeared in Chapter One. The research questions provide the best guidance as to the number, level, and title of subheadings within this chapter. Analysis that is included subsequent to the initial planning of the research should be given its own heading following the initial presentation of the research questions. Each section should present the question or hypothesis, the analysis or graphic display, and the results before moving on to the next question. The chapter should conclude with a summary of all the findings, often as a table, and provide a transition paragraph to the final chapter of the dissertation.

CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Students should begin this chapter with a brief summary of what was presented in Chapters One, Two, Three, and Four. This includes a brief and accurate statement of the problem, methodology, and the findings. Students should discuss what they can accurately *conclude* from the findings, how these conclusions interact with their *hypotheses or research questions*, and discuss the

implications of these results on future research in their field. Students may also have relevant conclusions about design, measurement, or other methodological considerations that were a focus of their study, and they should be fully discussed here also.

Students may elaborate their recommendations for future research or the application of their evaluation related to the topic of the dissertation. The committee will be particularly interested in the extent to which: (a) the summary is clear and comprehensive; (b) the implications are related to the procedures and findings; (c) the recommendations are practical and a logical extension of the completed research; and (d) the study is presented in the broader context of the previous literature.

MAKING THE DOCUMENT WHOLE: THE FINISHING TOUCHES

Before the dissertation is ready for the committee and the defense, there are several revisions and additions that need to be done. Typing requirements and the APA format must be particularly precise at this time, as the only difference between the final, bindable copy and the defense copy of the dissertation is the quality of the paper.

These revisions include but are not limited to:

REVIEW OF CHAPTER ONE, THE INTRODUCTION

Students need to make sure this chapter is written in past tense to reflect “this is what I did.” As this is the introduction the entire research project, the writers will want to add a short summary of the results of the study now that it has been completed.

REVIEW OF CHAPTER TWO, LITERATURE REVIEW

Students will verify that any citations or references that were found subsequent to the completion of Block One have been added. Particular attention should be paid to ensure that the in-text references all correctly cited, and that their corresponding citation is in the reference list.

REVIEW AND COMPLETION OF CHAPTER THREE. METHODOLOGY

Much of what was proposed in the Methodology section of the proposal will remain unchanged, but in the dissertation much more detail will be provided, including the addition of any conditions that effected the proposed implementation of the methodology after the defense of the proposal. Writers should provide enough detail that the reader *could* replicate the study exactly as the researcher has done.

REVIEW OF CHAPTER FOUR, FINDINGS

Writers will need to verify that all tables or figures not only serve a purpose but are explained near where they are placed. All tables and figures should be formatted according to APA guidelines with the exception that they are *NOT* on separate pages. In this section, enough explanation of the results (facts only) should be provided so the professional and reasonable reader would draw the same conclusions as the researcher.

REVIEW OF CHAPTER FIVE, DISCUSSION OF FINDINGS (CONCLUSIONS) AND RECOMMENDATIONS

Referring back to results enumerated in Chapter Four, the writer discusses the conclusions he or she has made from the data collected. Writers must ensure that all research hypotheses are addressed; either the data supports or leads to a rejection of the hypotheses. Using the conclusions to support the writers claims, recommendations will be made for education in general, educators, or educational leaders. Last, referring to the limitations of the study, other questions that suggested themselves after the study commenced, or delimitations imposed by the researcher, the dissertation writer will make recommendations for future research.

PREPARATION OF THE ADDITIONAL PAGES

The following pages will need to be completed and the following formatting issues checked:

- Signature Page (Appendix F),
- Cover Page (Appendix G)
- Abstract (Appendix I),
- Table of Contents (Appendix H),
- List of Tables
- List of Figures
- page numbering,
- reference list,
- and the preparation of all Appendices to conform to the document requirements.

THE APPENDICES

Any reprints or copies that are included in the appendices must be accompanied by the appropriate permission in writing. Any surveys, instruments, permission letters, or consent letters must be included in a respective separate appendix section. In the dissertation, a sheet that is page numbered corresponding to the table of contents, and contains the name (in all capital letters) and title of the appendix (in upper and lowercase letters) should separate each appendix section. The name and title should be centered and eight line spaces (1 inch) from the top margin. Each page of the appendix should have a dissertation page number, and should be reduced in size as necessary in order to maintain appropriate margins for the document once the page number is added.

BLOCK THREE: THE ORAL DEFENSE OF THE DISSERTATION

The oral defense of the dissertation is a *formal* proceeding, and should be approached with the seriousness and dignity due to the culminating event of a candidate's academic career. It is *open to the public*, but the chair coordinates the meeting, and the procedures for conducting the defense may vary slightly from committee to committee. Attendees to the formal presentation may be other graduate students, faculty, invited guests, or campus administrators.

Generally speaking, the defense is the opportunity for the candidate to present the dissertation and to answer questions from the committee. Questions may relate directly to the research or evaluation conducted, may involve theoretical probing, or be of a more general nature to test the

qualifications of the candidate to receive the doctoral degree. The chair will moderate the presentation of the questions, and delineate the “rules of engagement” for the meeting. Also, it would not be unusual for the chair to open the questioning to the audience after the committee has agreed that they have completed their initial rounds of questions.

