



Student Guide to the Dissertation Process

A Manual on Procedures for Planning and Writing a
Doctoral Dissertation at Argosy University

College of Education
College of Business
College of Psychology and Behavioral Sciences

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Table of Contents

OVERVIEW OF THE DISSERTATION PROCESS	1
How This Guide is Organized.....	1
What is the Dissertation?	1
Selecting a Dissertation Topic	2
The Dissertation Calendar.....	2
The Prospectus	4
THE DISSERTATION CHAIR AND COMMITTEE	5
The Committee Selection Process	5
Qualifications of the Committee Members.....	5
Qualifications of the Dissertation Chair	6
Responsibilities of the Dissertation Chair.....	6
The Committee Prospectus and Timeline	6
Initial Committee Meeting.....	6
The Dissertation Organization	7
The Writing and Drafting Process	7
The Candidate's Role in Working with the Committee.....	7
Changing the Committee Membership	8
The Dissertation Proposal	9
The Committee and the Proposal Defense.....	9
The Institutional Review Board.....	11
Conducting the Research and Evaluation	11
Preparation of Dissertation Chapters and Timeframes	12
The Oral Defense of the Dissertation.....	12
The Committee and the Dissertation Oral Defense	12
Final Submission of Dissertation to AU	15
Document Quality Control.....	15
Binding.....	15
COMPONENTS OF THE DISSERTATION	16
Format of the Dissertation	16
Writing Style and the APA Manual	16
The Abstract.....	17
Chapter One: The Introduction	17
Problem Background	18
Purpose of the Study	18
Research Questions or Research Hypotheses	18
Limitations and Delimitations.....	18
Definition of Terms.....	19
Significance of the Study	19
Chapter Two: The Literature Review	19
Chapter Three: Methodology	21
Research Design.....	21

Selection of Participants	21
Instrumentation	22
Methodological Assumptions or Limitations.....	22
Procedures.....	22
Analysis.....	24
Chapter Four: Results	24
Chapter Five: Discussion, Conclusions, and Recommendations.....	25
Finalizing the Document.....	25
FORMATTING AND WRITING ISSUES	26
Formatting Requirements for Dissertations (AU Deviations from APA Style)	26
Headings	28
Table of Contents.....	29
Tables and Figures	29
Tables.....	29
Figures.....	30
Document Quality Control.....	30
Computer Software and Submission Requirements for the Dissertation.....	31
Pagination for Front Matter and Dissertation Pages.....	31
Ending Matter	32
Planning and Budgeting for the Dissertation Process.....	32
Additional resources	33

Table of Appendixes

APPENDIX A.....	36
Petition for Establishing a Dissertation Committee.....	36
APPENDIX B.....	38
Request for Non-Argosy Dissertation Committee Member Form.....	38
APPENDIX C.....	40
Cover Sheet for Prospectus and Proposal.....	40
APPENDIX D.....	42
Dissertation Approval Form.....	42
APPENDIX E.....	44
Argosy University Dissertation Quick Reference Guide.....	44
APPENDIX F.....	47
Sample Proposal Table of Contents.....	47
APPENDIX G.....	49
Oral Defense Tips.....	49
APPENDIX H.....	51
Statement of Copyright Release.....	51
APPENDIX I.....	53
Outline for the Dissertation Sections.....	53
APPENDIX J.....	56
Dissertation Title Page.....	56
APPENDIX K.....	58
How to Use Microsoft Word® to Construct A Table of Contents:.....	59
APPENDIX L.....	60
Sample Copyright Page.....	60
APPENDIX M.....	62
Signature Sheet for the Dissertation.....	62
APPENDIX N.....	64
Sample Cover Sheet for the Abstract of the Dissertation.....	64
APPENDIX O.....	66
How to Produce APA Style Tables in SPSS (10-15.0).....	67
APPENDIX P.....	68
Sample Table of Contents for the Dissertation.....	68
APPENDIX Q.....	71
Sample Table of Tables.....	71
APPENDIX R.....	73
Sample Table of Figures.....	73
APPENDIX S.....	75
Sample Acknowledgements Page.....	75
APPENDIX T.....	77
Sample Dedication Page.....	77
APPENDIX U.....	79
Appendixes Cover Sheet.....	79
APPENDIX V.....	81
Individual Appendix Cover Sheet.....	81

APPENDIX W	83
Program Outcome Rubrics.....	83
APPENDIX X.....	107
Dissertation Binding Process	107

OVERVIEW OF THE DISSERTATION PROCESS

How This Guide is Organized

This guide is organized into 3 main sections. The first section provides a general overview of the dissertation. The second section; chair, committee, and components; is much more specific and includes descriptions of exactly what to include and how to write parts of the dissertation. The third section covers formatting issues. The Guide ends with an extensive list of Appendixes which include examples of specific parts of the Dissertation.

What is the Dissertation?

The dissertation is an original, comprehensive investigation that makes a unique contribution to an academic discipline. This comprehensive investigation is the culminating activity of a doctoral student's formal academic career and represents an original contribution to the disciplinary literature. Research for the dissertation is generally conducted using quantitative, qualitative, action or mixed methodology with focus on a specific issue or topic within the candidate's discipline. The dissertation is the culminating activity of the student's academic study at Argosy University (AU) and reflects the highest levels of intellectual rigor and quality in higher education.

The dissertation has a formal structure, and this guide is designed to assist candidates, a student who has completed all their coursework and successfully completed the comprehensive exam, in learning the process for completion and the format for presenting the dissertation at AU. This guide designates to the candidates and their committees a set of foundations for their work together. The guide constitutes a starting place for mutual candidate and committee decisions on the writing, printing, presentation, use of assistance, submission, and planning that is necessary for completion of the dissertation. Any discrepancy between this guide and department policy will be resolved by the Program Chair.

The dissertation is developed in phases. Candidates will begin with a prospectus. The prospectus is a 5-to-15-page document describing the research interest of the candidate. After the prospectus is approved, the committee is formed (Appendix A & B), the proposal is written and successfully defended by all doctoral candidates. The Institutional Review Board (IRB) application is then submitted and approved. The study will then be implemented, the final chapters of the dissertation will be written, and the dissertation will be successfully defended. After the final defense, changes will be made to satisfy the committee, then the dissertation will be edited, bound, and submitted to the Program Chair for final acceptance.

Candidates should read Chapter 6: *Material Other Than Journal Articles* in the APA Manual before writing their dissertations. This section of the APA Manual is specific to dissertations and theses and covers what could be considered exceptions to APA style

such as single spacing of table titles, figure captions, block quotes, and the reference list.

As with any creative process, there will be times when the committee will choose to deviate from this guide. This should not be done without careful consideration and consultation with the Program Chair.

The dissertation committee, together with the Program Chair, are the final arbiters of whether candidates have successfully completed the dissertation requirements at AU. The selection of and working relationship with the committee is crucial to the successful outcome of the dissertation process. The extent to which candidates use this guide, other resources available, the input of the committee, and their own abilities, skills and motivation, will determine whether the degree is obtained. AU has prepared this guide to assist candidates in this very important journey.

The Program Chair is the individual at each campus who is responsible for the entire Education Program. The Dissertation Chair is the faculty member who is overseeing the dissertation process. It is possible that these individuals are one and the same, but in most cases they will be different.

Selecting a Dissertation Topic

Students often select dissertation topics based on professional activities or academic interests. This selection can be based on completed coursework at AU, but this is not necessary. Students are encouraged to consider their dissertation topics early in their academic program at AU and may consult with their Program Chair, any AU faculty member, or other outside scholars at any time regarding potential dissertation topics. The dissertation topic must be original. (For a small fee, ProQuest UMI Dissertation Publishing can provide topic originality research services through their website: <http://www.Proquest.com/brand/umi.shtml>, or phone 800 521-3042). In selecting a dissertation topic, candidates may also wish to keep in mind the potential for publication of their dissertations as books, articles, or chapters within academic journals or other scholarly publications. Dissertation topics are selected and approved in close cooperation with each individual candidate's Dissertation Chair (see Formation of the Dissertation Committee).

Candidates should keep two things in mind in the topic selection process. First, the topic needs to be of interest to the candidate in order to produce the best possible product. Second, the topic will be narrow enough to allow the candidate to become an expert in the topic or field that is selected.

The Dissertation Calendar

The timeline to complete the dissertation process, from the time of the committee assignment to the final signatures for the document, averages approximately 18 months.

In rare circumstances the process may be accomplished in a shorter amount of time, and in some cases, the process may take longer. The dissertation must be completed within the 7 year time limit.

At AU, the dissertation process is four semesters in length. Students register for dissertation credit in increments referred to as the “Pre-Proposal Phase,” the “Proposal Phase,” the “Results Phase,” and the “Discussion and Finalization Phase.” These phases divide the total number of credits required to complete the dissertation process. For some candidates it is possible that additional time will be needed beyond the required four semesters, while some candidates may be able to complete in fewer semesters. Students needing time beyond four semesters will register for 3 additional dissertation credits continuously until the dissertation is completed (check entering catalog).

When all coursework is complete and the comprehensive exam has been successfully completed, students who have not already done so will formalize their thinking in the form of a prospectus. This document is submitted to prospective committee members to determine whether there is a match between the student’s interest and faculty expertise. Each phase helps to define progress through the dissertation process. Prior to the Pre-Proposal Phase, students write a 5-to-15-page prospectus describing their research interest. This document is completed at different times for students in different colleges. Depending on the discipline, some courses may involve initial work with the prospectus.

Pre-Proposal Phase

1. Final formation of dissertation committee and approval of prospectus.
2. Preparation of a timeline for completion of the project.

Proposal Phase

1. Preparation of Chapter 1.
2. Preparation of Chapter 2, the Review of Literature.
3. Preparation of Chapter 3, the Methodology and table of contents.
4. Proposal defense.
5. Application to the campus Institutional Review Board.

Results Phase

1. Data-gathering phase(s).
2. Analysis of data.
3. Preparation of Chapter 4, the Results or Findings (this may include more than one chapter).
4. Chapter 4 or 5, Analysis

Discussion and Finalization Phase

1. Preparation of Chapter 5 or 6, Conclusions (or instead of Analysis and Conclusions, it may be the Discussion Section), .
2. Completion of final dissertation document, including appendixes, reference list, acknowledgements, dedication, abstract, and table of contents.
3. Finalization of Chapters 1, 2, and 3. This includes ensuring that these chapters have been rewritten so that research that has been completed is referred to as having been done.
4. Submission of document to *turnitin* ®.
5. Approval of the final dissertation document by the Dissertation Chair and the Committee.
6. Final oral defense of the dissertation (open to faculty, student, public).
7. Completion of any committee-recommended revisions to the dissertation document and submission of the document to the Dissertation Chair, committee members, and the University.
8. Completion of final copy editing for binding and placement in the Library. A university-approved editor must edit the final document. Candidates are responsible for implementing editing revisions and submitting a final document to the Dissertation Chair for final approval.
9. The dissertation process ends after the registrar or Program Chair signs receipt for the final copies.

The Prospectus

The prospectus outlines the proposed investigation (a 5-15 page paper that is used to explain the candidate's research to other students, potential committee members, and the Program Chair). A copy of the prospectus must be attached to the Dissertation Committee Petition to allow the Program Chair to make informed decisions about assigning committee members to the project.

The prospectus begins with a cover sheet (Appendix C) and should provide enough information to help prospective committee members decide if their interests and backgrounds would be appropriate for serving on the committee. The components of this narrative should include (a) the problem to be addressed, the significance of the problem, the purpose of the proposed study; (b) an initial review of the literature related to the selected research topic, sufficient to inform the candidate of what is, and is not, known about the topic; (c) an initial set of research question(s) and hypotheses as appropriate, (d) anticipated research methodology which includes population and sample, procedures and measures, hypotheses, level of significance, and statistical tests; (e) a short reference list of key articles, books, etc., related to the research area; (f) identification of possible databases and keywords to be used in the literature search; (g) the candidate's timeline goals for completing the four dissertation blocks. Questions regarding this prospectus should be addressed to the Program Chair.

THE DISSERTATION CHAIR AND COMMITTEE

The Committee Selection Process

Upon successful completion of all coursework, the comprehensive examination, and after meeting all current financial obligations to the University, the student begins the dissertation process. The first step after the acceptance of the prospectus is to establish a dissertation committee (Appendix A & B).

The dissertation committee consists of the Dissertation Chair and at least two additional committee members. An outside reader may be an additional non-voting (4th) committee member. Students should discuss the committee formation process with their Program Chair. At some campuses the makeup of the committee may be determined by the Program Chair; at other campuses it is the individual student's obligation to identify and to contact potential committee members to determine their willingness and availability to participate on a dissertation committee. Students may discuss the topic with faculty members to facilitate their decisions regarding who they wish to serve, while faculty members determine whether or not they may wish to serve. Students submit names for the Dissertation Chair and committee members to the Program Chair for approval. If students desire to include a non-Argosy committee member they must have the approval of their Program Chair (Appendix B). Students may not always have the Dissertation Chair or committee members they prefer due to faculty schedules and other circumstances (Appendix D).

The committee members and Dissertation Chair are selected for their expertise. One may have content, another may have methodological, and another may have analytical expertise. Relationships among the committee members are important. The candidate and the committee itself must work well together creating a professional, collegiate atmosphere.

Candidates should begin the Dissertation Approval Form (Appendix D) after forming their committee. After signatures are obtained related to committee formation, the form should be maintained on campus by the administrative assistant or the Program Chair and brought to both the Proposal Defense and the Final Defense of the Dissertation for signatures.

Students are advanced to doctoral candidacy (a student who has completed all their coursework and successfully completed the comprehensive exam is considered All But Dissertation [ABD]) once they have formed a committee and their dissertation prospectus has been approved.

Qualifications of the Committee Members

The Dissertation Chair or committee members must have academic expertise in the field (business, education, or counseling) and must hold a dissertation-based doctoral degree. Committee members may include content experts, administrators, researchers, or

professors from outside AU (Appendix B). In some cases, one or two committee members may have expertise primarily in a content area or vocation appropriate to the study (Appendix D). Such person or persons may be deemed eligible for committee membership based on their expertise, which is specific to the dissertation topic or methodology, but must submit curriculum vitae, and an official transcript which reflects the degrees earned to the University.

Qualifications of the Dissertation Chair

In addition to academic expertise in the field (business, education, or counseling), Dissertation Chairs must also have expertise in the proposed dissertation research methodology to be qualified for approval by the Program Chair. The Dissertation Chair must be affiliated with AU (full-time, part-time, adjunct, or administrative), and an official transcript reflecting the terminal degree earned for that person must be on file with the University. Persons from outside the University, and with no affiliation to it, are usually not permitted to serve as a Dissertation Chair.

