EDLR
GUIDE TO PROPOSALS AND DISSERTATIONS

Educational Leadership Program
College of Education
Seattle University

Loyola Hall
901 12th Ave
P.O. Box 222000
Seattle, WA 98122-1090
(206) 296-5750

“Preparing ethical, reflective, culturally competent professionals who lead with integrity, embrace diversity, and advance social justice in an interdependent world.”

Updated: March 2015
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The EDLR program reserves the right to change at any time any policies and procedures in the EDLR Guide to Proposals and Dissertations or in the EDLR Student Handbook. Note that any new or revised policies and procedures will be required for all EDLR students regardless of their program status—all changes will apply to all EDLR students regardless of when matriculation occurred—unless students explicitly are notified of exceptions. The most current version of this document is available on the EDLR program website at the following URL: http://www.seattleu.edu/education/edlr/resources/
Welcome to the world of scholarly research! You are joining a tradition of inquiry grounded by sound reasoning, thoughtful argument, and rigorous critique toward designing studies that produce credible findings. What matters most in research? Perhaps ultimately it is confidence in results—knowing that outcomes are useful for making decisions and taking actions to positively impact the world.

Standards of Practice for Dissertation Research

Conducting research as a student in a doctoral program, a faculty member in higher education, or a practitioner in the field means that you join a community of scholars—one that expects clarity and precision, transparency and openness to public scrutiny, logic and control for personal bias, verification of findings and a tentative stance toward conclusions that change as new discoveries emerge over time. Whether planning to conduct basic, applied, evaluation, or action research (four broad approaches each for different purposes), carrying out an investigation in the social and behavioral sciences requires rigorous standards of ethical and methodological practice that ultimately determine the credibility, and therefore usefulness, of the results. Such standards are commonly expected in scholarly and professional disciplines. In fact, studies that do not meet methodological standards simply are not credible—nor are the results reliable or useful—and studies that do not meet ethical standards should never be conducted. Your dissertation constitutes serious research and, therefore, must meet the rigorous standards for conducting sound research.

Fatal flaws will block progress, so avoid them at all costs! Fatal flaws occur when unsubstantiated assumptions, indefensible designs, or inappropriate procedures go unchecked. In doctoral research, this will mean “back to the drawing board” because a fatally flawed study will discredit results, making findings invalid, unreliable, or unworthy for any type of real-world application. Research is far too intense—requiring sustained commitment, energy, time, resources—to put results at risk by not attending to design issues that will increase strengths and decrease limitations in using results.

Why focus on fatal flaws now? Unlike other schoolwork, quality research is much more than completing an assignment or project for a course. A course assignment or project is submitted to the instructor at the end of the term and is finished, evaluated, done—regardless of the grade. In contrast, your dissertation research will require rounds of planning until high standards of scholarly inquiry are achieved and rounds of writing and editing until your dissertation presents the level of precision, detail, and clarity that the scholarly community at large expects. Fatal flaws are not allowed! The challenge is to keep the process moving forward constructively—realizing that your targeted timeline for finishing may need to be adjusted if additional time is needed to deal with issues that may become fatal flaws. College of Education faculty want you to finish your doctorate expediently and will assist you in doing so—but also want you to be aware that integrity in the dissertation process reigns supreme and requires sound research—so “keep your eyes on that prize” to assure forward progress from the start!
Purpose of this Guide

The purpose of this *EDLR Guide to Proposals and Dissertations* is to assist you through the process of conducting and reporting sound research toward earning your doctorate. This *Guide* provides important information vital to “staying on track” by describing all dissertation requirements and providing charts, templates, and samples relevant to dissertation research. It also includes copies of the paperwork you will need to file along the way—i.e., “D” forms for each approval needed in your *dissertation* journey (see Appendix I) and “F” forms for final submissions to the EDLR program office after the dean ultimately approves your dissertation.

Read this *Guide* carefully—get to know it well. Mark key pages—return to it frequently. Have it on hand when you meet with faculty mentors—consider it to be an essential source of support toward keeping your dissertation research experience moving forward productively!

Your Scholarly Legacy

Finally, a word about legacy: What will you leave for others once your doctoral research is complete? In a tangible way, your dissertation becomes a major part of your legacy—it speaks to your reputation and reflects your competence, as well as that of the ELDR program, College of Education, and Seattle University. We all stand on “tall shoulders”—those whose discoveries ground our daily practice by offering valid theories for decision making, keen insights into experience, and clear pathways for effectiveness. As a researcher in this doctoral program, you also have the opportunity to provide “tall shoulders” upon which others will be able to stand by conducting research that will add new data and important findings to what we know about leadership in various contexts for varied purposes. Advancing your research as it relates to leadership through sound research will be a legacy that will make you (and all of us) proud!

We, the College of Education faculty at Seattle University, care about you and your success as a researcher—and are committed to creating experiences that will support your efforts. May your dissertation research take you and all those who will benefit from it to new horizons. Let’s begin!
## Section 2: Educational Leadership (EDLR) Program Office

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<th>Administrative Assistant</th>
<th>EDLR Governance Committee</th>
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<tr>
<td><a href="mailto:edlr@seattleu.edu">edlr@seattleu.edu</a></td>
<td>• Laurie Stevahn, PhD</td>
</tr>
<tr>
<td>Tel (206) 296-5750</td>
<td>EDLR Program Leadership Faculty: EDLR Research Methods</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>EDLR Concentration Coordinator: General <a href="mailto:stevahnl@seattleu.edu">stevahnl@seattleu.edu</a></td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>• John Jacob Zucker Gardiner, PhD</td>
</tr>
<tr>
<td>College of Education</td>
<td>EDLR Program Leadership Faculty</td>
</tr>
<tr>
<td>Seattle University</td>
<td><a href="mailto:gardiner@seattleu.edu">gardiner@seattleu.edu</a></td>
</tr>
<tr>
<td>901 12th Avenue P.O. Box 222000</td>
<td>• John Chattin-McNichols, PhD</td>
</tr>
<tr>
<td>Seattle, WA 98122-1090</td>
<td>EDLR Quantitative Methods</td>
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<td></td>
<td><a href="mailto:jcm@seattleu.edu">jcm@seattleu.edu</a></td>
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<tr>
<td></td>
<td>• Jeremy Stringer, PhD</td>
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<tr>
<td></td>
<td>EDLR Concentration Coordinator: Adult, Post-Secondary, and Higher Education</td>
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<td></td>
<td><a href="mailto:stringer@seattleu.edu">stringer@seattleu.edu</a></td>
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<td>• Kevin Roessger, PhD</td>
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<td>EDLR Concentration Coordinator: Adult, Post-Secondary, and Higher Education</td>
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<td></td>
<td><a href="mailto:roessgek@seattleu.edu">roessgek@seattleu.edu</a></td>
</tr>
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<td></td>
<td>• Tana Hasart, EdD</td>
</tr>
<tr>
<td></td>
<td>College of Education Consultant &amp; Visiting EDLR Program Leadership Faculty</td>
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<td><a href="mailto:hasartt@seattleu.edu">hasartt@seattleu.edu</a></td>
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Section 3: Commencement and Graduation Requirements and Deadlines

Commencement is walking across the stage in cap and gown to be hooded as doctor of education and congratulated for achievements in your doctoral program. Note: Commencement is not the same as graduation. Commencement is the official Seattle University ceremony that takes place each year in June to acknowledge and celebrate those who recently have or soon will graduate.

The 2014-2015 Graduate Catalog indicates: “Doctor of Education/Education Leadership (EDLR) students who have not completed their dissertation and have more than 6 quarter credits remaining in their program requirements are not eligible to participate in commencement.” This means that to participate in commencement you must:

1. Submit to the Registrar’s Office via SUOnline an application for graduation no later than November 1 prior to the June ceremony—this application will generate a letter from the Registrar’s Office listing all unmet requirements that need to be completed to earn your doctoral degree, which will determine if you qualify to participate in commencement.
2. Have 6 credits (or fewer) remaining in your EDLR program requirements at the end of spring quarter and meet the grade point standards for the EDLR degree program.
3. Have defended your dissertation successfully; your D6 Form is signed by everyone on your dissertation committee and is on file in the EDLR program office by May 1.

Graduation is earning your doctor of education degree by successfully completing all degree requirements on your EDLR Program of Study (yes—this means everything—including all coursework, internships, comprehensive exams, dissertation research—absolutely all requirements specified by the program for the doctoral degree!). Note: Graduation is not the same as commencement. Graduation occurs in the quarter in which your doctor of education degree is officially posted on your transcript, which designates successful completion of your EDLR Program of Study, and officially enables you to be called “doctor” ever after!

The 2012-2013 Graduate Catalog indicates that students must submit to the Registrar’s Office via SUOnline an application for graduation by the following deadlines:

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<th>Graduation Quarter</th>
<th>Application Deadline</th>
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<tr>
<td>Winter</td>
<td>October 1</td>
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<tr>
<td>Spring</td>
<td>November 1</td>
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<tr>
<td>Summer</td>
<td>February 1</td>
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<td>Fall</td>
<td>February 1</td>
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Section 4: Overview of the Research Proposal/Dissertation Process

Plotting Your Pathway

The following appendices contain information useful for successfully plotting your pathway through the research proposal/dissertation process.

**APPENDIX A** provides a map that chronologically shows the major steps in the proposal/dissertation process and all approvals needed for successful completion.

**APPENDIX B** provides a chart that chronologically lists the major steps in the proposal/dissertation process, along with all required paperwork (“D” forms) and notes/considerations for successful completion. Refer to this chart frequently—keep it in a place readily accessible.