RESULT OF DEFENSE

When the questioning is completed, the candidate and all guests will be excused so that the committee can deliberate privately. From these deliberations, there can be several results, which include the following:

CANDIDATE PASSED—may need to make minor editing changes to the document, which is to be submitted to the chair (or committee before the document is printed for binding).

PROVISIONAL PASS— pending the submission of changes, review, and *approval* by the whole committee. Candidate will not be required to defend again.

FAILED—candidate must meet with the chair (or committee) to develop a plan to be completed before the *resubmission* of the document and the *rescheduling* of a *defense*.

The successful defense of the dissertation concludes the work of the committee, and committee members will sign off to indicate their completed work. However, the work of the Chair and the candidate is not completed until the signed, final three bound copies of the dissertation are delivered to the Student Services Office.

SUBMISSION OF THE DISSERTATION FOR BINDING

IN PRINT

Three (3) bindable copies, prepared according to the *APA Manual* and local rules for Argosy University and signed by the dissertation committee chair must be delivered to the Student Services Office before the candidate is considered to have completed the dissertation process. The three copies should be submitted with a *Dissertation Submission Form* (Appendix M). After the committee has reviewed the final version, students will take the pages to a local binder; two copies will be returned to the library.

BINDING INFORMATION

Do not take the three copies of the dissertation to the binder before committee chair has approved the final copy and the entire committee has signed the signature page that should be included with the dissertation. If there is a problem with the final bound copy, students may be required to have the 3 copies of their dissertation reprinted and rebound.

Most AUSFBA students use the following local binding company; be sure to get a copy or two for your own use:

Binding Systems, Inc.
3040 Cutting Blvd.
Richmond, CA 94804
510-235-6677
www.bindingsystems.com

ELECTRONIC VERSION

These copies must be accompanied by a disk with the dissertation in Word 6.0 (minimum) format, and a letter giving the University permission to reprint as necessary and requested. Individual departments may have additional requirements for the publication of dissertations, which must be met, and the candidate must consult with their chair concerning the impact of these requirements. Only after this has been accomplished may the Student Services Office release any records confirming the completion of doctoral status by the student.

GRADUATION

If the candidate has met all obligations with Argosy University, and completed the dissertation process with the delivery of copies for binding, the candidate is then permitted to use the title “doctor,” and should proceed with making all necessary arrangements related to the graduation ceremony and receipt of the diploma published in other Argosy University documents. Students will need to complete and submit an application to graduate at the Office of Student Services .

APPENDIX A—RESEARCH PROPOSAL PROSPECTUS (OUTLINE)

The Research Proposal Outline is

- approximately 3-4 pages long (excluding title page and references)
- follows the guidelines below
- includes a title page
- includes proposed reference list (with complete citations).

Using the questions posed in the table below, students should write the Proposal Propsecus (Outline) **prior** to inviting faculty members to serve on their **dissertation committees**.

The completed outline should be given to each prospective member of the Dissertation Committee, and a copy should be filed with the Dissertation Committee Appointment form. The prospectus is also attached to the Application for Approval of Use of Human Subjects.

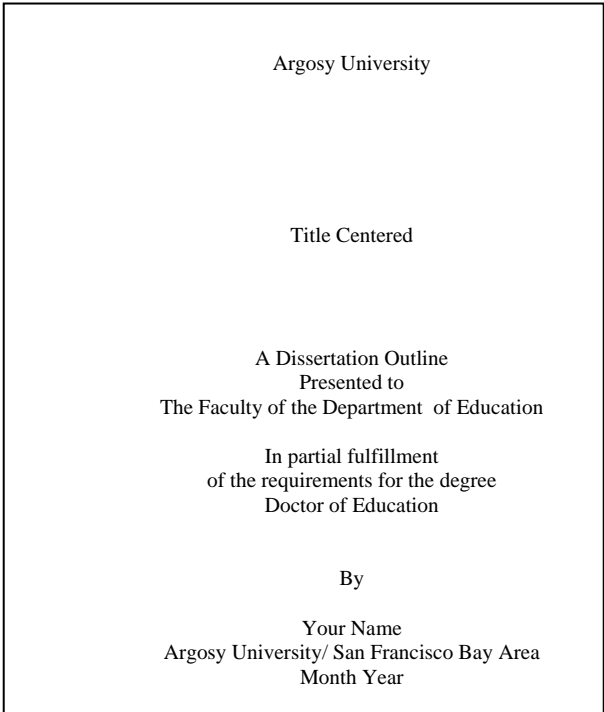


Figure 1: Sample TITLE PAGE

SECTIONS OF THE PROPOSAL PROSPECTUS (OUTLINE)