Responsibilities of the Dissertation Chair

The Dissertation Chair is responsible for the general direction of the dissertation, and relies on close collaboration with the candidate and the committee members. The candidate is responsible for keeping the Dissertation Chair informed of all the developments as the dissertation is conceptualized, designed, and conducted.

The Committee Prospectus and Timeline

Doctoral candidates provide committee members with the prospectus as soon after completion of the comprehensive examination as possible. At the 1st committee meeting, or before, the candidate also provides the committee members with a calendar or timeline that sets forth when each task of the dissertation process will be completed. The calendar is important because once a member has agreed to the prospectus, that member can then plan time to permit attendance at defenses and other meetings that may be necessary. When the committee members and the candidate agree on the plan and the calendar, they will sign two copies of the Dissertation Approval Form for the committee membership (Appendix D). The candidate keeps one copy and the other is submitted to the Program Chair to be kept on file.

Initial Committee Meeting

Following formation of the committee, the candidate should set up an initial committee meeting where the topic, research, and methodologies will be discussed. At this meeting, members will make suggestions and provide guidance on the research plan. The 2nd committee meeting will usually be the defense of the proposal.

The Dissertation Organization

The organization of the dissertation is type dependent and may be divided into the following chapters or sections:

- Chapter 1: Introduction - The Topic to be Studied, Definitions, Significance of the Study, Overview of the Sections of the Dissertation
- Chapter 2: Review of Literature
- Chapter 3: Methodology
- Chapter 4: Results or Findings (may include more than one chapter)
- Chapter 4 or 5: Analysis
- Chapter 5 or 6: Conclusions (or instead of Analysis and Conclusions, it may be the Discussion Section)
- Reference List
- Appendixes (e.g., Survey Instruments, Interview Guides, Consent Forms)

The list above is not necessarily exhaustive. Alternative organization is possible with approval of the Program Chair and the dissertation committee. While there is no specific length requirement for the dissertation, it is expected that all dissertations be of appropriate length to cover the research question and the proposed study. Candidates should seek guidance from their Dissertation Chairs as to the length of their final products. When considering length, the appendixes and other ancillary sections or pages are considered additional. Refer to University policy regarding total length of time allowed for degree completion (see Appendixes for appropriate cover sheets and samples).

The Writing and Drafting Process

The candidate typically completes multiple drafts of each chapter prior to approval by the Dissertation Chair. In some instances, it may be required that the candidate seek assistance in writing skills from a professional editor. The cost of this assistance or editing will be exclusively the candidate's responsibility.

Review of the dissertation chapters is time consuming. Candidates should allow at least 2 weeks for review, keeping in mind that committee members have multiple responsibilities.

Candidates at some campuses should use the dissertation "Quick Reference Guide" (Appendix E) to assist them in finalizing their dissertations before submitting the proposal to their committees for review. Parts of the "Quick Reference Guide" will not apply at this time; however, much of the process will be useful. The "Quick Reference Guide" should be used again before submission of the full dissertation to the committee.

The Candidate's Role in Working with the Committee

The candidate's responsibility in the dissertation process includes the following:

1. Being responsible for managing the dissertation process which includes initiation of and continuation of communication with the committee.
2. Being responsible for meeting the deadlines included in the proposed timeline.
3. Proposing a viable project.
4. Conducting a well-thought out, ethical, and well-researched project.
5. Delivering a well-written, error-free, professionally composed, final draft prospectus, proposal, and dissertation that meet the content and quality standards of the University as interpreted by the candidate's dissertation committee.
6. Incorporating the advice and editorial suggestions from the full committee in all sections of the dissertation.

Although securing assistance from resources outside of those found at AU is permissible, the candidate must keep the Dissertation Chair fully informed when this is a consideration and when it occurs. Assistance of any kind must only be in support of the candidate's own work. Though a candidate may consult with a statistician, editor, or formative or summative committees, in no case should any person other than the candidate conduct the work of the dissertation.

In the event that the candidate is experiencing or expecting changes that affect the progress of the dissertation (such as employment changes or personal situations), it is imperative that the candidate communicates with the Dissertation Chair. Candidates must communicate with the Dissertation Chair on a regular basis, the time period to be determined by the Dissertation Chair, to report on progress and obtain advice, service, or assistance. The candidate must be registered for dissertation credits to receive dissertation services or assistance.

Throughout the dissertation process the Dissertation Chair will decide when and how the dissertation will be shared with the rest of the committee. When the Dissertation Chair approves sharing the dissertation, the candidate must send any corresponding documentation including any significant correspondence that has occurred, to the rest of the committee. The candidate is responsible for following up on all communications that appear to be unclear or that contradict previous decisions. A normal "turnaround" time for such communication should be no more than 2 weeks.

Changing the Committee Membership

Should a problem occur and the candidate finds it to be irresolvable, that candidate may submit a request to change the Dissertation Chair or members of the committee to the Program Chair. If the Program Chair agrees that the change is indicated, the candidate then submits a list of the new membership to the Program Chair for approval (Appendix D). If the new committee membership is approved, the candidate must submit the prospectus to the new committee individual(s). The committee may decide to require the candidate to begin the entire process again or to go back to any point in the process. Changing the membership of a committee is a serious event and membership should be considered very carefully; it may result in additional time and cost

for the candidate. Backtracking may require the candidate to begin again at an earlier point in the process. The committee has sole discretion as to where in the process the candidate begins work with the new membership. A change in committee membership also requires completion of the “Change in Procedure Application” pages in the IRB application form available in the IRB Manual.

The Dissertation Proposal

A project with the scope of a doctoral dissertation requires detailed planning. The dissertation proposal assists candidates and their committees in this planning. Additionally, the proposal serves as a test of the feasibility of the proposed dissertation project. The dissertation proposal must clearly convey the goals and the relevance of the dissertation project. It must also provide enough information for each candidate's committee to determine which goals of the project are feasible, given the candidate's skills, the resources available to the candidate, and the time available. In addition, outlining the chapters, estimating each chapter length, and organizing the material provide the candidate and the committee with a detailed outline of the project. The structure should mirror the organization of the Table of Contents. The use of APA style headings may eliminate a need to outline the document.

The proposal begins with a cover signature sheet, an example of which is provided in Appendix C . The signature sheet is followed by the proposal's Table of Contents, which lists the main headings that are to be included in all proposals unless otherwise agreed upon by the candidate's committee. The proposal itself should contain Chapters 1, 2, & 3. While these chapters are not considered complete at this point, they must contain enough information for the committee to discuss the candidate's ideas and the methodology. The proposal concludes with a reference list including the references used in the proposal. Also included are any necessary appendixes of essential material for the committee to consider in the proposal defense. These materials may include copies of testing instruments, workshop manuals, interview protocols, consent forms, approval letters, permission documents or other materials created specifically for this dissertation or study.

The Committee and the Proposal Defense

The initial committee meeting, proposal defense and final dissertation defense meetings are moderated by the Dissertation Chair and attended by the candidate and the committee members. The initial meeting of the committee is a closed meeting, the proposal defense will be open to the public unless the candidate provides the reason for an exception, The final defense is open and may be attended by other students, faculty, or the public.

Prior to the proposal defense, the candidate must submit the proposal document to *turnitin* ® and then submit the confirmation report from that process to the Dissertation Committee. The candidate provides the committee members and Program Chair with a

final copy of the proposal at least 10 days prior to the proposal defense. Examples of the cover sheet (Appendix C) and of the Table of Contents (Appendix F) are included.

At the proposal defense meeting, candidates will be asked to present a brief overview of their study and to answer a variety of questions from the committee to demonstrate mastery of the proposed study and the related literature that supports it (Appendix G). Candidates will also be asked to explain the dissertation methodology and plans for the implementation and completion of the study. The committee may

1. Ask clarifying questions.
2. Relate concerns about scope, writing issues, data collection analysis, and other issues.
3. Suggest additions that may be required or omissions that need to be reviewed.
4. Set a date for revision to be completed and the proposal returned to the Dissertation Chair.
5. Verify that permissions have been requested when appropriate.

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. It provides an opportunity to discuss issues that require clarification or decisions that need to be supported. Candidates should be expected to demonstrate a mastery of their proposed study and the related literature that supports it. Candidates are expected to 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

1. Does the design clearly relate to the Purpose of the Study?
2. Does the design adequately address the research questions?
3. What are the data sources? Are they useful, reliable, and sufficient?
4. Is the design feasible within the stated limitations and delimitations?
5. Though the IRB has the final say on this aspect of a dissertation, does the design attend to the protection of human subjects?
6. Is a realistic timeline established?
7. Is the sample clearly defined?
8. Is the methodology appropriate for the research questions, research hypotheses, or other key aspects of the study?
9. Is this the most appropriate design for the study and the subject area?
10. What will be the contribution of the study to informed practice? The literature in the field? The candidate's career?

The committee will evaluate the student's defense based on program rubrics. Students will receive narrative feedback from their Committee Chair after the proposal defense explaining the committee's decision.

The defense may be considered successful. It may also be considered a "qualified success," where 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 and the same process for completion notification will be followed.

After the changes that were required at the proposal defense are completed, the candidate will submit a softbound copy of the approved proposal to the Committee Chair for signatures by the committee. The Committee Chair will then turn in the completed proposal to the Program Chair or to the administrative assistance for filing.

A candidate's failure to successfully defend the Proposal may be due to several factors, some related to the document and some related to the candidate's lack in the performance of required objectives. 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.

After a successful defense of the proposal, as part of the final requirements for the dissertation, the candidate will rewrite Chapters 1 and 3, describing them as having been done. In addition the candidate will reflect upon and incorporate comments from the committee into the dissertation.

The candidate will work closely with the Dissertation Chair on the IRB Application. Before submitting the application to the IRB the candidate needs the committee's approval of the proposed study, methodology, and application.

The Institutional Review Board

After the proposal (Chapters 1, 2, and 3) has been successfully defended, the IRB Application must be submitted to and reviewed by the IRB. The IRB will review it for the ethical treatment of all relevant constituents. The Chair of the IRB will then sign a form that indicates the Board's evaluation of the project. A copy of the IRB Approval Forms and Procedures are available in the IRB Manual. No substantial deviations of procedures may occur subsequent to IRB approval. If such deviations are determined to be necessary, the revised document needs to be resubmitted to the IRB. Should there be a change in procedures or membership, the appropriate pages of the IRB form must be completed and submitted.

Candidates may *not* collect any data prior to receipt of IRB approval! *Every candidate* must submit the IRB's application packet, even those who are doing theoretical papers or doing research entirely from archival sources (see the IRB Manual or Dissertation Chair for appropriate forms).

Conducting the Research and Evaluation

After the successful defense of the Proposal and receipt of IRB certification, the candidate can proceed to implement the research as designed and agreed upon by the committee. Since research cannot be started until the committee approves the Proposal

and the IRB certifies the study, time commitments often have to be arranged for participant availability, school year calendars, and researcher, trainer, and data collection schedules. The candidate is advised to carefully plan and have contingency plans that account for possible delays in implementation.

Preparation of Dissertation Chapters and Timeframes

Students will register for dissertation credits each semester until completion. The four phases (Pre-Proposal, Proposal, Results, and Discussion and Finalization) may be completed within four consecutive semesters if candidates complete the individual phases and obtain committee approval to advance in a timely manner. In rare circumstances and with the approval of the Program Chair, students can register for dissertation blocks concurrently.

If the dissertation is not completed within four semesters of enrollment (totaling 12 hours of dissertation credit), the student will continue to enroll for 3 additional units of dissertation credit each semester until the dissertation is completed (check entering catalog).

Candidates work closely with their Dissertation Chairs to complete each phase of the dissertation. The candidate may be required to complete multiple drafts of each chapter prior to the approval by the Dissertation Chair. In some instances, candidates may be required to seek assistance in writing skills using a professional editor. Confer with the campus approved editors who may be able to provide these services or a reference to someone who can. The cost of this assistance will be born exclusively by the individual candidate.

The candidate must receive final approval of each chapter of the dissertation from the committee members. Prior to distributing individual chapters to the committee members, the candidate should obtain approval from the Dissertation Chair.

After the Dissertation Chair has approved the dissertation, doctoral candidates then provide the full committee with a final copy of the dissertation at least 2 weeks prior to the dissertation defense. The candidate should be provided with a copy of the rubric, if they do not already have it, and the Dissertation Chair or the whole committee should discuss the rubric and grading of the dissertation with the candidate.

The Oral Defense of the Dissertation

The Committee and the Dissertation Oral Defense

The oral defense of the dissertation is a formal proceeding and should be approached with the seriousness and dignity due the culminating event of the candidate's formal scholastic career. The Dissertation Chair notifies the Program Chair that the candidate is ready to defend the dissertation.

The candidate is responsible for scheduling the defense in collaboration with committee members and Program Chair, providing at least 2 weeks notice, and providing a copy of the defense announcement to the Program Chair for posting. The defense is open to the public and announced as such. Notification will be made to the university community at least 48 hours prior to the defense. Presentations will be assessed using the program outcomes as a guide. Results from the proposal defense will be recorded by the Dissertation Chair. A written summary of the results will be provided to the candidate.

Prior to the oral defense, the candidate must submit the document to *Turnitin*® and subsequently submit the confirmation report from that process to the Dissertation Committee and Program Chair. 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. A candidate should not include anything in a dissertation that cannot be described, understood, and explained by the candidate to the dissertation committee. The candidate must be able to convince the committee that the candidate has personally checked all work for accuracy.

The oral 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 may be of a more general nature to test the qualifications of the candidate to receive the doctoral degree. In some cases, candidates may be asked about their academic coursework or program of study at AU. The Dissertation Chair will set protocol at the beginning of the defense and will moderate both the presentation of the research and the questions following.

During the defense, the candidate presents the dissertation key points and may elect to use a variety of media appropriate to the dissertation, which includes

1. The conceptualization of the study
2. A brief literature review
3. The research methodology
4. The data collection
5. The results
6. The summary, conclusions, implications, and recommendations.

The committee assists the candidate in deciding what medium will be used for such a presentation. The candidate should anticipate that during the defense the committee will request the following

1. A clarification of points.
2. A defense of conclusions, sources of data, and appropriate methodology.
3. Identification and suggestions of some minor additions or omissions.
4. A date for revisions to be completed and the edited dissertation copy to be returned to the Dissertation Chair (Note: If major revisions are required, the entire

committee may be requested to re-read the dissertation and perhaps to participate in a second oral defense).