Planning Your Progress

Your doctoral research likely will go more smoothly when you plan the process over time and pay attention to calendar and timeline requirements. The proposal/dissertation process is challenging because, similar to well-planned excursions, “unexpected bumps in the road” can (and often do) occur. To make the process as smooth as possible, take the following “travel tips” to heart.

**Seattle University Yearly Academic Calendar**

The Seattle University Academic Calendar is available online; access and print it each year. Note that the yearly academic calendar begins in summer and ends in spring—i.e., the academic year consists of Summer, Fall, Winter, and Spring Quarters. Your doctoral research likely will go more smoothly when you:

1. Synchronize your personal/professional calendar to Seattle University’s quarterly calendar—know the date when classes begin and end each quarter, as well as observed holidays; you can work on your doctoral research *between quarters and during holidays* (and probably will need to do so to keep your research process moving forward), but assume that faculty will be on break and therefore not available.

2. Map your desired proposal/dissertation timeline across your calendar and insert important deadline dates, such as when you need to (a) file various dissertation “D” forms; (b) submit materials for the proposal defense, IRB review/approval, dissertation defense, EDLR program director review/approval, and dean’s review/approval; and (c) file your *application for graduation* to participate in commencement (walk in the ceremony) and/or graduate (all requirements completed; degree posted).

3. Schedule blocks of time regularly for working on your proposal/dissertation—just as you mark other important personal/professional dates/times on your calendar.

4. Update your calendar frequently by revising target dates as appropriate and inserting corresponding deadline dates as necessary.
Timeline for EDLR Program Director Review of Proposals/Dissertations

Once you successfully defend your proposal/dissertation and your doctoral committee chair verifies that you have made all required revisions, then you submit the final version \textit{electronically} (email) to the EDLR program director for review and approval. You will move faster through this review/approval process when your proposal/dissertation is perfect (or nearly so)—which means proofread carefully! \textbf{Note:} The EDLR program director will conduct reviews during regularly scheduled quarters—\textit{not} during university breaks between quarters or observed holidays.

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<th>Submit Proposal/Dissertation to the EDLR Program Director for Review (electronic copy)</th>
<th>Receive Approval or Feedback and Required Revisions</th>
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<td>First half of any quarter</td>
<td>Second half of that quarter (can resubmit the next quarter)</td>
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<tr>
<td>Second half of any quarter</td>
<td>First half of the next quarter (can resubmit the second half of quarter received)</td>
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\textbf{Note:} Summer Quarter is 8 weeks total; Fall, Winter, and Spring Quarters are each 10 weeks total.

\textbf{CCCLAP stand UP}

What does this mean? Why is this important? CCCLAP stand UP is an acronym to remind you that anytime you submit your proposal/dissertation to your doctoral committee for defense or the EDLR program director for review, it should be \textit{complete, clear, concise, logical, accurate, precise}, use language that is \textit{unbiased} and put \textit{people} first—as specified in the \textit{Publication Manual of the American Psychological Association} (2009)—in addition to being in APA/EDLR style/format. This will keep you moving forward in a timely way!

\textbf{Your Dissertation Journey in the EDLR Program: A Sample Scenario}

- **First Summer → EDLR 6000 Leadership**
  Begin to explore and identify your research interests \textit{relevant to leadership} by writing a \textit{Dissertation Idea Paper}. This will help you begin to narrow and hone your research topic. You are earning an educational leadership doctorate; therefore, you must choose a dissertation topic that is related to leadership and will make a substantial contribution to professional knowledge and practice. Begin to \textit{read, read, read, read, read}!

- **First Year →**
  - EDLR 6210, 6220, 6230 Leadership
  - EDLR 6160, 6170, 6180 Research / EDLR 6550 Inquiry Cluster
  - Selected Concentration Courses/Requirements
Continue reading the scholarly literature related to your research topic to narrow your focus. Relevant literature provides the theoretical foundations upon which to base your proposed study. You also need to be firmly grounded in your proposed research methodology. Research methods coursework and hands-on experiences in research inquiry clusters will help equip you with understanding of various methodologies—as will the scholarly literature that you read on your topic of interest. Pay attention to the types of research methods commonly used in your area of interest. Also meet and talk with experts in your area of interest to help further hone your research focus. During this first year, get to know faculty across the College of Education and their areas of expertise. Start thinking about who might be helpful to advancing your proposal/dissertation progress—eventually you may consider these people to serve on your doctoral dissertation committee.

- **Second Summer**
  - EDLR 6050 Leaders for Social Justice
  - EDLR 6060 Leadership Trends
  - **Selected Concentration Courses/Requirements**

Second-summer EDLR courses will help you begin to “pull it all together” by providing opportunities for you to make connections among (a) the literature relevant to your research topic of interest, (b) the leadership literature, and (c) social justice literature and practice. By now you should be developing a wealth of information on your research topic of interest—and it’s time to get serious about selecting your dissertation committee chair, who then will assist you in selecting dissertation committee members (see SECTION 6 in this *Guide*). Choosing your chair is especially important (see SECTION 6 in this *Guide*)—you don’t want to rush it! Your chair becomes a key person in your academic life because your chair is your primary contact for developing and defending your proposal, conducting your research, then writing and defending your dissertation—so thoughtfully and systematically explore all options to find a suitable mentor—choose wisely!

- **Second Year**
  - EDLR 6310, 6320, 6330 Leadership
  - EDLR 6190 Proposal Seminar
  - EDLR 6550 Inquiry
  - **Selected Concentration Courses/Requirements**

Your second year begins by taking a research proposal seminar course, designed to help you write your proposal—essentially Chapters 1, 2, and 3 of your dissertation (see Appendix D in this *Guide*). Those who have read widely and deeply on a topic of interest are ready to begin writing a proposal; those who have not may need to continue reading in preparation. As you write your proposal, you will need a chair for guidance—especially to avoid fatal flaws—so now is the time to secure your committee chair, and also committee members. Once your proposal is complete and your chair determines that you are ready to defend it, then give it to your committee members for review and critique, toward scheduling a defense. A successful defense will pave the way for the EDLR program director to approve your proposal, and then IRB for human subject protection. Once you receive IRB approval, you can conduct your study and begin to register for EDLR 6100 dissertation credits.
Third Summer →
- EDLR 6910 Leadership Immersion
- Selected Concentration Courses/Requirements

Continue to conduct your study. Now you are collecting and analyzing data. Once finished, write the results in Chapter 4 and interpret/explain those results in Chapter 5 of your dissertation. You also will need to revisit Chapters 1, 2, 3, and the References section to make needed revisions—e.g., describe in Chapter 3 the actual sample you obtained and the demographics of that sample, update in Chapter 2 your review of the literature if new and significant resources become available, change future tense to past tense where appropriate throughout, and make sure that newly inserted citations also are included in the References.

Third Year →
- EDLR 6410, 6420, 6430 Leadership
- Selected Concentration Courses

Continue to write your dissertation—and rewrite and rewrite and rewrite! Perhaps students are most surprised by the numerous rounds of refinement required, but this is common when rigorous standards reign supreme, as they do in the scholarly research community at large of which you are part. Once your dissertation is complete and your chair determines that you are ready to defend it, then give it to your committee members for review and critique, toward scheduling a final defense. A successful defense will pave the way for you to submit your dissertation to the EDLR program director for approval, and then to the dean for approval. Once you successfully complete all program requirements—including all courses, internships, comprehensive exams, and the dissertation—then you officially earn the title of doctor of education—a joyous day, indeed!

Fourth Summer and Fourth, Fifth, Sixth Years →
- EDLR 6490 (continuous enrollment; no fee)
- EDLR 6120 (continuous enrollment; fee)

You have a total of 6 years in which to complete your doctorate. You also must continuously enroll in the EDLR program every quarter until earning your degree (i.e., the quarter in which your doctorate is posted on your official transcript). Continuous enrollment means that you must (a) register for EDLR 6490 (no fee) all quarters before and including the fourth summer whenever you are not enrolled for any other credits, and (b) register for EDLR 6120 (fee) after the fourth summer and every quarter thereafter regardless of enrollment in other courses.

Note: Refer to the EDLR Student Handbook for additional policies and procedures on continuous enrollment. Many students actually take a fourth year to complete their research to focus more exclusively on the dissertation after all other requirements are finished (such as coursework, internships, comprehensive exams, etc.). Also, sometimes “life happens”—those unexpected events that present personal and/or professional challenges, such as a new job, health issues, or family situations that may make it virtually impossible to finish dissertation research in 3 years. Our advice to you would be to set a steady pace that keeps you moving forward in a way that also makes life manageable—but plan to finish sooner than later. Regardless of your timeline, do expect these to be some of the most intense years of your life. Completing a doctorate is challenging, indeed—it is also highly rewarding! After all, in the end, we do call you “doctor”—and are proud to do so!
Section 5: Writing Your Research Proposal/Dissertation

Useful Tools

This Guide has multiple appendices that contain useful tools for writing your research proposal and dissertation. Carefully read/review each (a) individually, (b) with the chair of your dissertation committee, (c) with other members of your cohort, and (d) with other researchers/experts/scholars. Critically discuss options for shaping your research, particularly by considering the strengths and limitations of existing research studies in the scholarly literature relevant to your topic. Use the various templates to advance your research efforts—and read, read, read, read, read! You must acquire in-depth understanding of your research topic, the conceptual/theoretical foundations and frameworks that ground it, and relevant research studies/findings/results in the literature to be able to formulate clear, meaningful, and specific research questions that will guide decision making in your own study.