<i>Problem: Statement of research problem: questions, hypothesis, etc.: i.e. variables, relationships and populations under study. If the educational nature of the problems is not self-evident, be sure to explain it.)</i>
<i>Rationale: (Explanation of the conceptual framework—theoretical model, explanatory paradigm, etc.—within which the research problem will be defined and investigated.</i>
<i>Literature: (Outline of the literature on the research problem to be reviewed: list of major works in each category)</i>
<i>Methodology: (Overview description, in general terms, of the research paradigm or design that will be used to structure the proposed investigation and the methods—instruments and procedures—that will be used to collect and analyze the data to answer the research questions.</i>
<i>Educational Significance: (Explanation of the implications for educational theory or educational practice that the proposed investigation can reasonably be expected to have.</i>
<i>Background and Abilities: (Explanation of the progress you have made in your initial investigations, your background and abilities to complete the research).</i>
<i>Timeline: (Explanation of anticipated completion of each section of the dissertation sequence)</i>
<i>References (Full citation for all references to be reviewed that are listed in the Literature section above.)</i>

APPENDIX B: APPROVAL OF THE DISSERTATION COMMITTEE

Step One—Begin the process by developing an initial three to five page Proposal Outline (see the guide to the dissertation) that will give your advisor and potential committee members an idea of what you intend to study, your background and abilities, and the progress you have made in your initial investigations, so they can respond when you approach them for committee service.

Step Two—Meet with your advisor to discuss the Proposal Outline and the four (4) committee members you are requesting to be considered. Two (2) of the committee members should be designated as student-requested potential **chairs**. Confirm with potential members that they will serve based on your *Proposal Outline* and the proposed committee composition. Three (3) members will eventually be assigned, one Chair and two committee members.

Step Three—Obtain a “*Formation of Dissertation Committee*” form from Student Services. Complete the form with the help of your advisor and obtain the signatures of each potential committee member. Attach a copy of the *Proposal Outline* to the *Formation of Dissertation Committee* form and give to your advisor. The advisor will forward the completed form to the Department Head for approval and committee assignments.

If the committee is *DISAPPROVED* for any reason, the advisor and Department Head will meet to discuss alternative assignments. The advisor will then meet with you to discuss changes to the composition of the committee and discuss alternatives, which may include new appointments or revised *Proposal Outline*. Return to Step 2.

When the committee is *APPROVED*, the Department Head will forward the signed form to the Student Services Department for processing. Student Services will send a copy of the approved form to you, along with a registration form for the first five-credit Dissertation Block.

Upon receiving the approved Committee Formation form, you should register for the first Dissertation Block, then contact the Dissertation Committee Chair to begin to move forward with planning for the literature review and establishment of a timeline.

<p>You must pass the comprehensive examination before registering for the first five-credit dissertation block. You must also have received permission to register from the Department Head of Education before the commencement of any dissertation committee coursework.</p>
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APPENDIX C: COVER SHEET FOR PROPOSAL

FORMATTING GUIDELINES

- Margins set at one inch for top, right and bottom, and one and one-half inches for left.
- Centering based on margin settings.
- Single space between lines of title.
- The title should contain the *sample*, the major variables and measures (ALL CAPITALS CENTERED)
- Two line spaces between title and statement of proposal, and between statement of proposal and submission information.
- Two line spaces between ‘by’ and Your Full Name.
- One line space between Your Name and your university affiliation information
- Single space university affiliation
- Single blank line between university affiliation and date (Month Year)
- Four lines between Month and Year, and “Dissertation Committee Approval:”

THE TITLE SHOULD CONTAIN THE SAMPLE, AND THE MAJOR VARIABLES AND MEASURES

A Dissertation Proposal

Submitted to the Faculty of Argosy University,
San Francisco Bay Area
in partial fulfillment of the requirements
for the degree of Doctor of Education

by

Your Full Name.

Argosy University, San Francisco Bay Area
San Francisco, California

Month Year

Dissertation Committee Approval:

Name, Chair	Date
Name, Member	Date
Name, Member	Date

Note: Include signature lines for each committee member to sign and date

APPENDIX D: SAMPLE TABLE OF CONTENTS FOR THE PROPOSAL

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APPENDIX E: HUMAN SUBJECTS REVIEW COMMITTEE FORMS

HSRC APPLICATION FORM CHECKLIST

Please review the documents listed below that pertain to your research project. In the event that your project does require the use of any of the listed documents, you **MUST** attach a copy of the original form to the application submitted for HSRC approval. Your cooperation in this matter is appreciated and it will hasten the approval turn-around time significantly.

Please be advised that **ALL** research project applications must have an Informed Consent Form Attached.

If a minor or incapacitated individual of any age is involved, parent permission forms **MUST** be attached with signature line included.

If you are conducting a research project in another institution (e.g. a hospital or school), you must attach a signed permission letter from a supervisor/administrator who is in a position to grant you permission to conduct the research at that site.

If that institution also has a Human Subjects Review Committee, often referred to as the Internal Review Board (IRB), then written permission from the participating institution's IRB must be attached to your HSRC application.

If you are conducting the research outside the United States, then a letter of assurance that you will abide by the laws and regulations of the governing bodies that preside over the state or country local of the location where the research is being conducted must be attached..