5. A Signature on the Dissertation Approval Form (Appendix D).

Following the defense, the candidate and audience will be excused and the committee will confer briefly before announcing the results of the defense. The committee can reach one of several conclusions, which include the following:

1. Pass: If needed, candidates make minor editing changes to the document before submitting the document to the professional editor for final editing and proofreading. Then the document may be submitted to the Dissertation Chair for approval before sending it to the bindery.
2. Pass With Content Revisions: Pending the submission of changes, review, and approval by the committee. If needed, the candidate will make minor changes before resubmission to the Dissertation Chair for approval prior to submission of the document to the professional editor for final editing and proofreading. Then the document may be submitted to the Dissertation Chair for approval before sending it to the bindery. With a result of “Pass,” the candidate will not be required defend it again.
3. Major Revisions Needed: Major structural problems exist, so the candidate must meet with the Dissertation Chair (or committee) to develop a revision plan to be completed before the resubmission of the document and the rescheduling of a second oral defense. Examples include, but are not limited to
 - The review of literature was deemed incomplete,
 - Research was not completed correctly,
 - Research questions were not answered by the data,
 - Analysis did not follow method,
 - Data was collected from an inappropriate population,
 - Sampling was inappropriate.
4. Fail: The candidate fails to secure approval from the committee due to ethical factors, such as, but not restricted to
 - Plagiarism was found in the document,
 - Appropriate steps were not taken to follow the rules of doctoral research,
 - Appropriate permissions were not requested or received.

The Dissertation Chair will provide a narrative description of the changes that are required to the dissertation as a result of the final defense. A copy of the narrative will be forwarded to the Program Chair along with the committee’s decision.

Failure to successfully defend the dissertation means that the candidate may not be conferred the degree, may not assume the title of “doctor” and may not disseminate or publish the research study as written.

The successful dissertation defense marks the conclusion of the work of the committee, and committee members will sign the approval sheet (Appendix D) to indicate their work is completed. The work of the Dissertation Chair and the candidate, however, is not completed until the signed, bound copy of the document, the electronic copy of the document, and a “Permission to Reproduce Letter” (Appendix H), are delivered to the Registrar.

The signature sheet, included in each bound copy of the dissertation, may not be ready for signature at this time because it must be printed on the same paper as the dissertation. These signatures may be obtained at a later date, either before or after binding, but must be obtained prior to submission of bound copies to the campus library.

Final Submission of Dissertation to AU

After the successful final defense of the dissertation, the candidate will make any required revisions and resubmit it to the Dissertation Chair for approval. The dissertation will then be submitted to the Program Chair or an administrative assistant who will register its progress. After approval has been granted, it will be submitted to Quality Control – Editing.

Document Quality Control

AU has a quality control process that dissertations enter into after they have been approved by the Dissertation Committee. The dissertation is reviewed for APA Style, grammar, and electronic format by professional editors.

Binding

Different campuses have differing bindery instructions. Consult with the Program Chair to determine how the dissertation should be bound and how many copies are required.

COMPONENTS OF THE DISSERTATION

An outline of the dissertation sections can be found in Appendix I. Some variations may occur, depending upon the nature of the research. For example, for certain types of qualitative research, there may not be any hypotheses.

Format of the Dissertation

A dissertation is generally divided into the following chapters or sections with subsections (Headings) as indicated:

1. Chapter 1: Introduction - The Topic to be Studied, Definitions, Significance of the Study, Overview of the Sections of the Dissertation
2. Chapter 2: Review of Literature
3. Chapter 3: Methodology
4. Chapter 4: Results or Findings (may include more than one chapter)
5. Chapter 4 or 5: Analysis
6. Chapter 5 or 6: Conclusions (or instead of Analysis and Conclusions, it may be the Discussion Section)
7. Reference List
8. Appendixes (e.g., Survey Instruments, Interview Guides, Consent Forms)

This list is not necessarily exhaustive. Alternative formats are possible with approval of the Program Chair and the dissertation committee. While there is no specific length requirement for the dissertation, it is expected that all dissertations be of an appropriate length for the study conducted. Candidates should seek guidance from their committee as an appropriate length will be dependent on the study.

Examples are contained in the appendixes of many of the front pages. The Title page (Appendix J), how to construct the Table of Contents using word (Appendix K), a sample copyright page (Appendix L), and a sample signature sheet (Appendix M) are included.

Writing Style and the APA Manual

The fundamental guide for dissertation writing style is the *Publication Manual of the American Psychological Association* (5th ed.) or the most current edition. This publication will hereafter be referred to as the “APA Manual,” or simply, “the Manual.” Where there are differences between the *Dissertation Guide* and the APA Manual, the *Dissertation Guide* will take precedence. Where there are questions, the Dissertation Committee will resolve the issues. Campus-specific exceptions to both may also be made. The student is responsible for familiarity with the most current edition of the APA Manual, and for ensuring that anyone assisting in the typing or editing of the document is following the rules of the Manual. The APA Manual also includes directions for the reporting of numbers (exceptions are listed in section 3.43: Numbers in the APA

Manual), construction of tables and figures (see section 6.03: Manuscript Preparation Requirements in the APA Manual or the Nicols & Pexman books for specifics), structure of headings (see section 3.30: Organizing a Manuscript with Headings in the APA Manual), use of non-gender biased language (see Section 2.12: Guidelines to Reduce Bias in Language in the APA Manual), the expression of ideas (see Section 2.01: Orderly Presentation of Ideas in the APA Manual), and writing style suggestions (see Section 2.05: Strategies to Improve Writing Style in the APA Manual). This section addresses some specific topics relating to the requirements of the APA Manual.

The Abstract

An abstract cover sheet is followed by the abstract (Appendix N). The abstract should not exceed 120 words and it should consist of an accurate and complete summary of the document. The abstract should be informative rather than descriptive, and as concise as possible. The abstract should be neither critical nor evaluative; it is a factual description of the study. The text of the abstract should include (a) a statement of the problem and purpose of the research, (b) the research methodology employed and a summary of the procedures, (c) the results and conclusions of the study, and (d) recommendations for further study. The Abstract should not include (a) discussion of or reference to the literature review; (b) detailed elaboration on the purpose, methodology, procedures, or implications of the study.

Chapter One: The Introduction

The introduction and statement of the problem sections present the problem or topic to be addressed by the dissertation research. This section should describe the nature and purpose of the study, present the guiding research question(s), provide the definitions of the terms, identify the limitations and delimitations, and explain the significance of and justification for conducting the study. The reader should be satisfied after reading the Problem section that (a) a case is made for the existence of a problem or appropriateness of the topic and it is clearly delineated, and (b) the problem or topic has intellectual merit worthy of dissertation research. A framework for writing a solid introduction, regardless of the approach used, should include these nine key components:

1. Some introductory material to present the topic,
2. The research problem or topic,
3. The purpose of the study,
4. The research question,
5. The research hypothesis or hypotheses (if appropriate),
6. The definitions of terms,
7. The limitations and delimitations of the study,
8. The anticipated significance of the study,
9. The overview of the study.

Problem Background

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 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 is the context of the problem; and (c) what theories support the research area to be explored.

Purpose of the Study

This section of the chapter is brief, but important. This is where 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 - these may be emphasized by using level 3 headings -- 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 among the problem statement, the background and essential literature, and the statement of the purpose.

Research Questions or Research Hypotheses

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 results in relationship to the reason(s) for this study. Often the general questions are later operationalized with specific measures and statistical parameters in the form of research hypotheses in Chapter 3; however, not all dissertations test hypotheses. For example, research using qualitative methodologies, like grounded theory, seek to develop, not test, a theory. After reading the research questions or hypotheses, the committee should (a) understand what is being asked or explored by the author of the research and (b) see the link between the questions and the statement of the purpose.

Limitations and 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 the researcher anticipates -- often related to measurement, design, and other issues frequently related to internal validity. The statement of delimitations describes study design 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 are too

broad; and (b) ascertain whether the delimitations threaten the quality of the research or evaluation, thereby nullifying the value of the project.

Definition of Terms

Key terms must be clearly understood among committee members so that all of the contributors to the dissertation process, and all subsequent readers, understand and share the intended meaning of the candidate. Often there is new terminology related to a current research problem which needs a clear definition. There are also terms or constructs that have different meanings, depending on the context or theoretical orientation of the author. The section of definitions insures that all readers have the same understanding 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 the reason for the definitions in the chapter, with each definition supported by a reference whenever possible. When a term has more than one definition and the study combines the meanings, support the definition with more than one reference. If the term is to be operational with a scale, score, or specific product, this should also be included in the definition statement. After reading the definitions, the committee should (a) clearly understand each definition; (b) judge that the definitions are consistent with research standards and the literature of the field; and (c) agree on the appropriateness of each definition for the present study.

Significance of the Study

Sometimes referred to as the significance statements, this is where the candidate states the potential impact the study will have on the current thinking about the dissertation's research questions, its potential for contributing to existing theory, its application to other venues or domains, and 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 whether the candidate has a realistic and clear view of the potential impact of the results from this study.

For the Proposal phase, Chapter 1 would end here. In the final dissertation, the chapter would close with a brief, outline description of the remainder of the document. This would be only one or two paragraphs long, and would serve as a transition to Chapter 2. The final section of each chapter should lead smoothly into the next chapter.

Chapter Two: The Literature Review

The foundation of the dissertation begins with a review of the relevant literature. The relevant theories and the methodological and measurement considerations will be found in the literature. The literature review is extensive but not necessarily exhaustive. and should provide the foundation to frame the argument explaining why the study is necessary and relevant.

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

Dissertation methodologies require different levels of literature review. For a quantitative dissertation, Chapter 2 must contain the full literature review and it should support all the research hypotheses presented in Chapter 1. For some qualitative dissertations, however, this review may not be as exhaustive, either in the number of articles included or the extent to which each article is described. In this case, the literature review would be completed during the study. Qualitative dissertation literature reviews should be appropriate to the methodology and the approach utilized. Candidates who are unsure of the extent of their literature review should contact their Dissertation Committee.

The literature review's function for the Proposal must be a selective and analytical summary of the documents essential to the research, presented in a logical manner to support the candidate's claim as to the merit of the inquiry, and must provide all the substantiation necessary from the literature to proceed with the study. After reading the Literature Review section, the committee should be confident that

1. The essential literature supports the existence of the problem,
2. The literature review presents fully what is already known concerning the research questions or hypotheses,
3. The pattern of inquiry as presented in the literature is related to the topic of the Proposal,
4. The proposed methodological directions reflect the patterns in the literature. In addition, the literature must be extensive and relevant,
5. It includes contrary or controversial opinions fairly and objectively,
6. It includes past studies, theory, methodology and measurement issues,
7. It is well organized and written to provide a framework for the proposed study,
8. It is analytical, and not just a presentation of what has been done by others,
9. It provides an historical context for the current investigation,
10. It discusses how the investigation fills a void in the literature.

Subsequent to the body of the literature review, Chapter 2 usually closes with a summary, or recapitulation of the literature, where study results are presented in aggregate form. A sentence or paragraph to lead into Chapter 3 follows.

Chapter Three: Methodology

In this chapter, the design, procedures, and analysis plan for carrying out the purpose of the study are presented. When it is completed, this chapter will include all aspects of the methodology, both proposed and what actually occurred during the course of the research, in replicable detail. Prior to the proposal defense, discussion of what will be undertaken in the research should be written in future tense. Subsequent to completion of the research, these same items will be changed, describing them as having been done.

The methodology chapter begins with a brief restatement of the nature and purpose of the study. This includes a description of the methodology employed (e.g. quantitative, qualitative, action) and why it was chosen to address the research's topic or problem statement. Although there will be different sections and headings for studies of varying approaches, the most common sections are (a) an introduction, (b) a description of the research design, (c) the population and sampling procedures, (d) access and permission information, (e) assumptions or limitations, (f) data collection, (g) instrumentation, (h) procedures, (i) data analysis, and (j) interpretation. Some of these sections are described more fully in this chapter.

Research Design

In this section, the candidate describes the specific design used in the study (e.g., ethnographic, historical, descriptive, correlational, action research, causal-comparative, mixed method). The research design section and subsections should carefully specify precisely how each research question and research hypothesis will be studied. For example, quantitative research means that the inferential statistical method for each research hypothesis must be specified. In qualitative research the precise procedures for obtaining data for each research question must be specified. This section will often have several subsections or subheadings. All constructs and variables of the study will be *operationally defined* in this section and its subsections. In other words, each construct's or variable's meaning will be described, the manner in which it will be measured will be described, and the way the data will be obtained will be described. The research design section and subsections should carefully specify how each research question and research hypothesis will be studied. For example, for quantitative research the inferential statistical method for each research hypothesis must be specified. For qualitative research, the precise procedures for obtaining data for each research question must be specified.

Selection of Participants

In this section, there must be a complete description of the participants and where they came from, without identifying them personally (except in a case study and in some phenomenological studies). How the participants were selected for the sample and what population they represent must also be presented.

Instrumentation

In this section, a complete description of the instruments, tests, surveys, questionnaires, interviews, and observational protocols, or measures used in the study is presented. This includes information on their reliability, validity, origin, and appropriateness or rationale for uses in the study. In addition, any permission granted for use in the research must be included. In text references to the permission must be in correct APA style. Any instruments created for this study should be included in an appendix, along with information on the testing of the instrument from a pilot study if such a study was conducted. If a commercial instrument is used, a copy of the instrument may be included as an appendix while the dissertation is in process. Any instruments currently attached should either be omitted or permission for their publication must be appropriately requested, granted, and cited within the dissertation. In the event that the candidate is creating a commercial instrument the candidate does not have to include the instrument in the final dissertation, however the candidate must provide contact information so that the instrument can be procured by a reader. The permission letter must also be included when submitted to editing. If it is not clear from the context of each instrument used in the study, the mapping of items in the instrument used to the variables of the study should be described in this section. This also includes a description of how each question will load on each of the study's variables (e.g., as part of a summated scale, part of a weighted index).

Methodological Assumptions or Limitations

Every methodological approach and subsequent research designs are bound by their own assumptions and limitations. Hence, it is incumbent upon the candidate to include any fundamental assumptions or limitations about the methodology or research design employed in the study. It must also include anticipated threats to validity that may not have been adequately controlled for due to design problems which may impact the data analysis or interpretation of the results.

Procedures

Because the work conducted for the dissertation must be replicable, the procedures section of Chapter 3 must be very detailed. Therefore, it must include all of the information necessary for others to implement this same research. This includes, but is not limited to: the securing of institutional permission to conduct the investigation; the first contact with participants; the instructions and materials used in the study; the setting; the development of special instruments, the conducting of pilot studies, and any other information that would allow the study to be replicated from start to finish. If data gathering instruments such as a lesson plan, protocol, script, a set of interview questions, or training manual are used, copies of them should appear in the appendixes for the document.