APPENDIX C provides templates for reading, comprehending, and synthesizing research in the scholarly literature pertaining to your topic of interest. Use the Reference Notes to record key aspects of primary and secondary research studies. Use the Summary Chart to record similar patterns and/or unique aspects across the collection of primary and secondary research studies that will inform/ground your own research study. These templates can help you organize the content of the literature review that you will write for your own proposal/dissertation.

APPENDIX D provides a Proposal/Dissertation Contents Template that serves as a guide for writing proposals and dissertations. This template outlines major sections and subsections in proposals and dissertations. Use this template as a guide to organize the information you will present and/or report in your proposal/dissertation. In general, this template serves as a sample TABLE OF CONTENTS for proposals/dissertations. Note how various sections/subsections/items in this template connect to items in the worksheet described below.

APPENDIX E provides a Proposal/Dissertation Planning Worksheet to assist you in systematically thinking through various details that your research proposal/dissertation needs to specify and/or explain. It also alerts you to information that you will need to submit to Seattle University’s Institutional Review Board (IRB) to obtain necessary approval prior to conducting your study. Remember that this template serves as a sample detailed guide to formulating research studies; however, research is complex and no single template can cover all possibilities—so use this guide wisely. Know why you are rearranging, expanding, or omitting certain items in this guide. Dialoging with other scholars/colleagues/experts can be helpful, as can revisiting your research textbooks and/or other helpful resources to work your way through the guide to craft your study.

APPENDIX F provides a Proposal/Dissertation Proofreading Checklist useful to focus numerous rounds of proofing. Because any changes made in chapters will affect the Front Matter, it typically is most efficient and effective first to proof chapters, references, and appendices (the material labeled After Front Matter), then proof the material in the Front Matter (because changes in the After Front Matter may require changes in the Front Matter).
APA Style and EDLR Format

Refer to the Publication Manual of the American Psychological Association (current edition) for answers to style issues. Refer to the Proposal/Dissertation Formatting Guidelines in SECTION 9 of this Guide for information on how to format electronic files according to EDLR requirements. Always use APA style unless an EDLR format requirement says otherwise. EDLR format requirements supersede APA style requirements.

Note: If a new edition of the APA Manual is published before your proposal is approved, you will be required to use the new edition; however if a new edition is published after your proposal is approved, then you can choose to use either the new edition or the previous edition—whichever you prefer—your choice!

CCCLAP stand UP

Your written proposal/dissertation should be complete, clear, concise, logical, accurate, precise, use language that is unbiased and put people first—in addition to being in APA/EDLR style/format. The Publication Manual of the American Psychological Association (2009) elaborates on each of these requirements in scholarly writing and provides examples (see Chapter 3).

Levels of Headings

Rely on Levels of Headings (see the APA Manual) to organize your thinking, sequence chunks of information in a logical order, focus readers for comprehension, and make information flow. Imagine if all of the section labels in this Guide were removed—you would have a difficult time making sense of all of the information in it—even though the information is accurate and precise. The same is true for your proposal/dissertation. Levels of headings especially serve an as advanced organizer throughout your proposal/dissertation—at a glance in any given chapter readers can see the content chunks arranged in a logical order—like an outline. Effective use of levels of headings throughout your proposal/dissertation will contribute greatly to keeping you and your readers on track.

Rewrite, Rewrite, Rewrite, Rewrite, Rewrite

Doctoral proposal/dissertation writing commonly demands continuous rounds of writing and revision. This is not like a typical university writing assignment for a course in which the professor and/or a few classmates are the only readers. Ultimately your dissertation becomes part of the scholarly literature at large to be accessed by anyone in the world who has an interest in your research topic and results. This places a high standard on (a) worthy research questions, (b) sound methodologies, and (c) complete, clear, concise, logical, accurate, precise writing in unbiased language that upholds the dignity of all people—CCCLAP stand UP!

All writers, regardless of genre, rely on numerous rounds of feedback from “critical friends” who rigorously critique while offering positive support. The amount of rewriting typically required in doctoral research is perhaps the biggest surprise to students embarking for the first time in this type of scholarly writing with such high demands. Take heart—you can and will succeed!
Always be open to feedback, ready to dialog, and willing to explore alternative suggestions with those critiquing your writing. Also bring a bundle of fortitude and patience for the journey; surround yourself with colleagues, friends, and family who will encourage you throughout!

**Organize Your Electronic Files**

Rewriting numerous drafts of your proposal/dissertation will require an organized electronic file system. Keeping track of various versions will help you always know which is most recent and be able to easily retrieve previous drafts. Our suggestion is to name/label/number electronic files in a way that saves drafts in chronological order across years, months, and days. This is best accomplished by providing the name of the document followed by the year, month, and day without spaces between any elements. For example, imagine you have saved the files shown below on your computer. Notice how the naming/labeling/numbering keeps each draft in successive order across the calendar. Also, be sure to save and back up files frequently! You do not want to have to start over if your computer crashes, a thumb drive goes bad, or other disastrous situations occur.

Dissertation_2012-11-27
Dissertation_2012-11-30
Dissertation_2012-12-5
Dissertation_2012-12-9
Dissertation_2012-12-17
Dissertation_2012-12-18
Dissertation_2012-12-21
Dissertation_2013-1-6
Dissertation_2013-1-16
Dissertation_2013-1-17
Dissertation_2013-2-15
Dissertation_2013-2-19
Dissertation_2013-3-14
Section 6: Dissertation Committee Processes and Procedures

Appointing Your Doctoral Dissertation Committee

Doctoral research requires that you recruit and get EDLR program director approval for your doctoral dissertation committee. Your committee primarily is a board of examiners who evaluate the quality of your proposal and dissertation when you formally defend each. A committee typically consists of one chair and two members. Your chair supervises the preparation of your proposal and dissertation throughout, and formally evaluates at each defense. Your members mainly evaluate your proposal/dissertation at each defense.

It is your responsibility to contact qualified professionals to serve on your committee, then file the appropriate paperwork to officially request a chair and members. The EDLR program director approves final appointments. Efforts are made to honor your requests, however a variety of factors are considered in approving final appointments. Such factors include your wishes, the qualifications of those requested, the workloads of faculty requested, and the match between your research topic and the expertise of those requested.

The sections that follow provide information that will assist you in appointing a committee, knowing what to expect from your committee, preparing your proposal or dissertation for defense, and successfully defending it.

Committee Composition and Appointment Qualifications

1. Your committee shall include a minimum of three qualified professionals; one serves as chair, two serve as members.

2. Your committee shall be balanced to include a combination of professionals who can provide expertise in both the content area and the methodology of your research.

3. All professionals on your committee must:
   A. Hold an earned doctorate from an accredited institution of higher education.
   B. Demonstrate an ongoing and current record of scholarship relevant to the dissertation research (including scholarly publications and/or scholarly presentations at professional association meetings).

4. Professionals who qualify for committee chair must be tenured faculty in the College of Education at Seattle University.

5. Your committee chair becomes official once you complete the D1 Form (Appendix I) and obtain all required signatures—including your signature, your chair’s signature, and the signature of the EDLR program director (routed in that order).
6. Professionals who qualify for committee member must be:
   a. tenured or tenure-track faculty at Seattle University with appropriate degree and
      scholarship qualifications as specified above, and/or
   b. adjunct or visiting faculty at Seattle University with appropriate degree and
      scholarship qualifications as specified above, and/or
   c. faculty employed at other educational institutions with appropriate degree and
      scholarship qualifications as specified above, and/or
   d. distinguished leaders or experts in the field (outside of Seattle University) with
      appropriate degree and scholarship qualifications as specified above.

7. Your committee members become official once you complete the D2 Form (Appendix I)
   for each and obtain all required signatures—including your signature, the committee
   member’s signature, the chair’s signature, and the signature of the EDLR program
   director (routed in that order). **Note:** Any committee member who is not tenured or
   tenure-track faculty at Seattle University must submit a curriculum vitae or résumé
   attached to the D2 Form.

8. Any exceptions to the above policies must be approved by the EDLR program director,
   and may require the approval of the dean. If you seek an exception, (a) attach a sheet
   titled EXCEPTION to the D1 Form (committee chair) or D2 Form (committee member),
   (b) state the requested exception, (c) provide reasons for the exception, and (d) include
   any supporting documentation relevant to the exception (if appropriate).
   **Note:** Exceptions may include requesting a larger committee (four or five professionals
   instead of three), requesting that a tenure-track College of Education faculty person be
   chair (instead of tenured), requesting a committee member outside of Seattle University
   who demonstrates exceptional professional qualifications (e.g., nationally/internationally
   recognized).

9. **Committee change by student request (initiated by the student):**
   You may request to change your committee chair or committee members at any time
   during your dissertation research process for justified reasons. Such a change should be
   made thoughtfully and requires that you provide documentation showing that you have
   completed all required steps below (in the order listed):
   
   **A. Changing a committee chair** requires that you discuss the change with your chair. If
      you decide to proceed, file a new D1 Form to request a new chair (according to #3,
      #4, and #5 above). Attach a note to the new D1 Form that (a) specifies reasons for
      the change and (b) verifies the discussion occurred. Notify remaining committee
      members after the EDLR program director approves the change by signing the new
      D1 Form.
   
   **B. Changing a committee member** requires that you first discuss the change with your
      chair, then discuss the change with the member you wish to change. If you decide to
      proceed, file a new D2 Form to request a new member (according to #3, #6, and #7
      above). Attach a note to the new D2 Form that (a) specifies reasons for the change
and (b) verifies both discussions occurred. Notify remaining committee members after the EDLR program director approves the change by signing the new D2 Form.