_____ Letter of Informed Consent

_____ Institutional Permission Letter (where research is taking place)

_____ Assurance of Adherence to Governmental Regulations Concerning Human Subjects (if research project is conducted outside the US)

_____ Parental Permission Letter (must have provision for written signature)

_____ Oral Statement of Assurance (used with minors)

_____ Survey(s) or Questionnaire(s) (if included in research project)

_____ Observation Instrument

_____ Interview Questions (structured or semi-structured)

Also Required. On Your Applications:

Dissertation Chairperson's signature

Primary Investigator's signature

Timelines (To be followed *prior* to data collection)

Once the method/procedure section of your project is discussed with and approved by your dissertation chairperson, it is possible to complete and submit the HSRC application form Dissertation Block One or Two, but it **MUST be submitted and approved prior to the Dissertation Proposal Defense. If any substantial changes are made concerning the design or procedures for collecting data, the HSRC application must be reprocessed. Approved HSRC applications are effective for one (1) year.**

All applications will be logged in and processed as of the first of the month.

All applications submitted during the month will be logged in for processing the first and third Tuesday of the month. *The HSRC committee will not be active during scheduled intercessions.*

Routing

Upon completion of the HSRC application, forward the application and supporting documents to your committee chairperson for review and signature. Once it is reviewed for accuracy and all required attachments, it will be forwarded to the HSRC for processing.

INFORMED CONSENT LETTER

All letters of informed consent should contain the following elements:

- The purpose and brief description of the research.
- Duration of the subject's involvement.
- Procedures for protecting confidentiality and anonymity.
- Potential risks and benefits and/or costs to the subject for participating.
- Contact person and compensation for participation, if any.
- Criteria/circumstances for participating.
- Acknowledgment that participation is voluntary and the subject may withdraw at any time.
- Instructions to Subjects Completing Survey Research

Note: The following statement may be included on the first page of the survey:

The purpose of this research is to (*fill in the blank*, e.g. "compare opinions, examine perceptions, etc."). By completing and turning in this survey you are giving your consent for the researcher to include your responses in his/her data analysis. Your participation in this research is strictly voluntary, and you may choose not to participate without fear of penalty or any negative consequences. Individual responses will be treated confidentially. No individually identifiable information will be disclosed or published, and all results will be presented as aggregate, summary data. If you wish, you may request a copy of the results of this research by writing to the researcher at: (*fill in your name and address here*).

MODEL STATEMENTS OF INFORMED CONSENT TO PARTICIPATE IN RESEARCH

The purpose of this research is (briefly describe the purpose of your study). If you participate in this research, you will be asked to (describe what your subjects will be asked to do, what information they will be asked to provide - demographic, attitudinal, test scores, physical measures, etc., and describe any potential risks or discomforts to the subject).

Your participation will take approximately (insert approximate length of time needed to participate and/or duration of the project itself:)

Your participation in this research is strictly voluntary. You may refuse to participate at all, or choose to stop your participation at any point in the research, without fear of penalty or negative consequences of any kind.

The information/data you provide for this research will be treated confidentially, and all raw data will be kept in a secured file by the researcher. Results of the research will be reported as aggregate summary data only, and no individually identifiable information will be presented. (*Note: These statements must be true. If you cannot abide by these procedures for assuring confidentiality, you must describe the procedures you will follow.*)

You also have the right to review the results of the research if you wish to do so. A copy of the results may be obtained by contacting the researcher at the address below.

(Insert your name and mailing address here.)

There will be personal benefits from your participation in this research.

*Describe any benefits to the subject personally, if any exist. Otherwise, insert "No direct or immediate" in the space indicated. However, the results of the research may contribute (Describe any potential benefits (practical or theoretical) to the field, the profession, or to society as a whole.)

Written signature is not required for minimal risk participation, such as interviews or survey questionnaire completion unless the subject is a minor, thus requiring parental permission.

I, _____, have read and understand the foregoing information explaining the purpose of this research and my rights and responsibilities as a subject. My signature below designates my consent to participate in this research, according to the terms and conditions outlined above.

Signature _____ Date _____

Print Name: _____

If signing for a Minor Child, Print Child's Name: _____

Relationship to Child (circle):

Male Parent Female Parent Male Grandparent Female Grandparent

Other Male Relative

Other Female Relative

(specify) _____

(specify) _____

Legal Guardian (appointed by) _____

Note: All informed consent statements should be designed to meet the need of each individual research project and
I or sample group and are therefore, subject to change as needed.

Argosy University, San Francisco Bay Area

IRB# _____

Date Received ____/____/____

HUMAN SUBJECTS REVIEW - INSTITUTIONAL REVIEW BOARD
APPLICATION FOR IRB REVIEW OF RESEARCH
INVOLVING THE USE OF HUMAN SUBJECTS

Argosy University

Human Research Review Committee Initial Short Form Application

Principal Investigator

Telephone

E-mail

Signature of Principal Investigator

Date

Address

Faculty Sponsor

Telephone

E-mail

Signature of Faculty Sponsor

Date

Your signature as faculty sponsor indicates that you accept responsibility for the research described, and that you are fully aware of all procedures to be followed, will monitor the research, and will insure that the HRRC is notified of any significant problems or changes.