If the product of the dissertation is a book, test instrument, training manual, or other stand alone document, the document should be formatted as an Appendix. It should not be integrated into the dissertation.

Analysis

Chapter 3 will present research that was actually conducted, and any deviations from the original analysis plan including why these decisions were made. The analysis of the data will depend on the design of the study, type of data collected, and the research questions (i.e., use of SPSS, coding manuals, statistical treatments for quantitative data, logical treatments for qualitative data). This section of Chapter 3 should be organized to include a listing of the research questions, in the same order in which they appeared in Chapter 1.

Each null and hypothesis pair (when appropriate), formatted as $H1_0$ and $H1_A$ placed on a separate line, (examples follows):

[$H1_0$]: There is no significant difference in student attitudes with or without audio enhanced presentations.

[$H1_A$]: At the .05 level of significance, there will be a greater difference in student attitudes with audio enhanced presentations.

It 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, and graphs should also be listed with each hypothesis of the study.

A possible version using mathematical notion:

$$H1_0: \mu_E = \mu_X$$

$$H1_A: \mu_E > \mu_X$$

where: μ_E is the average student attitude with audio enhanced presentations and μ_X is the average student attitude without audio enhanced presentations

It is in the candidate's interest to be as precise as possible in describing a methodology. This precision will help to avoid a situation where the committee is not satisfied with the implementation of the study. Additions to or deviations from the methodology in the study as it was approved need to be accepted by the Dissertation Committee. The candidate must also have received approval from the IRB. The candidate is responsible for implementing the study as presented in the proposal. Any other plans for presenting the data, including figures, charts, and graphs, should also be listed with each question addressed in the study.

As with all chapters except the final one, this chapter ends with a sentence or paragraph which leads smoothly into the next chapter.

Chapter Four: Results

The results of the data collection and analysis of the data are presented in Chapter 4 of the dissertation. There are several methods of presenting this information. All data in Chapter 4 must be factually presented and completely free of interpretation. Data may be presented in charts, graphs, tables, as individual statistics, or in any combination of

these methods, according to the guidelines in Chapter 6 of the Publication Manual of the American Psychological Association. The APA has also published 2 books which provide all the information needed to insert APA style tables and figures into dissertations (Nicol & Pexman, 1999, 2003).

This chapter should begin with a brief restatement of the purpose of the study and an introduction to the content of the chapter. Because various types of allowable research differ in required data presentation, check on content documents with the applicable college.

Candidates who use a software tool that provides graphical evidence of the statistics related to a dissertation are still responsible for the output to be in APA style. For those who use SPSS, see Appendix O.

Although this chapter should *not* include analysis of the findings, it should make clear, without methodological jargon, whether each of the research questions or research hypotheses were upheld by the study. For example, a sentence in this chapter might say ‘These results show that hypotheses one and two were upheld; however, hypotheses three and four were not upheld.’ The chapter should conclude with a summary of all the findings and provide a transition paragraph to the final chapter of the dissertation.

Chapter Five: Discussion, Conclusions, and Recommendations

This final chapter should include a discussion of the findings, overall conclusions, implications for professional practice and recommendations for implementation, if appropriate, and indications for further research. The chapter begins with a summary of information presented in Chapters 1, 2, 3, and 4, followed by a discussion regarding what can be concluded, and how these conclusions interact with the research questions and hypotheses. Next follows a discussion of the implications of these results. Recommendations for future research and any specific applications of the findings are then presented.

Finalizing the Document

Before the dissertation is ready for binding, or for electronic submission according to campus-specific rules, there are several revisions and tasks that may still need to be completed. Required changes and formatting issues are discussed in the final section of this document.

FORMATTING AND WRITING ISSUES

Candidates should read Chapter 6: *Material Other Than Journal Articles* pp. 321-330 in the 5th edition of the APA Manual before writing their dissertations. This section of the APA Manual is specific to dissertations and theses and covers what could be considered exceptions to APA style such as single spacing of table titles, figure captions, block quotes, and the reference list.

Typing requirements and APA format must be particularly precise at this time, as the document nears completion. The tasks at this stage include, but are not limited to

1. Revision of Chapter 1 to ensure that it mirrors the content of subsequent chapters and that it is written as having been done.
2. Review of Chapter 2 and the inclusion of any literature review material added subsequent to the completion of chapters and blocks of work. Particular attention should be paid to ensure that the references are all correctly cited and that their corresponding citations are in the reference list.
3. Review and completion of Chapter 3, including the addition of any conditions that affected the proposed implementation of the methodology after the defense of the proposal.
4. Review of Chapter 4 and 5, including all tables and figures.
5. Review of Chapter 5 and 6, making sure that all research hypotheses are addressed.
6. Preparation of the preliminary pages (Appendixes K - Q). The preparation of all appendixes, and all other material must conform to the document requirements. Any reprints or copies that are included in the appendixes section must be accompanied by the appropriate written permission. Carefully proofread and spell check the entire document.
7. Take a last look at the Title. The title should take into consideration: (a) the precise identification of the problem area, often including specification of independent and dependent variables and identification of the target population; (b) sufficient clarity and conciseness for indexing the title; (c) effective arrangement of the words in the title; and (d) no more than 15 words.

Formatting Requirements for Dissertations (AU Deviations from APA Style)

1. Block quotations, table titles, figure captions, notes to the tables and figures, and references in the reference list should be single-spaced, with an extra space dividing these individual items from text or entries above and below them. All other parts of the dissertation should be double-spaced.
2. References in the reference list should begin with the first line flush left and any additional lines in a single reference indented with a hanging indent of .05 from the left margin. (in Microsoft Word®: format/paragraph/special/hanging)

3. Ariel, Tahoma, Calibri, Times Roman, and Times New Roman are the only fonts acceptable for the document. All type for the dissertation will be 12 point in size. All text, tables, and figures will be printed in black and white. No color printing in any document of the dissertation process is acceptable, including appendixes. Where use of color is essential to the dissertation, exceptions may be granted by the committee.
4. Tables and figures will be placed within text, size permitting, on the page where they are first mentioned. If they will not fit on that page, they will be placed on the page immediately following the initial reference to them. If more than one table or figure is mentioned on the same text page, it will appear in the order in which it is mentioned, following the text page on which it is cited. Notes to tables and figures may be in a smaller font size where appropriate.
5. Any reprints or copies that are included in the appendixes must be accompanied by the appropriate permission in writing. These will not be bound into the dissertation but they must accompany it. Permission footnotes must also appear in the dissertation for the use of any test instruments requiring permission for use (Copyright Permissions: see Section 5.20: Content footnotes and copyright permission footnotes; Permission letters: see Section 7.01: Permission; Wording: see Section 3.73: Tables From Another Course [footnotes]; Lengthy quotes: see Section 3.41: Permission to Quote.
6. The final document must be printed with a laser printer. The paper used must be of a high-quality, white color, with a minimum standard similar in quality to 20 pound 25% rag content paper. All text, tables and figures will be printed in black and white. There is no color printing in any document of the dissertation process including appendixes. Where use of color is essential to the dissertation exceptions may be granted by the committee.
7. Use of seriation must follow APA requirements (see Section 3.33: Seriation in the APA Manual). Lowercase letters in parentheses are used within a paragraph or sentence to identify elements in a series. To identify separate paragraphs in a series, arabic numbers followed by a period are used. The numbers are lined up on the left margin, indented one tab, and text should line up under text.
8. For chapter number and titles, headings, and levels, the candidate should consult the APA Manual (Section 3.30-3.32: Headings and Series). Chapter titles will be APA level 5 headings. Preliminary pages and ending matter will be level 1 headings, but set equivalently to chapter titles on the table of contents (they will line up directly over or under chapter titles). See Appendix P for a sample table of contents. Each chapter will begin on a new page. Chapter titles will be at the top margin or 1" down from the top of the page.
9. Margin requirements are:
 - a. 1.5 inches left margin

- b. 1 inch right margin
 - c. 1 inch at the top and bottom
10. All dissertations must be reviewed by a professional copy editor (approved by AU) prior to binding.
11. Careful attention must be paid to the levels of headings (see Manual). Heading placement is similar to outlining a document. Each level subsumes the level below it. If there are **five levels** of headings, they should be placed, as illustrated (Level 5 is used for Chapter Headings). Chapter titles always begin on a new page.

Headings

CENTERED ALL UPPERCASE (Level 5)

Centered Uppercase and Lowercase (Level 1)

Centered, Italicized Uppercase and Lowercase (Level 2)

Flush Left Italicized, Uppercase and Lowercase (Level 3)

Indented, italicized, all lowercase with period. (Level 4) Note: the text begins here.

(Note: if a proper noun is to appear in the level 4 heading, it is capitalized.)

If there are only **four levels** of headings, they should be placed as follows:

CENTERED ALL UPPERCASE (Level 5)

Centered, Uppercase and Lowercase (Level 1)

Flush Left, Italicized, Uppercase and Lowercase (Level 3)

Indented, all lower case (Level 4). The text begins here.

If there are **three levels** of headings, they should be placed as follows:

CENTERED ALL UPPERCASE (Level 5)

Centered, Uppercase and Lowercase (Level 1)

Flush Left, Italicized, Uppercase and Lowercase (Level 3)

If there are **two levels** of headings, they should be placed as follows:

CENTERED ALL UPPERCASE (Level 5)

Centered, Uppercase and Lowercase (Level 1)

A careful examination of the APA Manual for level placement needs to be made to ensure that all headings appear in the appropriate places in the document so that the document is easy to read and understand.

Table of Contents

All APA level five, one, two and three headings, if used, must be included in the table of contents. A brief discussion of headings is included in the previous section of this document. All chapter titles are to be level five headings. The preliminary page headings and the reference list and appendix headings should be APA level one headings; however, these headings should appear to be at the same level as the chapter titles on the Table of Contents making them line up on the left margin. These level one headings should not be all capitalized. Further information about headings can be found in the APA Manual. A sample table of contents is included in Appendix P of this document.

To construct a table of contents using Microsoft Word® see Appendix K. When more than 4 tables or 4 figures are used, they should be listed in a Table of Tables (Appendix Q), a Table of Figures (Appendix R), or the Table of Tables and the Table of Figures can both appear on a single page immediately following the Table of Contents.

Tables and Figures

The candidate is responsible to include APA style tables and figures. This section is not intended to be exhaustive but highlights some useful tips.

Tables

The 5th edition of the APA Manual provides examples of tables and figures. Table 1 in Section 3.63: Tables illustrates a table that uses a column spanner and stubheads within the heading and therefore illustrates a heading with extra horizontal lines. This would be one of very few acceptable horizontal lines exceeding the required three.

Tables in APA style include three horizontal lines: one above the headings, one below the headings and one at the bottom of the table. Exceptions to this include a table that extends over more than one page. In that case see Table 3.9 for example pages. This table illustrates the beginning of a table that extends over more than one page, but see the odd numbered pages in this table as examples of what should appear at the bottom of an

extended table. The APA Manual has two pages of this table next to each other and only puts the (*table continues*) note underneath the page where you will need to turn a page to get to the rest of the table. As dissertations and Applied Research Projects (ARPs) are all printed one-sided, all tables that extend over more than a page need a horizontal line with the phrase (*table continues*) in italics, enclosed in (), right justified, underneath the horizontal line. At the top of the next page the phrase Table X (*continued*) appears above the horizontal line, left justified with the word continued inside (). Please note that the () are not italicized on either page.

The table examples in the APA Manual include some horizontal lines within tables that break up or separate sections within the body of the table. Where possible, use spacing instead of lines. Editors will approve very few horizontal lines within tables. If candidates feel that it is essential to properly illustrate the data being displayed, try to use light gray scale lines or interrupted gray scale lines.

Figures

The APA Manual says that anything that is not a table is a figure. Figures should enhance your text and they should concentrate information. The APA Manual defines types of figures and has examples illustrating correct APA format for differing figure types.

Remember that in dissertations or ARPs figure requirements for these documents are covered in Chapter 6 in Section 6.03: Manuscript Preparation Requirements: Figures, Tables and Footnotes. The most critical information covered in this section is the direction to place your figure in the text, not at the end of the document. The figure can appear on the page where it is first mentioned or on the next page. Figures are numbers consecutively through your document.

When looking at the examples listed in the APA Manual, note that many of the figures have footnotes listing the reference for the source of the figure. Many of the examples are figures that were used in published material and are good examples of proper copyright permission footnotes.

Document Quality Control

Candidates pay a fee when they register for dissertation seminar (B7935 or E7935). That fee reimburses the editor. Education and Business students pay \$375. Dissertations enter Quality Control after all the signatures are obtained from the Dissertation Chair and committee members. Reviewers have 30 days to get dissertations back to the candidates the 1st time. They are reviewed as quickly as possible for APA Style, grammar, and for electronic format and returned to the candidates. Reviewers continue sending dissertations back to the candidates until they are satisfactory, candidates must return dissertations to their reviewers after each edit. Edits may be done

on paper, so marked up paper copies are then required to be returned to the reviewer along with a clean copy.

Candidates are given a tuition-free semester when they reach editing. On occasion candidates have to be encouraged to complete their edits within the semester in which they enter Quality Control. The candidates are given 1 full semester to get through Quality Control. If they get to Quality Control right after the beginning of the second session, they have the next full semester to complete the process. Just before the end of every semester, the senior editor, who maintains a spreadsheet for each editing year, looks at who is still in process. Currently the editing year is 1 Nov-30 Oct. The senior editor tracks that information, contacts candidates who have not returned corrected dissertations, and informs Program Chairs at the same time so that candidates can be returned to a tuition paying status by the Program Chair, if required.

The reviewer will read the dissertation at least once during the editing process. This includes materials that are included in any appendixes in the document. The reviewer will mark up the copy of the dissertation, using editor's marks or language that will be understood by the candidates. Either this marked up copy will be returned to the candidate along with a list of the items that need to be changed, or the reviewer will add comments and marks to an electronic version of the document and return that to the candidate. This process will be repeated until the reviewer accepts the dissertation as complete. The senior editor will then provide the candidate with the volume number if the candidate is responsible for binding. If the campus is responsible for binding, then the volume number will be attached to the final version of the document that is sent to the bindery.

Computer Software and Submission Requirements for the Dissertation

AU has adopted *Microsoft Word*® as the standard for its word processing operations. In addition to the printed forms for dissertation documents described in the following pages, candidates are also required to submit a copy of the final dissertation in an electronic format, in *Microsoft Word*®, along with a letter granting permission for the university to reprint copies as needed (Appendix H). Candidates may also be requested to submit electronic copies of their raw data. Candidates should always submit well written 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 professionally edited final copies will be submitted to the bindery. Further information about the binding process needs to come from individual colleges as the bindery is different at each campus.