C. **If a change is requested after a defense is scheduled but before it has taken place, the defense must be cancelled.** The soonest it can be rescheduled is 28 days (4 weeks) after a full committee is appointed as approved by the EDLR program director. This enables the student to submit the proposal/dissertation to the committee at least 28 days (4 weeks) prior to the rescheduled defense. This allows everyone on the committee the time needed to read and thoughtfully critique the proposal/dissertation.

10. **Committee change when a chair/member withdraws** *(initiated by the person withdrawing)*: A committee chair or member may choose to withdraw from a committee for justified reasons. Such a change should be made thoughtfully after serious consideration.

A. **Chair intentions to withdraw from a committee must be discussed with the student.** If after the discussion the chair decides to proceed, then the chair must provide written notification to the student, all committee members, and the EDLR program director (e.g., by email). The EDLR program director will assist the student in seeking a new chair, and the student will take appropriate action (according to #3, #4, and #5 above).

B. **Member intentions to withdraw from a committee ideally should be discussed with both the student and chair.** If after discussions the member decides to proceed, then the member ideally should provide written notification to the student, chair, and all other members (e.g., by email). The chair will assist the student in seeking a new member, and the student will take appropriate action (according to #3, #6, and #7 above).

C. **If a withdrawal occurs after a defense is scheduled but before it has taken place, the defense must be cancelled.** The soonest it can be rescheduled is 28 days (4 weeks) after a full committee is appointed as approved by the EDLR program director. This enables the student to submit the proposal/dissertation to the committee at least 28 days (4 weeks) prior to the rescheduled defense. This allows everyone on the committee the time needed to read and thoughtfully critique the proposal/dissertation.

### Distinct Roles of the Committee Chair and Members

The overall role of your committee is to supervise, examine, and approve your research proposal and final dissertation. Although ultimately you—the doctoral student—are responsible for preparing your research proposal, obtaining IRB approval, conducting your research, and writing/defending your dissertation, your chair plays a major role in supervising your progress from start to finish. Committee members also play important roles by providing helpful suggestions along the way when you seek their expertise; however, committee members primarily serve as examiners of your proposal/dissertation at your formal defense. This section describes the role of a committee chair as distinct from members. The next section explains the
purpose of the proposal and dissertation defense, respectively. Reflect on both sections as you consider who to request for your committee and which professionals may best serve in which roles.

**Committee Chair**

The main role of the committee chair is to:

1. Assist the student in understanding and enacting all proposal/dissertation procedures and policies in the *EDLR Guide to Proposals and Dissertations, EDLR Student Handbook, Seattle University Graduate Catalog*, and *Seattle University Student Handbook*.
2. Supervise the selection of committee members to assure balance of experts in content and methodology (final selection requires EDLR program director approval on the D2 Form).
3. Assist the student in preparation of the research proposal/dissertation (although ultimately the student is responsible for preparing his/her final proposal/dissertation). Guide the student through the *Proposal/Dissertation Worksheet* (see Appendix E) to assure that the proposal/dissertation has appropriate specificity and detail expected for doctoral research.
4. Review, evaluate, and determine whether the proposal/dissertation is ready for defense.
5. Approve the distribution of the proposal/dissertation to committee members.
6. Supervise the student in scheduling the date/time for the proposal/dissertation defense (see the D4/D5 Form required to schedule the dissertation defense).
7. Assist the student in preparing for the proposal/dissertation defense (especially the oral examination/discussion component of the defense).
8. Conduct the proposal/dissertation defense by providing/facilitating an agenda (see Appendix G) and bringing all needed paperwork, including the D3 Form for the proposal defense, or the D6 Form for the dissertation defense.
9. Record all revisions required by the committee, assist the student in making the revisions, and verify that all revisions are made before the student submits the proposal/dissertation to the EDLR program director for review and approval.
10. Assure that the D3 Form and D6 Form are properly filed after a successful proposal/dissertation defense. **Note:** The EDLR program director needs these forms properly completed and in the student’s file in order to review and approve the student’s proposal/dissertation.
11. Suggest opportunities for professional presentation/publication of the research; provide guidance (as appropriate).

**Committee Members**

The main role of committee members is to:

1. Serve as ad hoc consultants to the student during preparation phases of the proposal/dissertation. **Note:** Committee members can provide helpful suggestions to you as you prepare your proposal/dissertation, however such feedback is commonly provided informally through brief contacts/interactions/conversations—*not* through meticulous rounds of reading and marking drafts (this is what your chair does to assist you in preparing a proposal/dissertation that finally is ready to be given to committee members for their critique for your defense).
2. Read and critique the proposal or dissertation in preparation for the defense. Contact the committee chair if the proposal/dissertation is deemed not yet ready for defense.
3. Attend and participate in the proposal and dissertation defense. Ask provocative questions during the oral examination, provide evaluative feedback to the student, and determine whether to (a) approve, (b) approve with conditions (minor revisions required), or (c) not approve (major revisions required). If not approved, committee members will participate in a future defense (once the chair verifies that major revisions are made).

**The Proposal and Dissertation Defense**

- **Proposal Defense** ✪ Submit proposal to your committee at least 28 days (4 weeks) prior to the proposed defense date.

The proposal defense is like a final examination. It typically takes place with the committee only (no outside guests/observers). It should be scheduled only when the student is fully ready to defend. The purpose of a proposal defense is to formally present your plan for research in its most polished form—both in terms of content/substance and required APA/EDLR style/format. The proposal defense is *not* a brainstorming session to formulate your proposal (this should have already occurred in prior preparation). In contrast, the proposal defense is an evaluation of your most refined thinking about the research you wish to conduct, with the intent of obtaining final approval from your committee. This means that your proposal should be complete (see Appendix D) and presented in a professional and scholarly manner.

A sample *Proposal Defense Agenda* appears in Appendix G. Bring a copy of the D3 Form (Appendix I) to your proposal defense, with appropriate information typed/provided. Near the end of the defense, you will leave the room and your committee will assess/evaluate your proposal; final decisions typically are by consensus. You may pass or be required to make revisions.

- Passing the proposal defense occurs when all on the committee sign the D3 Form verifying approval.
- If during the defense anyone on the committee determines that minor revisions are required, then the committee chair/members can sign the D3 Form verifying approval with conditions; the chair verifies that all required revisions are made before the student submits the proposal to the EDLR program director for review and approval.
- If during the defense anyone on the committee determines that major revisions are required, then the committee chair/members do *not* sign the D3 Form; the student must make and submit the revisions to the chair, then schedule another defense once the chair deems that the student is ready, then submit the revised proposal to the committee at least 28 days (4 weeks) prior to the new proposed defense date.

- **Dissertation Defense** ✪ Submit dissertation to your committee at least 28 days (4 weeks) prior to the proposed defense date.

The dissertation defense is a final examination. The date/time/location is posted in the College of Education in advance and guests may attend as observers only. The defense should be scheduled only when the student is fully ready to defend. The purpose of a dissertation defense is to formally present your research in its most polished form—both in terms of content/substance and
required APA/EDLR style/format. The dissertation defense is not a discussion on how to present and/or interpret results (this should have occurred already). In contrast, this defense is an evaluation of your final dissertation that includes a rigorous discussion on the strengths, limitations, implications, applications, and significance of your research—with the intent of obtaining final approval from your committee. This means that your dissertation should be complete (see Appendix D) and presented in a professional and scholarly manner.

A sample *Dissertation Defense Agenda* appears in Appendix G. Bring a copy of the D6 Form (Appendix I) to your dissertation defense, with appropriate information typed/provided. Near the end of the defense, you and any guests will leave the room and your committee will assess/evaluate your dissertation; final decisions typically are by consensus. You may pass or be required to make revisions.

- Passing the dissertation defense occurs when all on the committee sign the D6 Form verifying approval.
- If during the defense anyone on the committee determines that minor revisions are required, then the committee chair/members can sign the D6 Form verifying approval with conditions; the chair verifies that all required revisions are made before the student submits the dissertation to the EDLR program director for review and approval.
- If during the defense anyone on the committee determines that major revisions are required, then the committee chair/members do not sign the D6 Form; the student must make and submit the revisions to the chair, then schedule another defense once the chair deems that the student is ready, then submit the revised dissertation to the committee at least 28 days (4 weeks) prior to the new proposed defense date.

**Committee Assessment/Evaluation Decisions**

Committee assessment/evaluation of the proposal/dissertation at a defense ordinarily will be by consensus. If consensus cannot be reached (i.e., approval, minor revisions, or major revisions), then the committee chair will contact the EDLR program director who will problem solve the situation on a case-by-case basis. The EDLR program director may (a) call a meeting of the committee to facilitate problem solving toward reaching mutual agreement, (b) serve as an additional reviewer/evaluator, or (c) appoint a qualified College of Education faculty member to serve as an additional reviewer/evaluator. The outcome of the review (whether by EDLR program director or appointed College of Education faculty member) will be reported to the committee. If consensus still cannot be reached, the EDLR program director may elect to approve the proposal/dissertation, require minor revisions, require major revisions—or forward the issue to the dean for review and resolution. Steps to resolve the situation and decisions rendered will be documented.

**Required Paperwork for Approvals**

APPENDIX B provides a chart that chronologically lists the major steps in the proposal/dissertation process, along with all required paperwork ("D" forms) and notes/considerations for successful completion.
**APPENDIX I** contains the “D” forms for all required approvals in the proposal/dissertation process.