Title of Protocol

REVIEW CATEGORY:

_____REGULAR

_____EXPEDITED * *must check appropriate category below*

_____EXEMPT

*Grounds for *expedited review* are as follows: research activities involving no more than minimal risk *and* in which the only involvement of human subjects will be in one or more of the following categories (please check):

___ voice recordings made for research purposes such as investigations of speech defects

___ moderate exercise by healthy volunteers

___ the study of existing data, documents, records or pathological or diagnostic specimens

___ research on individual or group behavior or characteristics of individuals, such as

studies

of perception, cognition, game theory or test development where the investigator does not manipulate subjects' behavior and the research will not involve stress to subjects

INSTRUCTIONS: Please type (use additional sheets if necessary). The following should be submitted (**8 copies** each for regular review; **3 copies** each for expedited or exempt review):

- THIS COMPLETED SHORT FORM
- ALL CONSENT FORMS AND INFORMATION SHEETS
- ALL SURVEY/INTERVIEW INSTRUMENTS

NOTE: See Institutional Review Board guidelines for details on all of the above. Please allow 4-6 weeks for expedited or exempt reviews and 6-8 weeks for regular reviews.

1. STUDY AIM, BACKGROUND AND DESIGN

2. SUBJECT POPULATION: INCLUSION/EXCLUSION CRITERIA, USE OF SPECIAL SUBJECT GROUPS, AND METHODS OF ACCESS

3. BRIEFLY DESCRIBE RESEARCH METHODS OR PROCEDURES TO BE DONE FOR THE PURPOSES OF THE STUDY (example: interviews, surveys, participant observations, etc.)

4. RISKS: POTENTIAL RISKS/ DISCOMFORTS TO SUBJECTS AND METHODS OF MINIMIZING THESE RISKS

5. BENEFITS: POTENTIAL DIRECT BENEFITS TO SUBJECTS AND GENERAL BENEFITS TO SUBJECT GROUPS, ACADEMIC OR PROFESSIONAL DISCIPLINE AND/OR SOCIETY

6. CONSENT PROCESS AND DOCUMENTATION

7. NUMBER OF SUBJECTS TO BE ENROLLED PER YEAR: _____
TOTAL FOR STUDY: _____
8. IS THE HUMAN SUBJECTS BILL OF RIGHTS APPLICABLE TO YOUR STUDY?
Yes _____ No _____ (if yes, please include copies)
9. WILL THIS STUDY BE FUNDED? Yes _____ No _____ Pending _____
AGENCY/SPONSOR? _____
10. IS THIS STUDY BEING CONDUCTED AT OR UNDER THE SUPERVISION OF
ANOTHER INSTITUTION? Yes _____ No _____ (if yes, please include copies of their IRB proto-
col)
11. PRINCIPAL INVESTIGATOR'S SIGNATURE _____

RESEARCH PROGRESS REPORT

Type all answers

NOT TO BE USED TO CHANGE PROCEDURES.

IRB File No. _____ Continuing Review: _____ Final Report: _____

1. General Information
 Principal Investigator: _____
 Address: _____
 Telephone: _____ FAX: _____
 Department / College: _____
 Committee Members: _____

2. Project Information
 Title of Project: _____

3. Continuing/Final Report Information
 Does this research involve primary data collection? Y _____ N _____
 If yes, answer the following:
 Number of participants participating since last review, if any: _____
 Total number of subjects invited to participate in this project: _____
 Are you continuing to recruit new participants? Y: _____ N: _____
 If yes, attach most current informed consent(s).
 How many recruited subjects have withdrawn/dropped out? _____

Explain why:

- 4. Summarize the research hypothesis or purpose of this project and procedures:
- 5. Summarize the progress/steps completed from inception to date and/or attach any data summaries, progress reports, etc. pertinent to this study.
- 6. Were benefits of this research expected? Were they realized? Explain:
- 7. At this time, are you revising the Informed Consent to include any significant new information which may relate to the participants' willingness to continue participating? Y _____ N _____. If yes, please attach a copy of the revised consent form and highlight all revisions.
- 8. Have there been any changes in Dissertation Committee Membership?

Your acknowledgment is requested to assure the Argosy University's Institutional Review Board that you are aware of the existence and status of this research activity and that you agree to the statements made in the original IRB application including the "Statement of Assurance."

_____	_____	_____
Committee Chair (Print Name)	Committee Chair Signature	Date
_____	_____	_____
Committee Member (Print Name)	Committee Member Signature	Date
_____	_____	_____
Committee Member (Print Name)	Committee Member Signature	Date
_____	_____	_____
Committee Member (Print Name)	Committee Member Signature	Date

9. Principal Investigator Statement of Assurance

"I understand that additions to or changes in procedures involving human subjects, as well as any problems connected with the use of human subjects once the study has been approved for continuation by the Institutional Review Board, must be brought to the attention of the IRB."

"I agree to provide whatever surveillance is necessary to ensure that the rights and welfare of the human subjects are properly protected."

"I understand that I cannot initiate any contact with human subjects before I have received approval and/or complied with all contingencies made in connection with the approval."

Signature of Principal Investigator

Date

Please return this application and any attachments to:

Attn: Institutional Review Board
Argosy University, San Francisco Bay Area
999A Canal Boulevard
Point Richmond, CA 94804

Argosy University, San Francisco Bay Area
Human Subjects Review - Institutional Review Board

IRB# _____ Date Rcvd _____

CHANGE IN PROCEDURE APPLICATION

Type all answers

NOT TO BE USED TO CHANGE PRINCIPAL INVESTIGATOR

Date of last IRB review: _____

Was Additional Institutional Approval originally obtained? (e.g., from School, Hospital, etc.)