Pagination for Front Matter and Dissertation Pages

1. Front matter is to be paginated as shown in Appendix I. The title page is not paginated but is counted. Front matter information and samples can be found in the appendixes of this document. The Acknowledgements (Appendix S) and

Dedication (Appendix T) samples are included. Front matter should be the same font and type size as the rest of the dissertation. Any material that follows the Table of Contents should be listed on the Table of Contents. Front matter preceding the Table of Content and the Table of Contents itself should not appear in the Table of Contents.

2. To change the numbering between the front pages and Chapter 1, go to insert/break/section break next page/ either at the very end of the dedication page or at the very beginning of Chapter 1. Then insert page numbers in the top of the page/right within the preliminary pages before inserting page numbers in the body of the document. Uncheck the box that says “show numbers on first page” in the preliminary pages. Recheck that box within the body of the document and click on the format button. Select start at page 1 within the body of the document. An outline of the order in which sections appear in the dissertation document can be found in Appendix I, along with pagination information.

Ending Matter

Following the dissertation text, the ending matter appear as shown here.

Reference List
 Appendixes Cover Sheet (Appendix U)
 Individual Appendixes Cover Sheets (Appendix V)

Planning and Budgeting for the Dissertation Process

The dissertation is a major undertaking. Candidates can expect research-related expenses such as (a) postage, (b) printing and binding, (c) costs associated with use of test instruments or electronic surveys, (d) purchase of specific software packages such as SPSS, (e) service of research assistants, and (f) professional copy editing service.

Candidates need to establish a timeline for the completion of their dissertation. Committee members are generally allowed 2 to 3 weeks from time of receipt of the document to the return of the document critique. Based on the work of the candidate and the quality of the research, members of the committee will decide when the document is finished and the candidate is ready to defend, no other deadlines or priorities will supersede this decision and responsibility.

Dissertations will be assessed using program outcome rubrics (Appendix W). Candidates should acquire the rubrics early in their dissertation process. The dissertations will be bound (Appendix X), different processes for binding are in place at different campuses. Candidates should inquire of Program and Committee Chairs about the process at the campus level.

AU requires that students submit their dissertations to ProQuest UMI Dissertation Publishing. This makes the candidate's research more widely available to others who are themselves conducting research. Candidates should have their dissertations submitted to Dissertation Abstracts and if they so desire, ProQuest UMI Dissertation Publishing can register their copyright for an additional fee.

Additional resources

Abbott, J. E., Arismendi-Pardi, E. A., & Bošnjak, B. A. (2004). *The dissertation process and research methods*. Ann Arbor, MI: XanEdu Original Works.

American Psychological Association. (2007). *APA style guide to electronic references*. Washington D.C.: Author

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington D.C.: Author

Glatthorn, A. A. (1998). *Writing the winning dissertation: A step-by-step guide*. Thousand Oaks, CA: Corwin Press.

Huck, S. W. (2008). *Reading statistics and research* (5th ed.). Boston: Pearson Education, Inc.

Isaac, S., & Michael, W. B. (1997). *Handbook in research and evaluation: A collection of principles, methods, and strategies useful in planning, design, and evaluation of studies in education and the behavioral science* (3rd ed.). San Diego, CA: EdITS.

Newman, I., Benz, C. R., Weis, D., & McNeil, K. (1997). *Theses and dissertations: A guide to writing in the social and physical sciences*. New York: University Press of America.

Nicol, A. A. M., & Pexman, P. M. (1999). *Presenting your findings: A practical guide for creating tables*. Washington DC: APA

Nicol, A. A. M., & Pexman, P. M. (2003). *Displaying your findings: A practical guide for creating figures, posters, and presentations*. Washington DC: APA

Pan, M. L. (2004). *Preparing literature reviews: Qualitative and quantitative approaches* (2nd ed.). Glendale, CA: Pryczak.

Perrin, R. (2007). *Pocket guide to APA style* (2nd ed.). Boston: Houghton Mifflin Co.

Rudestam, K. E., & Newton, R. R. (2007). *Surviving your dissertation: A comprehensive guide to content and process* (3rd ed.). Thousand Oaks, CA: Sage.

Thomas, R. M., & Brubaker, D. L. (2000). *Theses and dissertations: A guide to planning, research, and writing*. Westport, CN: Bergin & Garvey.

Note: The APA manual indicates it is necessary to double-space lines within reference entries, however, Chapter 6 of the APA Manual under Spacing encourages single spacing for Dissertation Reference Lists, continuing to double-space between citations. The reference list above reflects that practice. Reference Lists in dissertations must also follow this practice.

APPENDIXES

APPENDIX A

Petition for Establishing a Dissertation Committee

Petition for Establishing a Dissertation Committee
Argosy University

Student: Please complete the following section and return it to the Program Chair. Questions about this form and selection of committee members should be addressed to the Program Chair. Please print clearly.

Name: _____ ID#: _____

Address: _____

Home Phone: _____ Work Phone: _____

E-Mail: _____

I have consulted with my Program Chair AND my proposed Dissertation Chair to discuss my tentative research topic. In addition, I have informed the faculty members whose names I have listed below, that I am nominating them to serve on my Dissertation committee. If I am nominating a non-Argosy committee member, Appendix B is attached to this Petition. A copy of the Prospectus has been forwarded to each nominee and a copy is attached to this Petition.

Student Signature _____ Date _____

Name of Nominee

Dissertation Chair _____

Address _____ Telephone _____

Committee Member _____

Address _____ Telephone _____

Committee Member _____

Address _____ Telephone _____

General Topic or Working Title of Proposed Study:

This student has completed all of the requirements to begin work with the above-listed Dissertation committee.

Signature of Program Chair

cc: Student, Program Chair

Date

APPENDIX B

Request for Non-Argosy Dissertation Committee Member Form

Request for Non-Argosy Dissertation Committee Member Form

Instructions: Submit this form to Program Chair for approval.

Date of Request:

Student Name:

Name of School:

Name and Specialization Area of Proposed Dissertation Committee Member:

Has this person been contacted yet? _____

Rationale for non-Argosy University Chair: _____

____ Approved ____ Not Approved

Explanation (optional)

Program Chair Signature

Date

Dean Signature

Date

APPENDIX C

Cover Sheet for Prospectus and Proposal

Cover Sheet for Prospectus and Proposal

Title of Your Prospectus (or Proposal)

A Dissertation Prospectus (or Proposal)

Submitted to the
Faculty of Argosy University Campus
in partial fulfillment of
the requirements for the degree of
Doctor of Education
Doctor of Business Administration
(select one)

Your Full Name

Argosy University Your Campus

Month Year

Dissertation Committee Approval:

Dissertation Chair: Type in Name of Dissertation Chair Date

Committee Member: Type in Name of Committee Member Date

Committee Member: Type in Name of Committee Member Date

Program Chair: Type in Name of Program Chair Date

APPENDIX D

Dissertation Approval Form

Dissertation Approval Form
Argosy University Campus

Student Name: _____

Title of Dissertation: _____

Dissertation Committee (print name and terminal degree):

1. _____ Chair

2. _____ Member

3. _____ Member

A. Committee Membership Approval

Program Chair Date

B. Proposal Approval

Dissertation Chair Date

Committee Member Date

Committee Member Date

Institutional Review Board Chair Date

C. Dissertation Approval

Dissertation Chair Date

Committee Member Date

Committee Member Date

D. Editing Completed

Editor(s) as designated by each campus Date

E. Dissertation Approval

Registrar Date

F. Bound Copy Accepted by School

Program Chair Date

APPENDIX E

Argosy University Dissertation Quick Reference Guide

Argosy University Dissertation Quick Reference Guide

The following information is intended to supplement AU's Dissertation Manual. In coordination with the APA Manual (Chapter 6), the following modifies both manuals for the purpose of writing dissertations at this institution, effective January 1, 2007.

1. The front pages prior to Chapter 1 should be presented in the following order:
 - a. Blank page (completely blank – no page number - inserted by bindery)
 - b. Title page (unnumbered p. i)
 - c. Copyright page (This comes immediately after the title page in the final dissertation)
 - d. Signature Sheet (p. iii)
 - e. Abstract Title Sheet (p. iv.)
 - f. Abstract (p v.)
 - g. Table of Contents (p. vi- ?) . . . (see Appendix K for method to create electronically)
 - h. Table of Tables (if 4 or more; p. vii.)
 - i. Table of Figures (if 4 or more; p. viii.)
 - j. Table of Appendixes (p. ix - ?)
 - k. Acknowledgments (p. x)
 - l. Dedication (xi)
2. Page numbers in upper right corner – justified and no periods, dashes, or parentheses.
3. Front pages in small Roman numbers; Arabic numbers for text, references, and appendixes. Insert a next page section break between the front pages and the Arabic numbered pages.
4. Block quotes (40+ words), table titles, figure captions, notes to tables and figures, and references in reference list are single spaced. All other parts (some minor exceptions) are double-spaced.
5. Major headings should be preceded by a triple space.
6. References begin with the first line flush left and additional lines with .5 inch indent. Microsoft Word® helps with this . . . format/paragraph/special/hanging. The following is a sample. Consult the APA Manual for other formats including electronic:

American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.
7. Use left justification only; the right margin remains ragged.
8. Margins are 1" at top, bottom, and right sides. Left margin is 1.5".
9. Use 12 point font; Arial preferred but Tahoma is acceptable.
10. First line of each paragraph and footnote indented 5 spaces . . . use "Tab" and do not use space bar. The exception is a block quote which is indented 5 spaces from the left margin for each line.
11. All text, tables, and figures are to be in black ink; no color printing unless color is essential to the dissertation and use of color has been approved by the committee.
12. Tables and figures should be within the text, size permitting, on the page first mentioned. If they do not fit, then place them on the next page. If you can avoid breaking a table over 2 pages, do so.

13. If more than one table or figure is mentioned on one page, then they appear in the order mentioned.
14. Printing must be on a laser printer. Draft copies on regular paper. The final copy, after editing ... paper is a high quality white, 20 pound 25% rag content.
15. Chapter number and title appear in capital letters, centered, and placed at the top of the page.
16. Appendix Title pages will be centered, and spaced 8 spaces below the top of the page.
17. Microsoft Word® is the only accepted software for submission purposes.
18. In addition to the required number of bound copies, an electronic copy is to be submitted to Program Chair.
19. After the successful defense, a hard copy and an electronic copy are to be submitted to the Administrative Assistant or Program Chair for processing and editing.
20. Financing: plan for editing, paper, binding costs.
21. Questions: contact you Program Chair

APPENDIX F

Sample Proposal Table of Contents

PROPOSAL
TABLE OF CONTENTS

	Page
Table of Appendixes.....	v
CHAPTER ONE.....	1
The Problem.....	2
Problem Background.....	4
Purpose of the Study.....	9
Research Questions.....	18
Limitations and Delimitations.....	20
Definitions.....	22
Importance of the Study.....	26
CHAPTER TWO.....	27
Literature Review.....	29
Heading of a Subsection.....	31
Heading of a Subsection.....	33
CHAPTER THREE.....	34
Research Design.....	35
Selection of Subjects.....	36
Instrumentation.....	37
Assumptions.....	38
Procedures.....	39
Data Processing and Analysis.....	40
Table of Appendixes	
(Use a Table of Appendixes if the Dissertation includes more than 4 appendixes)	
Appendix A: The Name of the First Appendix.....	48
Appendix B: The Name of the Second Appendix.....	56

APPENDIX G
Oral Defense Tips



What Do You Think You Should be Prepared to Assess?*
Graduate Schools
Argosy University

Item
Presents data appropriately
Provides reasonable explanation of reliability, validity, and generalizability of the work
Provides limitations and additional information as needed
Provides logical interpretation of data
Provides supported conclusions
Provides implications and recommendations appropriate to the research problem
The sections of the document are correct and appropriate
The candidate responds well to probing theoretical questions
The dissertation document and research study indicate the candidate has completed the work to qualify for the doctoral degree

Candidate's Name _____

Dissertation Chair & Committee Members' Names (print and signature) _____

Dissertation Chair

Member

Member

Date _____

*All dissertation committee members assess the candidate. Dissertation Chair returns forms directly to the Program Chair.

APPENDIX H

Statement of Copyright Release

Statement of Copyright Release to Argosy University

I, _____ give to
Typed name of candidate

Argosy University the right to make copies of this Dissertation/CRP at will.

Signature

APPENDIX I

Outline for the Dissertation Sections

The Dissertation: An Outline with Additional Information

Note: Some items in this list may not be required for all kinds of research studies. Those that are required of all studies are marked with an asterisk (*).

- *Blank Page (completely blank – no page number – this page is inserted by the bindery)
- *Title Page (unnumbered p. i)
- Copyright Page (This comes immediately after the title page in the final dissertation)
- *Signature Sheets (page iii)
- *Abstract Title Sheet (page iv)
- *Abstract (page v)
- *Table of Contents (page vi - ?)
- *Table of Tables, if there are more than four tables (page vii)
- *Table of Figures, if there are more than four figures (page viii)
- *Table of Appendixes, if there are more than 4 appendixes (page ix)
- Acknowledgement Page (page x)
- Dedication Page (page xi)

Chapter 1.

- *Introduction (page 1, etc.)
- *Background of the Study: general introduction to the topic
- *Research Problem: statement or question; directs the study
- Hypothesis(es): statement(s), direct the study
- Limitations: threats to validity beyond researcher control
- Delimitations: threats to validity within researcher control
- Definitions of Terms
- *Anticipated Significance of the Study: who will benefit
- *Overview of the Study: what is in each chapter

Chapter 2.

- *Review of Literature: review and critique, comparisons
- *Recapitulation: summary and lead-in to next chapter

Chapter 3.

- *Methodology
 - *Introduction: to the method of the study
 - *Research Design: type of study, design plan
 - *Data Collection Methods: type and discussion
 - *Population: description (except for historical)
 - Sample: description and methods for sampling
 - Instrumentation: description of instrument
 - *Procedures of the Study: steps
- *Analysis of the Data: discussion of method for analysis
- Validity: discussion, relating to limitations and delimitations
- Reliability: discussion, relating to limitations and delimitations

Generalizability: expansion of external validity

Additional Concerns (researcher bias, explanation of procedures and circumstances which vary from the norm, etc.)

*Protection of Human Subjects: explanation of process for approval, and for anonymity preservation of participants, field notes, etc. (if human subjects are used)

*Lead-in to next chapter

Chapter 4.

*Results and Findings

*Presentation of Data: raw or ordered, tables, charts, narrative, etc.