- **D1 Form** for selection of the dissertation committee chair.
- **D2 Form** for selection of the dissertation committee members.
- **D3 Form** for proposal approval by the committee and EDLR program director.
- **D4/D5 Form** for approval to schedule the dissertation defense (date/time/location).
- **D6 Form** for dissertation approval by the committee and EDLR program director.

**Committee Reading/Reviewing Timelines**

Reading/Reviewing a proposal/dissertation takes time, especially earlier drafts which tend to need greater clarity, precision, and revision. In preparing your proposal or dissertation prior to the formal defense, your committee chair is the primary reader of your proposal/dissertation and will provide feedback and suggestions for revision in ongoing rounds. As you write and submit, your chair reads and responds; you revise and resubmit, your chair reads and responds again; and so on. It will take your chair longer or shorter periods of time to read and respond in each successive round depending on the following: (a) how much you submit (e.g., one chapter will take less time to review than five chapters); (b) the clarity of your writing in content and grammar (e.g., content in a logical sequence and proper grammar facilitates reading); (c) your use of levels of headings (e.g., effective headings help readers readily see the entire “outline” and lead readers logically from one point to the next, making information easier to follow and comprehend); (d) use of precise language, especially for key terms (e.g., conceptual and operational definitions of variables/constructs/factors) and data analysis (e.g., correct use of language facilitates clarity, especially when describing statistical analyses, qualitative methods, presentation of results, and Table/Figure labels); (e) use of APA style and EDLR format (proper style/format makes reading easier); and so on.

**Note:** The role of your chair is to assist you in moving forward; however, (a) keep the *university academic yearly calendar* in mind—do *not* expect faculty to be “on call” during breaks or holidays; and (b) do *not* expect anyone to rush the reading/reviewing process and its successive rounds because your targeted completion deadline may be near. You may need to revise targeted completion deadline dates if your proposal/dissertation needs further work to meet doctoral research rigor in substance, methodology, and written presentation.

**EDLR Program Director Reading/Reviewing Timeline**

Once you successfully defend your proposal/dissertation and your doctoral committee chair verifies that you have made all required revisions, you then submit the final version *electronically* (email) to the EDLR program director for review and approval. You will move faster through this review/approval process when your proposal/dissertation is perfect (or nearly so)—which means proofread carefully!

**Note:** The EDLR program director will conduct reviews during regularly scheduled quarters—*not* during university breaks between quarters or observed holidays.
Submit Proposal/Dissertation to the EDLR Program Director for Review (electronic copy) | Receive Approval or Feedback and Required Revisions

☒ First half of any quarter | ☐ Second half of that quarter (can resubmit the next quarter)

☐ Second half of any quarter | ☐ First half of the next quarter (can resubmit the second half of quarter received)

Note: Summer Quarter is 8 weeks total; Fall, Winter, and Spring Quarters are each 10 weeks total.

NOTIFICATION

Once your research proposal is approved, you are expected to conduct it as approved. If you wish to make changes or if circumstances during your study warrant changes, you must seek approval for those changes.

- Minor changes need the approval of your chair only.
- Major changes first need the approval of your chair and your entire committee, then the EDLR program director, then the IRB if the proposed changes affect human subjects.

Examples of major changes to the research proposed/approved include (but are not limited to): (a) basic structural/foundational changes such as changing the research topic, main research questions, or research approach (quantitative, qualitative, or mixed methods); (b) basic research design/methodology changes such as changing the overall design of the study, sampling/selection of participants, size of the sample if it affects the credibility of the study; adding, creating, or eliminating data collection instruments or protocols such as surveys or interview instruments; adding or eliminating a pilot study, reliability test (for surveys, interview instruments, coding of qualitative data); changing statistical analyses (descriptive or inferential) or qualitative options for data analysis; changing procedures for ensuring validity and reliability of quantitative research or credibility, trustworthiness, or applicability of qualitative research, etc.

Note: The nature of research is complex so it is impossible to predict every major change that might arise. If in doubt, consult with your dissertation chair.
Section 7: Seattle University Institutional Review Board (IRB)

The EDLR Program follows the Seattle University Institutional Review Board (IRB) policies and procedures for all research involving human subjects. Research conducted by students and/or faculty involving human subjects must be submitted by the principal investigator to the IRB and must be approved by the IRB before collecting any data—this includes data collected in a pilot study for instrument or protocol refinement as well as data collected for the actual study.

You must obtain your CITI certificate to submit with your completed IRB template and materials. Go to the Seattle University IRB website for instructions on how to obtain your CITI certificate and to access a copy of the IRB template.

All students and/or faculty researchers will follow the policies and procedures specified by the Seattle University IRB as posted on its website:

http://www.seattleu.edu/irb

Once you receive your IRB approval letter, secure a paper copy for your personal files, then send an electronic copy to each of the following people:

1. Your dissertation committee chair.
2. The EDLR administrative assistant (who will place a copy in your file).

<table>
<thead>
<tr>
<th>NOTIFICATION</th>
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<tbody>
<tr>
<td>Collect data only after obtaining IRB approval; do not collect data before receiving IRB approval. This policy applies to all data collection—whether data are collected for preliminary purposes such as in an exploratory field procedure; or to pilot an instrument or protocol for validity, reliability, or refinement; etc. Data collected without IRB approval will be confiscated and will not be allowed in the dissertation; the student also will be liable for disciplinary action.</td>
</tr>
</tbody>
</table>

For IRB questions contact:

Dr. Laurie Stevahn
Educational Leadership Program
stevahnl@seattleu.edu
(206) 296-2559
Section 8: Proposal/Dissertation Formatting Guidelines

This section begins by providing general information and continues by detailing how to format the electronic file for your proposal/dissertation. Note that a glossary of terms also is provided at the end of this section to assist you in understanding the various terms used in the explanations.

General Information

- **Your Responsibility**: You and ONLY YOU—not your computer, not your committee chair, not your committee members, not your academic faculty advisor, not the program office, not your typist/editor—are responsible for assuring that your proposal and dissertation meet the standards established by the Seattle University Educational Leadership program.

- **Word Processing**: Make sure that anyone typing/editing your proposal or dissertation is using a word-processing program compatible with the one you used. If incompatible, new errors may occur when your computer file is converted—PLAN AHEAD!

- **APA Style and EDLR Format**: In general, current APA style applies to proposals and dissertations (see *APA Style and EDLR Format* in this Guide, p. 13). However, in some cases EDLR format applies instead. First refer to the EDLR format specifications below. Next refer to APA style if you have an issue that is not addressed in the specifications below. An efficient way to find information in the APA style manual is to use the Index.

- **Plagiarism and Self-Plagiarism**: Presenting the words/ideas/work of others without giving them credit is unethical. Presenting your own previously disseminated or published words/ideas/work as new scholarship also is unethical. Your reputation is at stake; do not plagiarize. See the APA manual to determine when it is necessary to obtain permission to reprint (e.g., Tables, Figures, quotations, or other materials in copyrighted sources). **Note**: Obtaining permission to reprint takes time and may require a fee. If you need permission to reprint material, start the process as soon as possible.

- **Electronic Files**: Format all proposal/dissertation electronic files at the start—DO IT NOW! If you format files near the end (which is a bad idea), you will find that all lines, Tables, Figures, and so on will shift (which creates big headaches).

- **Proofreading**: Allow 1 to 2 weeks for proofreading. This systematic process is best accomplished through successive rounds of careful reading, inspecting for specific components in each round. Tips for effective proofreading appear below. Note that proofreading is essential prior to the dissertation chair reviews for approval. Also see the forms titled “Proposal Review” and “Verification of Final Dissertation Proofreading Prior to Format Clearance” in this Guide.
Formatting Electronic Files

- **All Pages**
  - **Font**: Times New Roman 12-point font (except within Figures which use *sans serif* font).
  - **Margins**: Left = 1.5 inch, Top = 1 inch, Right = 1 inch, Bottom = 1 inch (everything in the entire proposal/dissertation must be within these margins—EVERYTHING—even pages inserted into appendices must be reduced in size to fit within these margins). Set your computer software appropriately.
  - **Line Spacing**: Double space all lines throughout the proposal/dissertation. **Note**: Block quotations and REFERENCES are special cases further elaborated below.
  - **Character Spacing**: One character space follows the punctuation at the end of every sentence; however, APA style allows two spaces if desired (whichever you choose, be consistent throughout the proposal/dissertation).
  - **Hyphenation**: No hyphens at the end of lines (set your computer software appropriately).
  - **Widow/Orphan Control**: No widows, no orphans (set your computer software appropriately).
  - **Color**: Color is not allowed in the proposal/dissertation. All Figures, photographs, and materials should be black-and-white or clearly distinguishable shades/levels of grey.

- **Page Sequence**: Arrange all pages in sequential order. You are required to have an independent person (someone other than you) verify in writing that all pages are correctly inserted in sequential order prior to submitting your dissertation for format clearance.

- **Front Matter**
  - **Page Numbers**: Roman numerals (lower case)—(for example, i, ii, iii, iv, v, and so on)—Bottom Center (1 inch from Bottom and centered). Follow the specifications in the chart below. Also see the sample template pages in this *Guide*.

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Counted</th>
<th>Numbered</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE/Approval page (signatures)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Copyright page (dissertation, optional)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS (dissertation, optional)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>DEDICATION (dissertation, optional)</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>ABSTRACT</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
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<tr>
<td>LIST OF TABLES (if any)</td>
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<td>Yes</td>
</tr>
<tr>
<td>LIST OF FIGURES (if any)</td>
<td>Yes</td>
<td>Yes</td>
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</tbody>
</table>
- **Title/Approval Page**: This is the first page in the proposal/dissertation. See the sample template in this *Guide* for correct formatting.