Y _____ N _____ (If Yes, please attach).

Please check appropriate changes: _____ Addition
 _____ Revision
 _____ New Title
 _____ Revised Informed Consent
 _____ Other _____

(Attach a complete copy with all additions/revisions/changes highlighted.)

1. General Information

Principal Investigator: _____
 Address: _____
 Telephone/Fax #: _____
 Dept. College _____
 Committee Members _____

2. Project Information

Title of Project: _____

3. Amendment Information - Please Complete Entire Section

- a. Describe the proposed additions/revisions in appropriate detail:
- b. Describe any significant change in the risk/benefits for the participants from these additions/revisions:
- c. Have you revised the Informed Consent to include any of the additions/revisions?
 Y _____ N _____
 If yes, please attach a copy of the revised consent form and highlight all revisions.

4. Change in Dissertation Committee Membership

Your acknowledgment is requested to assure the Argosy University’s Institutional Review Board that you are aware of the existence and status of this research activity and that you agree to the statements made in the original IRB application including the “Statement of Assurance.”

_____	_____	_____
Committee Member (Print Name)	Committee Member Signature	Date
_____	_____	_____
Committee Member (Print Name)	Committee Member Signature	Date
_____	_____	_____
Committee Member (Print Name)	Committee Member Signature	Date

5. Principal Investigator Statement of Assurance

“I understand that I cannot initiate any changes in my approved protocol before I have received approval and/or complied with all contingencies made in connection with that approval.”

Signature of Principal Investigator _____ Date _____

Please return this application and any attachments to:

Attn: Institutional Review Board
 Argosy University, San Francisco Bay Area
 999A Canal Boulevard
 Point Richmond, CA 94804

Argosy University, San Francisco Bay Area IRB# _____ Date Rcvd _____

HUMAN SUBJECTS REVIEW - INSTITUTIONAL REVIEW BOARD OFF-SITE ADVERSE REPORT

Type all answers

Adverse event refers to any event, circumstance, or occurrence that was not anticipated, or accounted for, in the original HSRC application and may have a negative impact on the research project as a whole.

1. General Information

Principal Investigator: _____

Address: _____

College: _____ Telephone/Fax: _____

Chairperson: _____

2. Information

Title of Project _____

3. Adverse Event Information

a. In the space below, please list all attached report numbers applicable to the report of the AE, i.e., Sponsor's Letter, etc.

b. Does this AE significantly change the risk/benefit? ___Yes ___No Explain

c. Does this Adverse Event require change in the Informed Consent? ___Yes ___No

If yes, attach a copy of the revised consent form and highlight all revisions.

4. Principal Investigator Statement of Assurance

"I understand that I cannot initiate this project before I have received approval and/or complied with all contingencies made in connection with that approval."

Signature of Principal Investigator

Date

Please return this application and any attachments to:

Attn: Chairperson

Argosy University, San Francisco Bay Area

999A Canal Boulevard

Point Richmond, CA 94804

Argosy University, San Francisco Bay Area

IRB# _____ Date Rcvd _____

*HUMAN SUBJECTS REVIEW - INSTITUTIONAL REVIEW BOARD ON-SITE
ADVERSE REPORT*

Type all answers

Adverse event refers to any event, circumstance, or occurrence that was not anticipated or accounted for, in the original HSRC application and may have a negative impact on the research project as a whole.

1. General Information

Principal Investigator: _____

Address: _____

College: _____

Telephone/Fax: _____

Chairperson: _____

2. Information

Title of Project: _____

3. Adverse Event Information

Describe the Adverse Event(s). Please provide details if the AE occurred in your participants. Submit all written materials applicable to the report of the AE.

Is the Adverse Event related to the study? Explain why or why not.

Does this AE significantly alter the risk/benefits ration to participants?

Does this Adverse Event require change in the Informed Consent? Y_____ N:_____

If yes, please attach a copy of the revised consent form and highlight all revisions.

Additional comments:

4. Principal Investigator Statement of Assurance

"I understand that I cannot initiate this project before I have received approval and/or complied with all contingencies made in connection with that approval."

Signature of Principal Investigator

Date

Please return this application and any attachments to:

Attn: Chairperson
Argosy University, San Francisco Bay Area
999A Canal Boulevard
Point Richmond, CA 94804

Argosy University, San Francisco Bay Area

IRB# _____ Date Rcvd _____

*HUMAN SUBJECTS REVIEW - INSTITUTIONAL REVIEW BOARD PROJECT
COMPLETION REPORT*

Type all answers

1. General Information
Principal Investigator: _____
Address: _____
College: _____ Telephone/Fax: _____
Chairperson: _____
2. Information
Title of Project: _____
3. Date of Completion _____
4. Summary of Outcome:

APPENDIX F: SIGNATURE SHEET FOR THE DISSERTATION

(REMEMBER THAT THE LEFT MARGIN FOR DISSERTATIONS IS A HALF AN INCH LARGER BEFORE YOU CENTER FOR TYPING)