Statistical Applications: description, outcomes

Discussion of findings if appropriate (not interpretation in relationship to hypothesis(es))

*Lead-in to next chapter

Chapter 5.

*Conclusion

*Interpretation of Data

*Conclusions Relative to Hypothesis(es)

*Implications and Recommendations, relating to Anticipated Significance of the Study

*References

Appendixes Cover Sheet

Appendixes: Each with a cover sheet

Blank Page

APPENDIX J

Dissertation Title Page

TITLE OF DISSERTATION HERE CENTERED ALL
UPPERCASE WITH EVERY SUCCEEDING
SLIGHTLY SMALLER THAN THE
PREVIOUS LINE

A Dissertation

Presented to the
Faculty of Argosy University Campus
College of Education OR
College of Business OR
College of Psychology and Behavioral Science

In Partial Fulfillment of
The Requirements for the Degree of

Doctor of Education
Doctor of Business Administration
(select one)

by

Your Full Name

Month, Year

APPENDIX K

How to Construct the Table of Contents Using Microsoft Word®

How to Use Microsoft Word® to Construct A Table of Contents:

Under Insert/Reference/Index and Tables/Table of Contents, insert a Table of Contents which will change page numbers dynamically to add and subtract text. Highlight the Table of Contents page and reinsert it to update the page numbering.

To insert the Table of Contents each heading level must be set up in the document as a heading. Set this up before beginning the document, or go through the document, highlight the headings, and set the heading level. If a word processor does not have the correct levels of headings set up, they may be added under Tools/Style/New/Based on: (Select heading)/Apply

If the headings are set up and they are not the format needed for that heading level, Change it from the drop down menu that includes the headings. Double click in that drop down menu, on the heading level wanted after setting the heading to the format required. In other words, for a level 3 heading, left-justify it and italicize it, go to Format/paragraph/line spacing/double, then click on the drop down for heading level 2 if there are 2 or 3 levels of headings in the document. Then modify the style in the window that pops up.

Using the Table of Contents tool produces a table of contents with equal right margins.

APPENDIX L

Sample Copyright Page

TITLE OF DISSERTATION GOES HERE

©20XX

Your Name Goes Here, (Uppercase and Lowercase)

ALL RIGHTS RESERVED (UPPER CASE)

APPENDIX M

Signature Sheet for the Dissertation

TITLE OF DISSERTATION HERE
ALL CENTERED AND
UPPERCASE

A Dissertation

Submitted to the
Faculty of Argosy University Campus
in partial fulfillment of
the requirements for the degree of
Doctor of Education
Doctor of Business Administration
(select one)

by

Your Full Name

Argosy University

Month, Year

Dissertation Committee Approval:

Type Name of Dissertation Chair

Date

Type Name of Committee Member

Type Name of Committee Member

Type Name of Program Chair

APPENDIX N

Sample Cover Sheet for the Abstract of the Dissertation

TITLE OF DISSERTATION HERE
All CENTERED AND UPPERCASE

Abstract of Dissertation

Submitted to the
Faculty of Argosy University Campus
College of Education
College of Business
College of Psychology and Behavioral Sciences
(select one)

in partial fulfillment of
the requirements for the degree of
Doctor of Education
Doctor of Business Administration
(select one)

by

Your Full Name

Argosy University

Month, Year

Chair: Dr. _____

Committee: Dr. _____

Dr. _____

Department: College of Education OR
College of Business OR
College of Psychology and Behavioral Sciences

APPENDIX O

How to Produce APA Style Tables in SPSS

How to Produce APA Style Tables in SPSS (10-15.0)

How to convert an existing table into APA style.

1. In the output window, double click on the table to go into the table edit mode.
2. From the Menu, select *format* and then *TableLooks*.
3. From the Menu, select the *academic* or *academic2* style.
4. Exit back to the output window. The table should be converted to an APA consistent format.

How to set SPSS to automatically format all tables in APA style from the start.

1. From the data window (spreadsheet), select *Edit* and then *Options* from the menu.
2. In the options Menu, click on the *Pivot Tables* folder.
3. Select the *academic* or *academic2* style and then click OK. All tables will now be produced using the selected format.

If you imported a table from SPSS and it has double lines above or below the table, the editors will accept the table, all tables in your document should be consistent. When a table is imported into Microsoft Word® from SPSS, it is no longer text, it is an image. If a change needs to be made to the table, it must be redone in SPSS and then imported into Microsoft Word® again.

APPENDIX P

Sample Table of Contents for the Dissertation

TABLE OF CONTENTS

	Page
List of Tables	vii
List of Figures	viii
Table of Appendixes	ix
CHAPTER ONE: THE PROBLEM	1
Problem Background	5
Purpose of the Study	23
Research Questions	27
Limitations and Delimitations	32
Definitions	33
Importance of the Study	36
CHAPTER TWO: REVIEW OF THE LITERATURE	37
Introduction	37
Literature Review	38
Subsection Heading	40
Subsection Heading	45
Next level (if there is one)	55
Subsection Heading	65
CHAPTER THREE: METHODOLOGY	68
Research Design	68
Selection of Subjects	70
Instrumentation	74
Measure #1	74
Measure #2	77
Assumptions	80
Procedures	82
Data Processing and Analysis	89
CHAPTER FOUR: FINDINGS	92
Restatement of the Purpose	92
Research Question One	94
Research Question Two	97
Research Question Three	101
Sub question A	102
Sub question B	104
CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	105
Summary	105
Conclusions	107

Major Question Related to Purpose	110
Major Question Related to Purpose	114

TABLE OF CONTENTS (Cont.)

	Page
Implications for Practice	120
Implications for Research	126
Recommendations	132
List of References	140
Table of Appendixes	
(Use a Table of Appendixes if the Dissertation includes more than 4 appendixes)	
Appendix A: Name of Appendix	142
Appendix B: Name of Appendix	143

APPENDIX Q

Sample Table of Tables

Table of Tables

Table	Page
1. Questionnaire Responses	42
2. Demographics of Subjects	44
3. ANOVA Comparison among Subjects	46
4. <i>t</i> -Test Ratings on Category X	56
5. Additional Responses as in the Smith Study (1993) for Seven Institutions ..	57

Note: A Table of Tables is required only if there are four or more tables included in the text.

APPENDIX R

Sample Table of Figures

Table of Figures

Figure	Page
1. Average of Most Effective Member Location	43
2. Frequency Bar Graph on Most Effective Member	45
3. Field Diagram of All Members	57
4. Field Diagram of Most Effective Members	68
5. Most Effective Members' Profiles	69

Note: A Table of Figures is required only if there are four or more figures in the text.

APPENDIX S

Sample Acknowledgements Page

Acknowledgements

The author would like to express sincere gratitude to committee members, Dr.XXXXXXXXXXX, Dr.XXXXXXXXXXX, and Dr.XXXXXXXXXXX for their invaluable support and guidance in the planning and implementation of this research project. The deepest appreciation is further offered to the managers and employees of ABC, DEF, GHI, and XYZ corporations or leaders or faculty at XYZ school or college for their participation in the research study. Without their contributions of time and resources, this study would not have been possible.

APPENDIX T

Sample Dedication Page

Dedication

To all the family members whose love and support
have helped turn this once lifelong dream into a shared reality.

APPENDIX U

Appendixes Cover Sheet

APPENDIXES

APPENDIX V

Individual Appendix Cover Sheet

APPENDIX ?

Name of Appendix

A sheet that is page numbered corresponding to the table of contents, and contains the name (in all capital letters) and the title of each appendix (in upper and lower case letters), should precede each appendix. The name and title should be centered and placed eight spaces (four double spaces) from the top margin. Each page of each appendix should have a page number.

APPENDIX W
Program Outcome Rubrics

EdD in Counseling Psychology with a concentration in Counselor Education and Supervision Program Rubric			
NOTE: Please consult with Campus Program Chair for campus-specific program outcomes and rubric.			
Student Name:		Rater Name:	
1 Unacceptable	2 Minimally Acceptable (Knowledge & Comprehension)	3 Good (Application and Analysis)	4 Excellent (Synthesis & Evaluation)
Goal 1: Effectively apply theories and practices of counselor supervision (Counselor Supervision):			
Fails to demonstrate or incorporate required basic counselor supervision skills and/or uses harmful strategies. Unable to identify skills and their purposes accurately. Shows little ability to reflect on or evaluate own abilities.	Demonstrates or incorporates many required counselor supervision skills, exhibits clear caring relationship, though lacking smoothness and efficiency. Accurately names supervisory skills and their purposes. Knows range of possible counselor supervision theories and practices that might be offered.	Demonstrates or incorporates all required counselor supervision skills, however without smoothness or confidence. Critically and accurately evaluates own supervisory skill delivery. Designs and plans for counselor supervision relevant to developmental level of supervisees and settings.	Demonstrates or incorporates all required counselor supervision skills smoothly and confidently. Critically and accurately evaluates own supervision skills demonstrating insight about connections between supervisory abilities and personal issues. Effectively applies theory so as to deliver quality, comprehensive counselor supervision .
Goal 2: Apply scientific foundations of counseling and scientific methodology to the design of research and analysis of counseling topics: case material, counselor education and counselor supervision (understanding, applying, and designing Quantitative and Qualitative Research):			
Fails to adequately evaluate and apply existing theory and research to counseling practice education, and supervision. Unable to design research.	Presents some theory and research that is relevant to counseling practice, education, and supervision, without the ability to organize, apply, or evaluate it. Identifies	Offers well-developed and organized presentation of theory and research that is relevant to counseling practice, education, and supervision, with some efforts to	Effectively evaluates and applies existing theory and research in an organized manner to counseling practice, education, and supervision, demonstrating originality and

	research strategies without being able to apply them situationally to counselor practice, education, and supervision.	critically evaluate and apply it. Designs research relevant to counseling practice, education, and supervision.	comprehensiveness. Designs excellent research strategies relevant to counseling practice education, and supervision.
Goal 3: Effectively apply theory pertaining to the principles and practice of counseling, career development, group work, systems, assessment and consultation (Advanced Practice/Assessment):			
Fails to distinguish among different counseling theories, or to apply theory to counseling conceptualization, practice, education or supervision. Unable to describe appropriate use of assessment data.	Demonstrates an understanding of different theories – key concepts, definition of problems and how they develop, counseling and assessment strategies, type of counseling relationship. Able to describe appropriate use of assessment data.	Effectively able to apply a variety of theoretical perspectives to case conceptualization, assessment, counseling practice, counselor education and supervision. Able to effectively apply assessment data to cases and counselor settings.	Critically evaluates the role of theory in conceptualization, assessment, practice, counselor education and supervision; weighs the benefits and drawbacks of using particular theoretical frameworks within particular settings and with diverse client populations, resulting in flexible and client-relevant application of theory.
Goal 4: Effectively apply instructional theory and methods relevant to counselor education (Counselor Education)			
Fails to distinguish among different instructional theories, or to apply theory to counselor education.	Demonstrates an understanding of different instructional theories – key concepts, definition of pedagogical issues, and instructional strategies.	Effectively able to apply a variety of instructional perspectives to the counselor education setting.	Critically evaluates the role of theory in counselor education; weighs the benefits and drawbacks of using particular instructional frameworks within particular settings and with diverse student populations, resulting in student learning outcomes being realized.
Goal 5: Commit to, demonstrate, and engage in ethical practice and ethical decision making strategies in counselor education and supervision, grounded in the ACA Code of Ethics as well as socially responsible practice and living (Ethics)			
Fails to demonstrate	Knows the ethical	Applies ethical	Evaluates and applies

<p>an understanding of ethical issues, apply ethical principles to practice, and/or demonstrate adequate personal responsibility.</p>	<p>and legal standards that are relevant to counseling practice, education, and supervision, and can report the steps in ethical decision making models.</p>	<p>standards to counseling practice, education, and supervision; applies ethical decision making models to resolving ethical dilemmas. Behaves in socially responsible and professional manner.</p>	<p>ethical standards to counseling cases, counselor education settings, and supervisory relationships reflectively and flexibly; thinks critically and comprehensively about ethical dilemmas that may arise in counseling situations; effectively applies ethical decision making models to resolving ethical dilemmas.</p>
<p>Goal 6: Demonstrate multicultural awareness, knowledge, and skills with regard to the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical, and mental status, local, regional, national, international perspective, and equity issues in counseling practice, counselor education, and supervision. (Social & Cultural Issues/Multicultural Competence):</p>			
<p>Fails to demonstrate awareness, knowledge, and skills about own or clients' cultures, and the impact of culture on the counseling relationship</p>	<p>Understands characteristics of own cultural groups, and identifies characteristics of other cultural groups.</p>	<p>Applies cultural awareness, knowledge, and skills to counseling practice. Identifies own and others' biases and racism.</p>	<p>Because of awareness that all of life and counseling is cultural, engages in ongoing evaluation of how to apply cultural awareness, knowledge, and skills to all of life and counseling. Proactively counters oppression wherever it is found.</p>
<p>Goal 7: Students will pursue personal development, including ongoing self reflection, growth in interpersonal skills, and openness to feedback (Self-Awareness).</p>			
<p>Fails to demonstrate self awareness, personal reflection, good interpersonal skills, or openness to feedback.</p>	<p>Beginning efforts at self reflection and hearing feedback that have resulted in increased self awareness. Some difficulty with assertion in conflict situations or in the face of others' strong and/or differing views.</p>	<p>Active use of self reflection and feedback to increase self awareness and interpersonal skills; clearly linking personal issues with counseling practice; able to fully dialogue with those with different views.</p>	<p>Exemplary depth of self reflection and use of feedback to increase self awareness and interpersonal skills; use of such awareness to overcome difficulties in counseling practice, education and supervision; creation of better products through fully inclusion of those</p>

			with differing views.
Goal 8: Using appropriate media and technology, present counseling information orally and in writing that is concise, organized, well supported, created in a professional manner, and appropriate to the audience (Written and Oral Presentation):			
Does not address the questions asked. Includes an unacceptable number of errors in organization, grammar, spelling, word choice, and/or APA mechanics. Fails to support assertions.	Acceptable level of organization, use of APA style, and clarity. Presents information relevant to counseling practice, education and supervision however, leaves out critical resources. Does not critically evaluate the material presented.	Presents substantive information in a concise, clear, organized, well-supported and professional manner. Clearly applies information to counseling practice, education and supervision.	Presents information in a concise, clear, organized, well-supported and professional manner. Comprehensively and substantively covers and critically evaluates multiple perspectives on a topic.