- **Copyright Page**: This page denotes the copyright holder (this is optional and requires a fee if desired). See the sample template in this *Guide* for correct formatting.

- **Acknowledgements**: The ACKNOWLEDGEMENTS page typically consists of several paragraphs in which the author recognizes and/or thanks people who provided guidance, support, or encouragement for the dissertation research. This page is optional in the dissertation. See the sample template in this *Guide* for correct formatting.

- **Dedication**: The DEDICATION page typically consists of a brief statement dedicating the dissertation to a particular person or special people. This page is optional in the dissertation. See the sample template in this *Guide* for correct formatting.

- **Abstract**: The ABSTRACT summarizes the focus of the research, methodology, findings, and major conclusions. **Note:** The abstract is a maximum of 350 words (this word count applies only to words in the body of the abstract). See the sample template in this *Guide* for correct formatting. See *Dissertation Abstracts* for examples that show various ways to present substance.

- **Table of Contents**: The TABLE OF CONTENTS lists what the proposal/dissertation contains and provides corresponding page numbers. It includes all Front Matter components (but not components/pages that are not numbered), CHAPTER numbers/titles, Level 1 headings in each chapter, REFERENCES, and APPENDICES (in that order). Including Level 2 and Level 3 headings in the TABLE OF CONTENTS is optional; however, if included for one chapter, they must be included for all chapters (except do not include terms defined that use Level 3 headings in CHAPTER 1). Indent Level 1 headings one Tab, and (if included) Level 2 headings two Tabs, Level 3 headings three Tabs. **Note:** Generally Level 1 and Level 2 headings are included in the TABLE OF CONTENTS. **Note:** Wording, capitalization, punctuation, and italics of any entry into the TABLE OF CONTENTS is identical to how it appears in the text, but do not bold items in the TABLE OF CONTENTS. **Note:** Use colons to separate the Table number from its title. See the sample template in this *Guide*.

- **List of Tables**: The LIST OF TABLES includes Table numbers, titles, and corresponding page numbers in the text. **Note:** Wording, capitalization, punctuation, and italics are identical to how they appear in the text (exactly the same as in the text), but use a colon to separate the Table number from its title. See the sample template in this *Guide*. 

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List of Figures: The LIST OF FIGURES includes Figure numbers, captions, and corresponding page numbers in the text. Note: Wording, capitalization, punctuation, and italics are identical to how they appear in the text (exactly the same as in the text).

After Front Matter

Page Numbers: Arabic numerals (all pages)—(for example, 1, 2, 3, 4, 5, and so on)—Top Right (1 inch from Top and flush Right). APPENDIX divider pages are numbered; APPENDIX insert pages/materials may be numbered (optional—author’s choice). See the sample proposal/dissertation template pages in this Guide.

<table>
<thead>
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<th>Sequence</th>
<th>Counted</th>
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<tbody>
<tr>
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<td>Yes</td>
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<tr>
<td>CHAPTER 2</td>
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<td>CHAPTER 3</td>
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<td>CHAPTER 4</td>
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<td>CHAPTER 5</td>
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<tr>
<td>REFERENCES</td>
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</tr>
<tr>
<td>APPENDIX insert pages</td>
<td>Optional</td>
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</table>

Page Header: Short proposal/dissertation title (two or three words)—Top Left (1 inch from Top and flush Left)—first letters capitalized; other letters lower case—appears on all pages, but not on the first page of CHAPTERS 1, 2, 3, 4, 5, REFERENCES, APPENDIX divider pages, and APPENDIX insert pages such as inserted data collection instruments or protocols, permission letters, Consent Forms, and so on.

Levels of Headings Within Text: Use current APA style. Level 1, Level 2, and Level 3 are the headings most commonly used in proposals and dissertations—for APA (6th ed.) use Level 3 for each term defined in Definition of Terms in Chapter 1.

Seriation Within Text: Seriated lists within a paragraph use (a), (b), (c), and so on, to designate sequenced content/substance. This conforms to APA (6th ed.) style.

Bulleted/Numbered Lists: Create lists of circles or numbers using the "Bullet" function of your computer software. See current APA style (but use circles and numbers only); also see examples of indentation in the CHAPTER 1 template included in this Guide. Note: If you type a list of items and then apply your computer software "Bullet" function to that list, it should correctly indent the bullets and show correct character spaces between the bullets and the words/phrases/sentences that follow the bullets.
Paragraph Indentation: Indent the first line of every paragraph. Use the Tab key (set at five to seven character spaces, or one half inch); the default settings in most word-processing programs conform to this specification.

Block Quotations: Use block quotations for quotes of 40 or more words. **Note:** All lines of block quotations are indented one half inch (identical to paragraph indentation). Do **not** use quotation marks at the beginning or end of block quotations. Punctuation ends the block quotation, followed by the parenthetic citation which does **not** have punctuation at its end. See APA style.

Numbers Within Text: Use current APA style.  
**Note:** Always use Arabic numerals for **time** (6 hours 45 minutes, 7 years, 3 decades, 8 o’clock, 9:30 a.m.), **ages** (2-year-olds, age 7), **scores** (scored 4 on a 7-point scale; 1 is **low**, 2 is **moderate**, 3 is **high**), a specific place in a **numbered series** (p. 7, row 3, column 9, Chapter 5, Grade 8 [but eighth grade]).  
**Note:** These specifications also apply to written material in the Front Matter of the proposal/dissertation (ACKNOWLEDGEMENTS, DEDICATION, ABSTRACT, TABLE OF CONTENTS, LIST OF TABLES, and LIST OF FIGURES).

Tables: Insert each Table into the text of the proposal/dissertation immediately after it is mentioned in the text (or as close as possible thereafter). Create Tables according to current APA style. Use Times New Roman 12-point font within each Table. Each Table should appear in its entirety on one page; do **not** split a Table across two pages if it can be displayed in its entirety on one page. If a Table is too large for one full page, then it will need to span two pages; the first part of the Table should completely fill the first page and be continued on the second page according to APA style. See the APA manual for examples.

Figures: Insert each Figure into the text of the proposal/dissertation immediately after it is mentioned in the text (or as close as possible thereafter). Create Figures according to current APA style. Use **sans serif** font within Figures. Use Times New Roman 12-point font for Figure captions. Each Figure should appear in its entirety on one page; do **not** split a Figure across two pages; instead reduce/shrink the size of the Figure so that it fits in its entirety on one page. See the APA manual for examples.

References: The REFERENCES list immediately follows CHAPTER 5 and contains those sources cited in the text **only** (do **not** include personal communication citations that appear in the text; do **not** include sources you have read for background information but have not cited/included in the text). Use current APA style.  
**Note:** EDLR format allows either APA style (double-spaced lines throughout) **or** single-spaced lines within each source and double-spaced lines between each source.  
**Note:** The entire source must appear on one page; do not split source information across two pages.  
**Note:** The REFERENCES list is not the same as a BIBLIOGRAPHY (see the **Glossary of Terms** in this **Guide**, pp. 31-32).
Appendices: The APPENDICES include materials relevant to the study—for example, instruments/protocols used in data collection; coding/scoring protocols; permissions/approvals, letters, or other communications pertinent to the study, Consent Forms given to participants, and so on. Cluster alike items/materials and place them in their own APPENDIX section; appropriately label each APPENDIX divider page as APPENDIX A, APPENDIX B, APPENDIX C, and so on. See the sample template APPENDIX divider pages in this Guide for correct formatting.

Duplicate and Printing

- **Paper Quality:** Paper quality is bright (90 or more), solid and smooth, 20 pound bond. All pages must be identical in size, weight, and quality. Pages are not bent, creased, crinkly, or textured in any way.

- **Print Quality:** Type and duplication must meet Seattle University Standards. Print/Ink is evenly dark and crisp on all pages (some pages are not lighter or darker in print quality compared to others). Make sure there are no ink stains or printer-caused problems (such as print margins not aligned with paper edges, paper creases, ink smudges, uneven ink tones, and so on). All Tables, Figures, and APPENDIX insert pages must be readable.

- **Copiers:** Some copiers expand the text footprint of what is copied by about 2%, which can affect the required margin specifications. In some cases, the margins of the master copy must be adjusted so that the duplicated copy will meet the required page margins which are Left = 1.5 inch, Top = 1 inch, Right = 1 inch, Bottom = 1 inch.
Glossary of Terms

After front matter. After Front Matter includes CHAPTERS 1, 2, 3, 4, 5, REFERENCES, and APPENDIX divider pages and inserted materials.

Appendix divider pages. APPENDIX divider pages label and separate materials inserted into APPENDIX sections at the end of the proposal/dissertation. APPENDIX divider pages include page numbers like all pages in After Front Matter, but do not include the page header. See the sample template in this Guide for correct formatting.

Appendix inserts. These pages are inserted after APPENDIX dividers and include such things as instruments/protocols used in data collection; coding/scoring protocols; permissions, letters, or other communications pertinent to the study; Consent Forms given to participants, and so on.

Bibliography. A BIBLIOGRAPHY lists sources that a reader may access for background information or further reading; it does not contain sources cited in the text of the proposal or dissertation. If a BIBLIOGRAPHY is included in a dissertation, it immediately follows the REFERENCES and starts on a new page labeled BIBLIOGRAPHY. Note: Dissertations rarely include bibliographies; therefore, you must have a sound rationale for doing so.