TITLE OF YOUR DISSERTATION: MENTION THE SUBJECTS AND MEASURES

A Dissertation
Submitted to the
Faculty of Argosy University/San Francisco Bay Area
in partial fulfillment of
the requirements for the degree of
Doctor of Education, Business, Psychology

by

Your Full Name

Argosy University, San Francisco Bay Area
San Francisco, California

Month Year

Dissertation Committee Approval:

Name, Ed.D. Chair date

Member Name, Ed.D. date

Member Name, Ed.D. date

APPENDIX G: COVER SHEET FOR THE
DISSERTATION TITLE PAGE

TITLE OF THE STUDY: REMEMBER THAT THE TYPE IS TO BE TWELVE POINTS
IN SIZE AND THERE IS NO BOLD)

A Dissertation

Presented to the
Faculty of Argosy University, San Francisco Bay Area
In Partial Fulfillment of
The Requirements for the Degree of

Doctor of Education

by

Your Full Name

Month Year

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APPENDIX I: SAMPLE COVER SHEET FOR THE ABSTRACT OF THE DISSERTATION

Abstract of Dissertation Presented to the
Graduate School of Argosy University/San Francisco Bay Area
in Partial Fulfillment of the Requirements for the
Degree of Doctor of Education

THE NAME OF THE DISSERTATION GOES HERE
IN ALL CAPITAL LETTERS JUST AS IT IS ON ALL OTHER PAGES

by
Your Name
Year

Chairperson: Chair Name
Committee:
Member Name
Member Name
Department of Education

The purpose of the abstract is to present the salient features of the dissertation in approximately 300 words or less. This should include a brief statement of the purpose, a description of the sample, measures, and the methodology, a summary of the main findings, and other information that represents a distillation of the entire document.

APPENDIX J: FORMATION OF DISSERTATION COMMITTEE FORM

Name (Please Print)

Program Concentration

Argosy University ID Number

Anticipated Graduation Date

Dissertation Working Title

- Submission of this form indicates that you with no “incomplete” (I) or “in progress” (IP) grades
- Completed E7834 (Writing for Research) with a passing grade of B or better
- Enrolled in E7935 (Dissertation I) for the next semester
- Met with your Academic Advisor to discuss the Proposal Outline and four (4) prospective dissertation members
- Requested a vita and transcript from off-campus committee member (second or third reader only)
- Obtained signatures of all Dissertation Committee members

- Please attach to this form:
 - A copy of your dissertation *Proposal Outline*
 - Vita and transcript for off-campus reader, if applicable

Have each committee member sign this form

Committee Chair, Name

Name, First Reader

Name, Second Reader

Third Reader (optional)

Approval of Department Head

Date

Approval of Dean

APPENDIX K: PETITION FOR ESTABLISHING CANDIDACY

Name (Please Print) _____
Program Concentration

Argosy University ID Number _____
Anticipated Graduation Date

Dissertation Proposal Title

Submission of

this form indicates that you have

- Completed at least 42 units of coursework with no “incomplete” (I) or “in progress” (IP) grades with the exception of E7935 (Dissertation I)
- Passed any qualifying examinations required by your department
- Enrolled in E7935 (Dissertation I) for the current semester
- Please attach to this form:
- A copy of your approval letter from the Institutional Review Board for Protection of Human Subjects (IRBPHS). If you do not have human subjects, please attach a note from your Dissertation Chairperson stating this fact.
- A copy of your dissertation *Proposal* that has been approved by your dissertation committee
- A copy of *Results of Dissertation Proposal Review* form, signed by all committee members

Date of Dissertation Proposal Approval by Committee _____

Having completed these requirements, I am petitioning to be Advanced to Candidacy.

Student Signature _____
Date

Approval of Dissertation Chairperson _____
Date

Approval of Department Head _____
Date

APPENDIX L: DISSERTATION PROPOSAL REVIEW

Name (Please Print) _____
Program Concentration

Argosy University ID Number _____
Date

Dissertation Proposal Title _____

The attached dissertation proposal is approved by the doctoral dissertation committee:

Date of Hearing

Committee Chair _____
Signature _____
Date

Second Member _____
Signature _____
Date

Third Member _____
Signature _____
Date

Fourth Member (Optional) _____
Signature _____
Date

A copy of this form and a final procedures packet will be mailed to you when your proposal is approved by the Department Head.

*Copy sent to Committee and student;
Final Packet sent to student*

Initial Date

APPENDIX M: DISSERTATION SUBMISSION FORM

Argosy University / SFBA Department of Education **Dissertation Submission Form**

Student Name: _____

Program: _____

List the Term/Year registered for Dissertation in sequence (this is important to change your grade from IP to CR):

1. _____
2. _____
3. _____
4. _____
5. _____

STEP 1: FINAL QUALITY CHECKS BY CHAIR OF RESEARCH COMMITTEE

The Degree Completion Coordinator will need to do a final quality check to make sure bound Dissertations are complete and ready for submission to the library. Please bring this form and two copies of the Dissertation to the Degree Completion Coordinator.