EdD Counseling Psychology Program Rubric			
Note: Please consult with Campus Program Chair for campus-specific program outcomes and rubric			
Student Name:		Rater Name:	
1 Unacceptable	2 Minimally Acceptable (Knowledge & Comprehension)	3 Good (Application and Analysis)	4 Excellent (Synthesis & Evaluation)
Goal 1: Effectively deliver – or arrange to be delivered or taught --a range of individual, couples, family, and group counseling, consultation, career, diagnostic, and assessment services toward the development of optimal psychological and interpersonal health (practice/skills):			
<p>Fails to demonstrate or incorporate required basic counseling skills and/or uses harmful strategies. Unable to identify skills and their purposes accurately. Shows little ability to reflect on or evaluate own abilities or programs.</p>	<p>Demonstrates or incorporates many required counseling skills, exhibits clear caring relationship, though lacking smoothness and efficiency. Accurately names skills and their purposes. Knows range of possible counseling services that might be offered.</p>	<p>Demonstrates or incorporates all required counseling skills, however without smoothness or confidence. Critically and accurately evaluates own skill delivery or program delivery. Designs counseling services relevant to clients and settings.</p>	<p>Demonstrates or incorporates all required counseling skills smoothly and confidently. Critically and accurately evaluates own skill and/or program delivery, demonstrating insight about connections between skill/program abilities and personal issues. Designs quality, comprehensive counseling programs.</p>
Goal 2: Apply scientific foundations of counseling and scientific methodology to the design of research and analysis of counseling topics, case material, and programs (understanding, applying, and designing research):			
<p>Fails to adequately evaluate and apply existing theory and research to counseling practice and programs. Unable to design research.</p>	<p>Presents some theory and research that is relevant to counseling practice and programs, without the ability to organize, apply, or evaluate it. Identifies research strategies without being able to apply them situationally.</p>	<p>Offers well-developed and organized presentation of theory and research that is relevant to counseling practice and programming, with some efforts to critically evaluate and apply it. Designs research relevant to counseling practice or programming.</p>	<p>Effectively evaluates and applies existing theory and research in an organized manner to counseling practice, demonstrating originality and comprehensiveness. Designs excellent research strategies relevant to counseling practice or programming.</p>

Goal 3: Interpret and apply core theory and research on human development, abnormal psychology, and counseling theories to all aspects of counseling practice and programming (theory applications):			
Fails to distinguish among different counseling theories, or to apply theory to counseling conceptualization, practice, or programming.	Demonstrates an understanding of different theories – key concepts, definition of problems and how they develop, counseling and assessment strategies, type of counseling relationship.	Effectively able to apply variety of theoretical perspectives to case conceptualization, counseling practice, and design of counseling programs.	Critically evaluates the role of theory in conceptualization, practice, and program design; weighs the benefits and drawbacks of using particular theoretical frameworks within particular settings and with diverse client populations, resulting in flexible and client-relevant application of theory.
Goal 4: Demonstrate commitment to a professional identity that includes appreciation for the historical and cultural context of counseling, incorporation of prevention and psychoeducational strategies, involvement in client and professional advocacy, and empowerment of clients toward optimal mental health (identity):			
Fails to identify with the counseling profession or to incorporate prevention, psychoeducation, advocacy, or an orientation toward client wellness as key components of counseling practice and programming.	Demonstrates an understanding of the key factors distinguishing counseling from other mental health professions and the contributions that these make to client welfare.	Proactively incorporates prevention, psychoeducation, advocacy, systemic understandings, and an orientation toward client wellness as key components of counseling practice. Identifies with the counseling profession.	Takes leadership and advocacy roles in counseling profession, actively creating comprehensive programs that incorporate prevention, psychoeducation, advocacy, or an orientation toward client wellness as key components of effective counseling services.
Goal 5: Commit to and engage in ethical practice and ethical decision making strategies, and socially responsible practice and living (ethics):			
Fails to demonstrate an understanding of ethical issues, apply ethical principles to practice, and/or demonstrate adequate personal responsibility.	Knows the ethical and legal standards that are relevant to counseling practice and programming; can report the steps in ethical decision making models.	Applies ethical standards to counseling practice; applies ethical decision making models to resolving ethical dilemmas. Behaves in socially responsible and	Evaluates and applies ethical standards to counseling cases, reflectively and flexibly; thinks critically and comprehensively about ethical dilemmas that may arise in counseling situations; effectively

		professional manner.	applies ethical decision making models to resolving ethical dilemmas.
Goal 6: Demonstrate multicultural awareness, knowledge, and skills, as applied to self, clients, the counseling relationship, organizations, and the larger society (diversity):			
Fails to demonstrate awareness, knowledge, and skills about own or clients' cultures, and the impact of culture on the counseling relationship	Understands characteristics of own cultural groups, and identifies characteristics of other cultural groups.	Applies cultural awareness, knowledge, and skills to counseling practice. Identifies own and others' biases and racism.	Because of awareness that all of life and counseling is cultural, engages in ongoing evaluation of how to apply cultural awareness, knowledge, and skills to all of life and counseling. Proactively counters oppression wherever it is found.
Goal 7: Students will pursue personal development, including ongoing self reflection, growth in interpersonal skills, and openness to feedback (self-awareness).			
Fails to demonstrate self awareness, personal reflection, good interpersonal skills, or openness to feedback.	Beginning efforts at self reflection and hearing feedback that have resulted in increased self awareness. Some difficulty with assertion in conflict situations or in the face of others' strong and/or differing views.	Active use of self reflection and feedback to increase self awareness and interpersonal skills; clearly linking personal issues with counseling practice; able to fully dialogue with those with different views.	Exemplary depth of self reflection and use of feedback to increase self awareness and interpersonal skills; use of such awareness to overcome difficulties in counseling practice/programming; creation of better products through fully inclusion of those with differing views.
Goal 8: Using appropriate media and technology, present counseling information orally and in writing that is concise, organized, well supported, created in a professional manner, and appropriate to the audience (written and oral presentation):			
Does not address the questions asked. Includes an unacceptable number of errors in organization, grammar, spelling, word choice, and/or APA mechanics. Fails to support assertions.	Acceptable level of organization, use of APA style, and clarity. Presents information relevant to counseling practice, however, leaves out critical resources. Does not critically evaluate the	Presents substantive information in a concise, clear, organized, well-supported and professional manner. Clearly applies information to counseling practice.	Presents information in a concise, clear, organized, well-supported and professional manner. Comprehensively and substantively covers and critically evaluates multiple perspectives on a topic.

	material presented.		
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Edd EL Dissertation Rubric	College of Education	Student #	
Student Name:			
Reader:		Date:	Average Rating:

Program Learning Outcome	1- Unacceptable	2-Emerging	3-Proficient	4-Exemplary
<p>1. Research and Theory:</p> <p>Educational Leaders make decisions based on research and supported theory. They use prominent research from best practices and other contextual data to make recommendations about organizational operations, curriculum, assessment, and professional development.</p>	<p>The dissertation does not demonstrate adequate design, a theoretical framework, and application and defense of appropriate research methodology.</p> <p>The dissertation does not utilize proper citations pertinent to the field of study.</p> <p>The dissertation is not comprehensive in its format, does not demonstrate originality in the details, and does not contribute to the field of study.</p>	<p>The dissertation demonstrates marginal design, a theoretical framework, and application and defense of appropriate research methodology.</p> <p>The dissertation utilizes some citations incorporating current, prominent, and scholarly research resources.</p> <p>The dissertation is lacking in its format, demonstrates originality in the details, and indicates a contribution to the field of study.</p>	<p>The dissertation demonstrates appropriate design, a theoretical framework, and application and defense of appropriate research methodology.</p> <p>The dissertation utilizes adequate citations incorporating current, prominent, and scholarly research resources.</p> <p>The dissertation is satisfactory in its format, demonstrates originality in the details, and indicates a contribution to the field of study.</p>	<p>The dissertation demonstrates exemplary design, a theoretical framework, and application and defense of appropriate research methodology.</p> <p>The dissertation utilizes extensive citations incorporating current, prominent, and scholarly research resources.</p> <p>The dissertation is comprehensive in its format, demonstrates originality in the details, and indicates a contribution to the field of study.</p>

<p>2. Communication and Informational Literacy:</p> <p>Educational leaders effectively communicate a vision of educational excellence to the learning community. They demonstrate multiple literacies (i.e., oral and written communication, information technology skills) to effectively support such communication.</p>	<p>The dissertation does not cite sources in correct APA style. It is not clear, concise, organized, or supported in adherence with APA style and the Argosy University Dissertation Guide. Some references are cited parenthetically and included in the reference list. Improper use of direct quotations.</p> <p>Final oral defense does not address the questions, methodology, results, conclusion and recommendations of the study.</p>	<p>The dissertation marginally cites sources in correct APA style. It is somewhat clear, concise, organized, and supported in adherence with APA style and the Argosy University Dissertation Guide. Most references are cited parenthetically and included in the reference list. Improper use of direct quotations.</p> <p>Final oral defense somewhat addresses the questions, methodology, results, conclusion and recommendations of the study.</p>	<p>The dissertation adequately cites sources in correct APA style. It is mostly clear, concise, organized, and well supported in adherence with APA style and the Argosy University Dissertation Guide. All references are cited parenthetically and included in the reference list. Proper use of direct quotations.</p> <p>Final oral defense mostly addresses the questions, methodology, results, conclusion and recommendations of the study.</p>	<p>The dissertation fully cites sources in correct APA style. It is clear, concise, organized, and well supported in adherence with APA style and the Argosy University Dissertation Guide. All references are cited parenthetically and included in the reference list. Proper use of direct quotations.</p> <p>Final oral defense addresses the questions, methodology, results, conclusion and recommendations of the study.</p>
<p>3. Critical Thinking and Problem Solving:</p> <p>Educational leaders develop systems that monitor their own thinking and reflect on past and present practices in analyzing complex educational issues and evaluating potential solutions.</p>	<p>The student's responses do not address an educational problem and/or are based on opinion without support of appropriate research.</p>	<p>The dissertation fully presents relevant research addressing a broad range of views on the educational topic.</p>	<p>The dissertation adequately analyzes an educational problem by gathering and assessing relevant information, diagnosing the underlying causes, considering and evaluating possible alternatives, and determining and defending an appropriate, well-reasoned solution or course of action.</p>	<p>The dissertation fully analyzes an educational problem by gathering and assessing relevant information, diagnosing the underlying causes, considering and evaluating possible alternatives, and determining and defending an appropriate, well-reasoned solution or course of action.</p>

<p>4. Collaboration:</p> <p>Educational leaders promote democratic values by respecting the ideas and talents of those with whose care they are charged. They seek continuous improvement and use their knowledge and skills to collaborate with various stakeholders and constituencies of the educational community.</p>	<p>The student does not work collaboratively with the dissertation committee.</p> <p>The student is not receptive to diverse opinions of the dissertation committee.</p>	<p>The student demonstrates minimal collaboration with the dissertation committee, including infrequent communication and responses to feedback.</p> <p>The student is minimally receptive to diverse opinions of the dissertation committee.</p>	<p>The student demonstrates adequate collaboration with the dissertation committee, including communication and responses to feedback.</p> <p>The student is mostly receptive to diverse opinions of the dissertation committee.</p>	<p>The student demonstrates exemplary collaboration with the dissertation committee, including frequent communication and prompt responses to feedback.</p> <p>The student is fully receptive to diverse opinions of the dissertation committee.</p>
<p>5. Leadership:</p> <p>Educational leaders have an evolved leadership style that supports the development of others, is harmonious with democratic principles and best educational practices, and focuses on student achievement as the ultimate goal of the learning community. They provide leadership at the institutional, state, and national levels in various roles and responsibilities.</p>	<p>The student does not demonstrate leadership ability and skills in directing the process to the dissertation's completion.</p> <p>The dissertation does not explain data collection and analysis techniques.</p>	<p>The student minimally demonstrates leadership ability and skills in directing the process to the dissertation's completion.</p> <p>The dissertation minimally explains data collection and analysis techniques, resulting in data-driven conclusions and recommendation.</p>	<p>The student mostly demonstrates leadership ability and skills in directing the process to the dissertation's completion.</p> <p>The dissertation mostly explains data collection and analysis techniques, resulting in data-driven conclusions and recommendation.</p>	<p>The student fully demonstrates leadership ability and skills in directing the process to the dissertation's completion.</p> <p>The dissertation fully explains data collection and analysis techniques, resulting in data-driven conclusions and recommendation.</p>
<p>6. Ethics and Principles:</p> <p>Educational leaders are bold in exhibiting and expecting accountability in integrity, fairness, and ethical behavior. They demonstrate the ability to combine impartiality, sensitivity, and concern for others in dealing with all constituencies.</p>	<p>The student does not comply with the IRB guidelines including confidentiality, integrity, ethical behaviors, and respect for participants.</p> <p>The dissertation is not an original work of the student as evidenced by plagiarism detection software.</p> <p>The research biases are not disclosed in the methodology section of</p>			<p>The student fully complies with the IRB guidelines including confidentiality, integrity, ethical behaviors, and respect for participants.</p> <p>The dissertation is original work of the student as evidenced by plagiarism detection software.</p> <p>The researcher biases are disclosed in the methodology section of the dissertation.</p>

	the dissertation.			
<p>7. Diversity:</p> <p>Educational leaders appreciate the value of every individual and are committed to their success. They implement educational policies and instructional practices that reflect cultural diversity.</p>	The dissertation does not present relevant research addressing the educational topic.	The dissertation presents somewhat relevant research addressing a narrow range of views on the educational topic.	The dissertation presents mostly relevant research addressing a diverse range of views on the educational topic.	The dissertation presents fully relevant research addressing a diverse range of views on the educational topic.
8.0 Internship Not Applicable				
<p>9. Interpersonal Effectiveness:</p> <p>Educational Leaders demonstrate positive relationship skills that promote personal and ethical professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.</p>	Student does not demonstrate effective speaking and empathic listening skills at the oral defense.	Student does not adequately demonstrate effective speaking and empathic listening skills at the oral defense.	Student mostly demonstrates effective speaking and empathic listening skills at the oral defense.	Student demonstrates effective speaking and empathic listening skills at the oral defense.