Block quotations. These are quotations that contain 40 or more words and, therefore, use the block quotation format (all lines indented one half inch; no double quotation marks at the beginning or end of the quotation; punctuation at end of quotation; no punctuation at end of citation).

Citations. Citations (also called parenthetic citations) credit sources when ideas from those sources are presented or discussed in the proposal/dissertation or when a quotation from a source is included in the proposal/dissertation. Use current APA style. Note: The year of the source immediately follows the author’s last name (whether the name is inside or outside of the parentheses). Note: Quotations require page numbers in parentheses immediately following the quotation.

Figure. Each Figure is inserted into the text of the proposal/dissertation immediately after it is mentioned in the text (or as close as possible thereafter). Create Figures according to current APA style.

Front matter. Front Matter of the proposal/dissertation includes the Title/Approval page, Copyright page, ACKNOWLEDGEMENTS, DEDICATION, ABSTRACT, TABLE OF CONTENTS, LIST OF TABLES, and LIST OF FIGURES. Everything that follows these pages is After Front Matter.

Hyphenation. Use hyphens in grammar according to APA style. Note: Do not end lines with a hyphen (set computer software appropriately).

Levels of headings. Within the text, there are five levels of headings according to APA style. Proposals/Dissertations typically use Level 1, Level 2, and Level 3. See the APA manual for format.
Margins. Page margins for EDLR proposals/dissertations are Left = 1.5 inches, Top = 1 inch, Right = 1 inch, and Bottom = 1 inch with Headers/Footer also set at 1 inch.

Note: This is not the same as in scholarly academic papers and manuscripts in which all margins are 1 inch and Headers/Footer are 0.5 inch.

Page header. This is a short title of the proposal/dissertation (two or three words) that appears Top Left (1 inch from Top and flush Left)—first letters are capitalized; other letters are lower case; no bold (for example, Benefits of Diversity could be the page header for the title, Perceived Benefits of Diversity Within Productive Mixed-Race Workgroups in Education). The page header does not appear on Front Matter pages. The page header appears on all after Front Matter pages, except not on the first page of CHAPTERS 1, 2, 3, 4, 5, REFERENCES, and APPENDIX divider and insert pages. Note: A page header is not the same as a running head. The page header is used in EDLR proposals and dissertations. The running head is used in scholarly academic papers and manuscripts.

References. This section contains all sources cited in the proposal/dissertation. REFERENCES only include cited sources (do not include sources that are not cited).

Note: A REFERENCES list is not the same as a bibliography. References only include sources cited in the text. A bibliography lists sources for background information or further reading, but these sources are not cited in the text. If a BIBLIOGRAPHY is in a dissertation, it immediately follows the REFERENCES; however, dissertations rarely contain bibliographies.

Running head. This is used only in preparing scholarly academic papers in graduate coursework or in manuscripts to be submitted to journals for publication; it is not used in proposals/dissertations. See the APA manual for formatting information.

Seriation. Items that are listed in a sequence within the text are seriated. Seriation within a paragraph uses (a), (b), (c), and so on to denote items in the series. Items also may be seriated using numbered/bulleted lists as shown in the APA style manual (but use numbers/circles only).

Table. Each Table is inserted into the text of the proposal/dissertation immediately after it is mentioned in the text (or as close as possible thereafter). Create Tables according to current APA style.

Text. The text of the proposal/dissertation is the contents of Chapters 1-5 (the sentences, paragraphs, Tables, and Figures that constitute the substance in Chapters 1-5).

Widows/Orphans. These are fragments or “loners” that should be connected to other material. For example, a widow/orphan exists when the first line of a paragraph appears alone at the bottom of the page or the last word/line of a paragraph appears alone at the top of the page. Never leave the first line of a paragraph alone at the bottom of a page; never leave the last word or line of a paragraph alone at the top of a page. Set your computer software to correct for this.

Note: Do not leave a lone heading (Level 1, Level 2, and so on) at the bottom of the page separated from the material that it denotes.

Note: Do not leave a lone page number abbreviation (p. or pp.) separated from the number or numbers it denotes.
Section 9: Dissertation Final Submission Check

Hooray! You are so close to finishing your dissertation and earning your doctoral degree! These are the final items that you need to submit to the EDLR administrative assistant:

1. **Dissertation**

   A. **Three Complete Sets**
      
      Three complete unbound copies of your dissertation on 20-pound bond acid-free white paper, INCLUDING unsigned cover sheets for reference. (Two are library copies and the third is given to your dissertation chair).

   B. **F1 Form: Dissertation Page Check Verification**

   C. **F2 Form: Verification of Final Dissertation Proofreading Prior to Format Clearance**

   D. **F3 Form: Dissertation Format Clearance Checklist**

   E. **F4 Form: Checklist for EDLR Administrative Assistant**

2. **Title Pages**

   A. Five copies of the Title Page
   
   B. All signed by all committee members

3. **Fees (payable to Seattle University)** *Write in memo line “Dissertation Fees”*

   A. $115.00 dissertation fee (amount published in Graduate Bulletin for 2014-2015)
   
   B. $55.00 for copyright (if applicable – optional)

4. **Completed ProQuest Forms (available on SU’s website)**

   A. Page 4: all information completed and signed
   
   B. Page 5: “Dissertation/Master’s Thesis Submission Form” complete
   
   C. Page 6: Copyright signed (if applicable – optional)
   
   D. Extra abstract for ProQuest/UMI
   
   E. Extra title page for ProQuest/UMI (unsigned is ok)

   **Note:** You are advised to keep at least one clean copy of your dissertation.

If you wish to have personal copies bound, the bindery that SU uses is:

**HF Group**


You may upload your dissertation to HF Group’s printing and binding service at [http://thesisondemand.com/](http://thesisondemand.com/).
APPENDIX A: Map of the Proposal/Dissertation Process
PART I: FROM IDEA TO STUDY

1. IDEAS
   - REFINED

2. BASIC IDEA CHOSEN
   - REFINED

3. CHAIR, COMM. CHOSEN & APPROVED
   - REFINED

4. PROPOSAL HEARING
   - REFINED

5. PROPOSAL HEARING
   - REVISION REQUIRED?

6. PROGRAM DIRECTOR
   - REVISION REQUIRED?

7. IRB APPROVAL
   - REVISION REQUIRED?

8. DO THE STUDY!

AFTER 7, IF YOU WANT ANY MAJOR CHANGES, GO BACK TO STEP 4...
MAP OF THE PROPOSAL/DISSERTATION PROCESS

PART 2: FROM STUDY TO THE END

DO THE STUDY! 8 → DRAFTS TO CHAIR 9 → APPROVED BY CHAIR FOR DEFENSE 10

REFINE

DECISION

PROGRAM DIRECTOR

REVISION REQUIRED?

YES

NO

DEFENSE

REVISION REQUIRED?

YES

NO

FILE COMPLETION REPORT WITH IRB 14

DEAN

REVISION REQUIRED?