The Dissertation is ready for submission to the library.

Chair of Research Committee _____ Date: _____

STEP 2: TURN IN DISSERTATION TO THE LIBRARIAN

Library materials need to be returned and/or account reconciled before the 2 bound copies of the Dissertation are accepted by the Librarian. Please call the Librarian at least 1 week in advance to check for outstanding materials. The Librarian will not accept copies and sign below unless signed above by the Chair of the Research Committee.

The Dissertation has been accepted to the library.

Librarian signature: _____ Date: _____

STEP 3: RETURNED SIGNED FORM TO STUDENT SERVICES OFFICE

____ Changed Grades from IP to CR? ____ Copy Student ____ Copy File

APPENDIX N: SUGGESTED RESOURCES FOR DISSERTATIONS

DISSERTATION PROCESS

- American Psychological Association. (1994). *Publication manual of the American Psychological Association*. (5th ed.) Washington, DC: American Psychological Association. ISBN: 1-55798-791-2
- Babbie, E. R. (2001). *The basics of social research*. Belmont, CA: Wadsworth Publishing. ISBN: 0-534-51904-0
- Bryant, T. (2004). *The portable dissertation advisor*. Thousand Oaks, CA: Corwin Press. ISBN: 0-7619-4696-9
- Butler, F.P. (1999) *Business research sources: A reference navigator*. New York: Irwin/McGraw-Hill. ISBN: 0-256-23003-X
- Cone, J. and Foster, S. (1993). *Dissertations and theses from start to finish*. Washington, DC: American Psychological Association. ISBN: 1-55798-194-9
- Galvan, J. (1999). *Writing literature reviews*. Los Angeles, CA: Prczak Publishing. ISBN: 1-884585-18-3
- Girden, E. (2000). *Evaluating research articles*,(2nd ed). Thousand Oaks, CA: Sage Publications. ISBN: 0-7619-2214-8
- Issac, S. & Michael, W.B. (1995). *Handbook in research and evaluation: A collection of principles, methods, and strategies useful in the planning, design, and evaluation of studies in education and the behavioral sciences..* (3rd ed.) San Diego, CA: EdiTS. ISBN: 0-912-73632-1
- Locke, L. F., Spirduso, W.W. & Silverman, S.J. (1993) *Proposals that work: A guide for planning dissertations and grant proposals*. (3rd ed). Newberry Park, CA: Sage Publications. ISBN: 0-716-91707-1
- McNicol, A. & Pexman, P. M. (1999). *Presenting your findings: A practical guide for creating tables*. Washington, DC: American Psychological Association. ISBN: 1-55798-593-6
- McNicol, A. & Pexman, P. M. (2003). *Displaying your findings: A practical guide for creating figures, posters, and presentations..* Washington, DC: American Psychological Association. ISBN: 1-55798-978-8

SURVEY DATA COLLECTION

Babbie, E. (1990). *Survey research methods*. Belmont, CA: Wadsworth Publishing. ISBN: 0-534-12672-3

QUANTITATIVE ANALYSIS

Cramer, D. (1998). *Fundamental statistics for social research*. (2nd ed.) New York: Routledge. ISBN: 0-415-17203-9

Grimm, L. G. & Yarnold, P. R (Eds). (1995). *Reading and understanding multivariate statistics*. Washington, DC: American Psychological Association. ISBN: 1-55798-273-2

Huck, S. W. (2000). *Reading statistics and research* (3rd ed.). New York: Addison Wesley Longman. ISBN: 0-321-02341-2

Levine, M., Berenson, M., & Stephan, D. (1999). *Statistics for managers*. Upper Saddle River, NJ: Prentics Hall. ISBN: 0-13-020312-2

Sprinthall, R. C. (2000). *Basic statistical analysis*. Boston: Allyn & Bacon. ISBN: 0-205-29641-6

Sweet, S. (1999). *Data Analysis with SPSS*. Boston: Allyn & Bacon. ISBN 0-205-34057-1

QUALITATIVE METHODS AND ANALYSIS

Bogdan, R.C., & Biklen, S. K. (2003). *Qualitative research for education*. Boston: Allyn and Bacon Publishers. ISBN: 0-205-3755-61

Creswell, J. W. (2002). *Research Design: Qualitative, quantitative, and mixed methods*. Thousand Oaks, CA: Sage Publications ISBN: 0-761-92442-6

Creswell, J. W. (1997). *Qualitative inquiry and research design*. Thousand Oaks, CA: Sage Publications. ISBN: 0-761-90144-2

Delamont, S. (2001). *Fieldwork in educational settings: Methods, pitfalls, and perspectives*. Falmer Press. ISBN: 0-415-2483-7X

LeCompte, M. D., Milroy, W. L., Preissle, J. 1992). *The handbook of qualitative research in education*. Academic Press. ISBN: 0-124-40570-3

Merriam, S. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass Publications.

Merriam, S. & Associates (2002). *Qualitative research in practice*. San Francisco: Jossey-Bass Publications. ISBN: 0-7879-5859-6

Wolcott, H. F. (1990). *Writing up qualitative research*. Thousand Oaks, CA: Sage Publications. ISBN: 0-803-93793-8