Edd IL Dissertation Rubric	College of Education	Student #	
Student Name:			
Reader:		Date:	Average Rating:

Program Learning Outcome	1- Unacceptable	2-Emerging	3-Proficient	4-Exemplary
<p>1. Research and Theory:</p> <p>Instructional Leaders make decisions based on research and supported theory. They use prominent research from best practices and other contextual data to make recommendations about organizational operations, curriculum, assessment, and professional development.</p>	<p>The dissertation does not demonstrate adequate design, a theoretical framework, and application and defense of appropriate research methodology.</p> <p>The dissertation does not utilize proper citations pertinent to the field of study.</p> <p>The dissertation is not comprehensive in its format, does not demonstrate originality in the details, and does not contribute to the field of study.</p> <p>.</p>	<p>The dissertation demonstrates marginal design, a theoretical framework, and application and defense of appropriate research methodology.</p> <p>The dissertation utilizes some citations incorporating current, prominent, and scholarly research resources.</p> <p>The dissertation is lacking in its format, demonstrates originality in the details, and indicates a contribution to the field of study.</p>	<p>The dissertation demonstrates appropriate design, a theoretical framework, and application and defense of appropriate research methodology.</p> <p>The dissertation utilizes adequate citations incorporating current, prominent, and scholarly research resources.</p> <p>The dissertation is satisfactory in its format, demonstrates originality in the details, and indicates a contribution to the field of study.</p>	<p>The dissertation demonstrates exemplary design, a theoretical framework, and application and defense of appropriate research methodology.</p> <p>The dissertation utilizes extensive citations incorporating current, prominent, and scholarly research resources.</p> <p>The dissertation is comprehensive in its format, demonstrates originality in the details, and indicates a contribution to the field of study.</p>
<p>2. Communication and Informational Literacy:</p> <p>Instructional leaders effectively communicate a vision of educational excellence to the learning community. They demonstrate multiple literacies (i.e., oral and written communication, information technology skills) to effectively support such</p>	<p>The dissertation does not cite sources in correct APA style. It is not clear, concise, organized, or supported in adherence with APA style and the Argosy University Dissertation Guide. Some references are cited parenthetically and included in the reference list. Improper use of direct quotations.</p> <p>Final oral defense does not address the questions, methodology, results,</p>	<p>The dissertation marginally cites sources in correct APA style. It is somewhat clear, concise, organized, and supported in adherence with APA style and the Argosy University Dissertation Guide. Most references are cited parenthetically and included in the reference list. Improper use of direct quotations.</p> <p>Final oral defense somewhat addresses the questions,</p>	<p>The dissertation adequately cites sources in correct APA style. It is mostly clear, concise, organized, and well supported in adherence with APA style and the Argosy University Dissertation Guide. All references are cited parenthetically and included in the reference list. Proper use of direct quotations.</p> <p>Final oral defense mostly addresses the questions,</p>	<p>The dissertation fully cites sources in correct APA style. It is clear, concise, organized, and well supported in adherence with APA style and the Argosy University Dissertation Guide. All references are cited parenthetically and included in the reference list. Proper use of direct quotations.</p> <p>Final oral defense addresses the questions, methodology, results,</p>

<p>communication.</p>	<p>conclusion and recommendations of the study.</p>	<p>methodology, results, conclusion and recommendations of the study.</p>	<p>methodology, results, conclusion and recommendations of the study.</p>	<p>conclusion and recommendations of the study.</p>
<p>3. Critical Thinking and Problem Solving:</p> <p>Instructional leaders develop systems that monitor their own thinking and reflect on past and present practices in analyzing complex educational issues and evaluating potential solutions.</p>	<p>The student's responses do not address an educational problem and/or are based on opinion without support of appropriate research.</p>	<p>The dissertation fully presents relevant research addressing a broad range of views on the educational topic.</p>	<p>The dissertation adequately analyzes an educational problem by gathering and assessing relevant information, diagnosing the underlying causes, considering and evaluating possible alternatives, and determining and defending an appropriate, well-reasoned solution or course of action.</p>	<p>The dissertation fully analyzes an educational problem by gathering and assessing relevant information, diagnosing the underlying causes, considering and evaluating possible alternatives, and determining and defending an appropriate, well-reasoned solution or course of action.</p>
<p>4. Collaboration:</p> <p>Instructional leaders promote democratic values by respecting the ideas and talents of those with whose care they are charged. They seek continuous improvement and use their knowledge and skills to collaborate with various stakeholders and constituencies of the educational community.</p>	<p>The student does not work collaboratively with the dissertation committee.</p> <p>The student is not receptive to diverse opinions of the dissertation committee.</p>	<p>The student demonstrates minimal collaboration with the dissertation committee, including infrequent communication and responses to feedback.</p> <p>The student is minimally receptive to diverse opinions of the dissertation committee.</p>	<p>The student demonstrates adequate collaboration with the dissertation committee, including communication and responses to feedback.</p> <p>The student is mostly receptive to diverse opinions of the dissertation committee.</p>	<p>The student demonstrates exemplary collaboration with the dissertation committee, including frequent communication and prompt responses to feedback.</p> <p>The student is fully receptive to diverse opinions of the dissertation committee.</p>

<p>5. Leadership:</p> <p>Instructional leaders have an evolved leadership style that supports the development of others, is harmonious with democratic principles and best educational practices. They synthesize and merge curriculum and instructional theory to design, implement, and assess instructional programs leading to improved student achievement.</p>	<p>The student does not demonstrate leadership ability and skills in directing the process to the dissertation's completion.</p> <p>The dissertation does not explain data collection and analysis techniques.</p>	<p>The student minimally demonstrates leadership ability and skills in directing the process to the dissertation's completion.</p> <p>The dissertation minimally explains data collection and analysis techniques, resulting in data-driven conclusions and recommendation.</p>	<p>The student mostly demonstrates leadership ability and skills in directing the process to the dissertation's completion.</p> <p>The dissertation mostly explains data collection and analysis techniques, resulting in data-driven conclusions and recommendation.</p>	<p>The student fully demonstrates leadership ability and skills in directing the process to the dissertation's completion.</p> <p>The dissertation fully explains data collection and analysis techniques, resulting in data-driven conclusions and recommendation.</p>
<p>6. Ethics and Principles:</p> <p>Instructional leaders are bold in exhibiting and expecting accountability in integrity, fairness, and ethical behavior. They demonstrate the ability to combine impartiality, sensitivity, and concern for others in dealing with all constituencies.</p>	<p>The student does not comply with the IRB guidelines including confidentiality, integrity, ethical behaviors, and respect for participants.</p> <p>The dissertation is not an original work of the student as evidenced by plagiarism detection software.</p> <p>The research biases are not disclosed in the methodology section of the dissertation.</p>			<p>The student fully complies with the IRB guidelines including confidentiality, integrity, ethical behaviors, and respect for participants.</p> <p>The dissertation is original work of the student as evidenced by plagiarism detection software.</p> <p>The researcher biases are disclosed in the methodology section of the dissertation.</p>

<p>7. Diversity:</p> <p>Instructional leaders appreciate the value of every individual and are committed to their success. They implement educational policies and instructional practices that reflect cultural diversity.</p>	<p>The dissertation does not present relevant research addressing the educational topic.</p>	<p>The dissertation presents somewhat relevant research addressing a narrow range of views on the educational topic.</p>	<p>The dissertation presents mostly relevant research addressing a diverse range of views on the educational topic.</p>	<p>The dissertation presents fully relevant research addressing a diverse range of views on the educational topic.</p>
<p>8.0 Internship Not Applicable</p>				
<p>9. Interpersonal Effectiveness:</p> <p>Educational Leaders demonstrate positive relationship skills that promote personal and ethical professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.</p>	<p>Student does not demonstrate effective speaking and empathic listening skills at the oral defense.</p>	<p>Student does not adequately demonstrate effective speaking and empathic listening skills at the oral defense.</p>	<p>Student mostly demonstrates effective speaking and empathic listening skills at the oral defense.</p>	<p>Student demonstrates effective speaking and empathic listening skills at the oral defense.</p>

Class Number:	College of Business and Information Technology Rubric	Class Name:	Rubric Average:
Session Number		Student #	
Student Name:		Date:	
Rater:		FINAL GRADE:	

Category	1- Unacceptable	2- Marginal	3- Satisfactory Knowledge & Comprehension	4- Good Application & Analysis	5- Excellent Synthesis & Evaluation
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<p>1a. Research Performing— Designs, conducts and justifies applied research in a business context using appropriate methodology</p>	<p>Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.</p>	<p>The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken together, they result in a low-scored paper</p>	<p>A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.</p>	<p>A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.</p>	<p>An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.</p>
<p>1b. Research Understanding— Evaluates and applies existing theory and research to current business practice.</p>	<p>Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.</p>	<p>The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken together, they result in a low-scored paper</p>	<p>A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.</p>	<p>A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.</p>	<p>An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.</p>
<p>2a. Communication, Oral—Presents orally, complex business information that is concise, clear, organized, and well supported in a professional manner appropriate to the context.</p>	<p>Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone</p>	<p>The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-</p>	<p>A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.</p>	<p>A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these</p>	<p>An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive</p>

	and/or APA mechanics.	up. Taken together, they result in a low-scored paper		topics well.	in its format.
2b. Communication, Written — Presents in writing, complex information that is concise, clear, organized, and well supported in a professional manner appropriate to the business context using the required format.	Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.	The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken together, they result in a low-scored paper	A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.	A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.	An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.
3a. Critical Thinking - Evaluates the relevance of established theory to current business practice and identifies gaps in the current literature.	Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.	The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken together, they result in a low-scored paper	A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.	A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.	An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.

<p>3b. Problem Solving—Given a business situation, diagnoses the underlying causes of the situation, evaluates the possible solutions, in relation to underlying business theory and determines the appropriate course of action.</p>	<p>Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.</p>	<p>The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken together, they result in a low-scored paper</p>	<p>A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.</p>	<p>A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.</p>	<p>An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.</p>
<p>COMPETENCIES RELATED TO ACCOUNTING:</p>					
<p>4a. Financial Analysis - Evaluates the results of accounting analyses including audit, financial and risk analyses to determine appropriate business strategies.</p>	<p>Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.</p>	<p>The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken together, they result in a low-scored paper</p>	<p>A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.</p>	<p>A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.</p>	<p>An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.</p>

<p>4b. Systems - Evaluates effectiveness of comprehensive accounting systems in meeting the goals of an organization.</p>	<p>Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.</p>	<p>The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken together, they result in a low-scored paper</p>	<p>A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.</p>	<p>A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.</p>	<p>An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.</p>
<p>COMPETENCIES RELATED TO INTERNATIONAL BUSINESS:</p>					
<p>5a. Global Economic & Regulatory Environment - Global Economy - Evaluates the elements of global economics, trade laws, and the complexities of globalization in view of organizational strategy.</p>	<p>Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.</p>	<p>The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken together, they result in a low-scored paper</p>	<p>A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.</p>	<p>A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.</p>	<p>An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.</p>
<p>5b. Global Organizational Context - Global & Multinational business practices: Evaluates international business practices within multinational organizations.</p>	<p>Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization,</p>	<p>The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However,</p>	<p>A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.</p>	<p>A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well</p>	<p>An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect</p>

	development, word choice, style, tone and/or APA mechanics.	many minor errors were demonstrated in the write-up. Taken together, they result in a low-scored paper		developed. It may have a minor error, but basically it covers these topics well.	uncovered. The write-up shows originality in the details and is comprehensive in its format.
COMPETENCIES RELATED TO INFORMATION SYSTEMS:					
6a. Organizational Constructs system: — (1) Evaluates the effectiveness of an organization's IT resources including personnel, in meeting the goals of an organization.	Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.	The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken together, they result in a low-scored paper	A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.	A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.	An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.
6b. Organizational Constructs system: — (2) Evaluates, selects and justifies appropriate software and hardware for a given business situation.	Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.	The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken together, they result in a low-scored paper	A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.	A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.	An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.

<p>6c. Systems Planning - Formulates a comprehensive plan to integrate IT solutions into organizational strategy.</p>	<p>Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.</p>	<p>The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken together, they result in a low-scored paper</p>	<p>A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.</p>	<p>A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.</p>	<p>An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.</p>
COMPETENCIES RELATED TO MANAGEMENT:					
<p>7a. Strategic Planning - Develops clear initiatives to assist a business in reaching its goals in a changing environment.</p>	<p>Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.</p>	<p>The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken together, they result in a low-scored paper</p>	<p>A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.</p>	<p>A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.</p>	<p>An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.</p>
<p>7b. Resource Management - Motivation, coaching, and delegating - Evaluates the potential effectiveness of a leadership strategy for training, coaching, delegating and</p>	<p>Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development,</p>	<p>The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor</p>	<p>A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.</p>	<p>A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a</p>	<p>An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows</p>

<p>motivating and applies those concepts within a specific organizational context.</p>	<p>t, word choice, style, tone and/or APA mechanics.</p>	<p>errors were demonstrated in the write-up. Taken together, they result in a low-scored paper</p>		<p>minor error, but basically it covers these topics well.</p>	<p>originality in the details and is comprehensive in its format.</p>
COMPETENCIES RELATED TO MARKETING:					
<p>8a. Strategic Marketing - Analyzes the foundation and development of marketing theory in relationship to modern marketing planning and practice.</p>	<p>Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.</p>	<p>The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken together, they result in a low-scored paper</p>	<p>A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.</p>	<p>A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.</p>	<p>An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.</p>
<p>8b. Application and Practice - Evaluates current marketing and consumer behavior and practice relative to theoretical models found in the literature.</p>	<p>Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.</p>	<p>The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken together, they result in a low-scored paper</p>	<p>A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.</p>	<p>A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.</p>	<p>An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.</p>

APPENDIX X

Dissertation Binding Process

The Dissertation Binding Process

After permission is given to the student to have copies bound of the completed dissertation, the student may submit the dissertation document to the Campus Library or to the bindery to have it bound. The student is required to have at least one copy bound, which is then submitted to the library at the student's home campus (some campuses require two). The student may also be required to provide a bound copy for the Department as well. An optional third copy for the Dissertation Chair is a final consideration. Students may order as many bound copies as they wish for others they may want to present with one.

The student must provide to the Campus Library or to the bindery as many copies as is wished to have bound, delivered in person, or sent via delivery service to the bindery. The Program Chair or campus librarian will provide the name and contact information of the bindery,

The official color for the cover of bound copies for business is maroon with gold imprint and text. The official color for the cover of bound copies for education is blue with gold imprint and text. The official color for the psychology and behavioral sciences is black.

The information that follows refers to the following page that provides formatting for binding. NOTE: Imprints could vary by campus. Students must check with their home campus for specifics on imprints on bound copies.

On the spine of the bound copy there should appear an abbreviated title of the dissertation, the degree initials, the last name of the student, and the words "Argosy University," as well as the year. In addition, students must obtain the volume number to

be assigned to the copy from the librarian, and that volume number should appear at the bottom of the spine. On the front cover of the bound volume there should appear the full title of the dissertation, the student's full name, the name Argosy University and the year. Campus-specific information about binderies, prices, and other particulars may be obtained at the appropriate office on each campus. Samples for the spine and cover are provided by each individual campus.