YES

NO

B

35
APPENDIX B: Steps of the Proposal/Dissertation Process
### Steps of the Proposal/Dissertation Process

<table>
<thead>
<tr>
<th>Chronological Steps</th>
<th>Paperwork Required</th>
<th>Notes / Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Obtain a chair</td>
<td>D1 Form</td>
<td>Seek guidance from and work with your chair to (a) shape your proposal, (b) determine when your proposal is ready to be defended, and (c) obtain committee members with expertise relevant to your research topic.</td>
</tr>
<tr>
<td>2. Obtain committee members</td>
<td>D2 Form [CV/Resume required for members outside of SU]</td>
<td>If any of your committee members are visiting/adjunct or from outside of Seattle University, ask them to provide a CV/resume that shows their doctorate/professional/scholarship qualifications for serving on a dissertation committee (this is required).</td>
</tr>
<tr>
<td>3. Set a proposal defense date (ONLY WHEN READY)</td>
<td>None</td>
<td>This is tricky for several reasons. • First, your chair must indicate that you are ready to defend. • Second you must allow all committee members 4 weeks to read your proposal. • Third, you must find a time agreeable for all to meet—not always easy! • Fourth, if any of your committee members express concern about your proposal and its readiness to be defended, you must deal with those issues—which may require rescheduling your defense. DEFEND ONLY WHEN YOU ARE READY! This means that your proposal is complete, in proper APA/EDLR style/format, and that all required attachments are in the appendices (e.g., required permissions from the sites in which you plan to conduct your study, consent forms, data collection tools and/or protocols, etc.).</td>
</tr>
<tr>
<td>4. Defend your proposal (ONLY WHEN READY)</td>
<td>D3 Form</td>
<td>After a successful proposal defense, your committee signs the D3 Form for approval. If revisions are required, then committee members may sign the D3 Form with the understanding that specified revisions will be made, resubmitted to the chair (and to committee members if requested), then verified by the chair. The chair signs the D3 Form only after all required revisions are submitted, reviewed, verified, and approved. The chair should never sign the D3 Form before verifying all required revisions. Approval to proceed occurs when the D3 Form is complete.</td>
</tr>
<tr>
<td>5. Obtain IRB approval</td>
<td>Written IRB approval</td>
<td>Submit your materials to the IRB only after the D3 Form is complete. Do not submit to the IRB without committee chair approval. Do not collect pilot data/input or study data/input from pilot or study participants before receiving IRB approval. Collect pilot or study data only after receiving IRB approval. Plan to allow adequate time for IRB approval.</td>
</tr>
<tr>
<td>Chronological Steps</td>
<td>Paperwork Required</td>
<td>Notes / Considerations</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>6.</strong> Register for EDLR 6100 credits (you decide how many and in which quarters. <em>With instructor permission</em>, contact the EDLR Admin Assistant by email)</td>
<td>Approval for and manual registration for EDLR 6100 (and EDLR 6110 for Cohorts 35 and earlier)</td>
<td>You may register for EDLR 6100 dissertation credits only after receiving all approvals. Contact committee chair for permission, afterwards the EDLR administrative assistant will manually register you <em>with written consent from both the student and instructor</em>. EDLR 6100 credits are variable; figure out how many you will register for each quarter until you reach the total number required for your degree with your advisor.</td>
</tr>
<tr>
<td><strong>7.</strong> Conduct your study and write your dissertation</td>
<td>None</td>
<td>Seek guidance from your chair if/when issues arise while you are conducting your study and/or writing your dissertation. Any deviations from your proposal should be reviewed by your chair; major changes may require entire committee and IRB approval.</td>
</tr>
<tr>
<td><strong>8.</strong> Set dissertation defense date (ONLY WHEN READY)</td>
<td>D4/D5 Form complete and send to the EDLR Admin Asst</td>
<td>Again, this is tricky for a number of reasons. First, your chair must indicate that you are ready to defend. Second you must allow all committee members 4 weeks to read your dissertation. Third, you must find a time agreeable for all to meet—not always easy! Fourth, if any of your committee members express concern about your dissertation and its readiness to be defended, you must deal with those issues—which may require additional time and the rescheduling of your defense. DEFEND ONLY WHEN READY! This means that your dissertation is complete, in APA and EDLR style/format, with all required attachments in the appendices.</td>
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<td><strong>9.</strong> Defend your dissertation (ONLY WHEN READY)</td>
<td>D6 Form</td>
<td>After a successful dissertation defense, your committee signs the D6 Form indicating approval. If revisions are required, then committee members may sign the D6 Form with the understanding that the chair will verify all required revisions (committee members may also request to review/verify). The chair signs the D6 Form only after all required revisions are submitted, reviewed, verified, and approved. The chair should never sign the D6 Form before verifying all required revisions.</td>
</tr>
<tr>
<td><strong>10.</strong> Obtain EDLR program director approval</td>
<td>D6 Form</td>
<td>Submit to the EDLR program director (a) a copy of your D6 Form showing approval signatures of your chair and committee members, (b) your complete dissertation in proper APA/EDLR style/format. PROOFREAD YOUR DISSERTATION CAREFULLY BEFORE SUBMITTING! The EDLR program director will provide the required approval signature on the D6 Form only after verifying that the dissertation meets doctoral-quality research.</td>
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APPENDIX C: Templates for
Reading/Comprehending/Synthesizing Scholarly Literature
# Reference Notes

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### SUMMARY CHART
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<td></td>
<td>- Type of study/design</td>
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</tr>
<tr>
<td>1</td>
<td><strong>Interpretation</strong></td>
<td><strong>Significance/Importance</strong></td>
</tr>
<tr>
<td></td>
<td>- Problem</td>
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<td>- Purpose</td>
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<td>- Question</td>
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<td></td>
<td>- Hypothsis</td>
<td>-</td>
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<td></td>
<td>- Definition</td>
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<td><strong>Introduction</strong></td>
<td>-</td>
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<td></td>
<td>- Topic</td>
<td>-</td>
</tr>
</tbody>
</table>

**Type**
- Journal Article
- Book/Chapter
- Conference Paper
- Evaluation Report
- Other…

**Status**
- Published
- Unpublished
- Refereed/Peer Reviewed
- Electronic only
- Other…

**Secondary Source**
- Narrative Review
- Meta-Analysis

**Primary Source**
- Quantitative
- Descriptive
- Correlational
- Comparative
- Causal
- Qualitative
Implications for Current Practice

Implications for Future Research
APPENDIX D: Contents of the Proposal/Dissertation
Contents of the Proposal/Dissertation

The *Proposal/Dissertation Contents Template* that follows elaborates each of the major sections in your proposal/dissertation, thereby serving as a sample TABLE OF CONTENTS.

Although all major sections are required in the order listed (i.e., Front Matter, CHAPTER 1, CHAPTER 2, CHAPTER 3, CHAPTER 4, CHAPTER 5, REFERENCES, and APPENDIX sections), the subsections within each may vary depending on the type of research planned and conducted. In other words, not all subsections are appropriate for all types of research. Nonetheless, overall the template provides a useful model for showing content generally deemed important in proposals and dissertations, and the typical order in which such content appears.

Note that Front Matter items/subsections are required in the order shown, but items/subsections in all other major sections can vary in order—although the order shown typically promotes clarity and a logical flow. Generally stick to the order shown, unless you have compelling reasons for doing otherwise—which you might, based on unique features of your chosen research design that may require adding, deleting, or reordering certain items/subsections. For example, in your proposal/dissertation (a) language/labels for subsections may vary; (b) subsections may be combined for clarity and/or flow; (c) certain subsections may need to be omitted if not relevant to the research paradigm, method, or design you employ; and (d) additional subsections may be needed to describe or explain distinct or unique aspects of your research.

Ultimately, you must be able to defend your rationale for subsections in each chapter of your proposal or dissertation (i.e., why you relabeled, re-ordered, combined, deleted, or added subsections). Also, the final TABLE OF CONTENTS must match the actual major sections and subsections in the body of your final proposal or dissertation.
### Proposal/Dissertation Contents Template


<table>
<thead>
<tr>
<th>Proposal</th>
<th>Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Front Matter (EDLR required order)</strong></td>
<td><strong>Front Matter (EDLR required order)</strong></td>
</tr>
<tr>
<td>- Title/Approval page</td>
<td>- Title/Approval page (signatures)</td>
</tr>
<tr>
<td>- Abstract</td>
<td>- Copyright Page (optional)</td>
</tr>
<tr>
<td>- Table of Contents</td>
<td>- Acknowledgements (optional)</td>
</tr>
<tr>
<td>- List of Tables (if any; if none, then omit)</td>
<td>- Dedication (optional)</td>
</tr>
<tr>
<td>- List of Figures (if any; if none, then omit)</td>
<td>- Abstract</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER 1</th>
<th><strong>INTRODUCTION</strong></th>
<th>CHAPTER 1</th>
<th><strong>INTRODUCTION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Introduction (to the research topic broadly and this chapter specifically)</td>
<td>- Statement of the Problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Statement of the Problem</td>
<td>- Purpose of the Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Purpose of the Study</td>
<td>- Research Questions</td>
<td></td>
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<tr>
<td>- Research Questions</td>
<td>- Hypotheses (when appropriate)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Hypotheses (when appropriate)</td>
<td>- Conceptual/Theoretical Frameworks</td>
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<tr>
<td>- Conceptual/Theoretical Frameworks</td>
<td>- Context of the Study</td>
<td></td>
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</tr>
<tr>
<td>- Context of the Study</td>
<td>- Overview of Methods</td>
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<tr>
<td>- Overview of Methods</td>
<td>- Significance of the Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Significance of the Study</td>
<td>- Background and Role of the Researcher (required for qualitative research)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Background and Role of the Researcher (required for qualitative research)</td>
<td>- Limitations and Delimitations (of the study)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Limitations and Delimitations (of the study)</td>
<td>- Definition of Terms (relevant key terms in the text)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Definition of Terms (relevant key terms in the text)</td>
<td>- Summary (of this chapter and overall organization of the dissertation)</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER 2</th>
<th><strong>REVIEW OF THE LITERATURE</strong></th>
<th>CHAPTER 2</th>
<th><strong>REVIEW OF THE LITERATURE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Introduction (review purpose of the study; point to major conceptual/theoretical foundations/frameworks that relate to the purpose that will be presented in this chapter)</td>
<td>- Introduction (review purpose of the study; point to major conceptual/theoretical foundations/frameworks that relate to the purpose that will be presented in this chapter)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Foundation/Framework (first) [use subsections to present/explain components and summarize existing research, including types of studies and main results]</td>
<td>- Foundation/Framework (first) [use subsections to present/explain components and summarize existing research, including types of studies and main results]</td>
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<tr>
<td>- Foundation/Framework (second) [use subsections to present/explain components and summarize existing research,</td>
<td>- Foundation/Framework (second) [use subsections to present/explain components and summarize existing research,</td>
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# Proposal/Dissertation Contents Template


<table>
<thead>
<tr>
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<th>Dissertation</th>
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</thead>
<tbody>
<tr>
<td>including types of studies and main results]</td>
<td>including types of studies and main results]</td>
</tr>
<tr>
<td>• Foundation/Framework (third) [use subsections to present/explain components and summarize existing research, including types of studies and main results]</td>
<td>• Foundation/Framework (third) [use subsections to present/explain components and summarize existing research, including types of studies and main results]</td>
</tr>
<tr>
<td>• Summary and Implications (of the literature in relation to the purpose of this study)</td>
<td>• Summary and Implications (of the literature in relation to the purpose of this study)</td>
</tr>
</tbody>
</table>

**Note:** The number of conceptual and/or theoretical foundations/frameworks in each dissertation will vary depending on each study’s purpose and research questions, which point to relevant bodies of knowledge on that topic.

## CHAPTER 3

### METHODOLOGY

- Introduction (to this chapter)
- Overview of Purpose and Research Questions
- Research Methods (and rationale)
- Research Design (and rationale)
- Sample (selection strategies and procedures, size, participant demographics/characteristics, target population for selecting sample)
- Setting (site demographics/characteristics)
- Data Collection (instruments, protocols, procedures [pilots and refinements, if any], coding/scales, validity and reliability [quantitative], credibility and trustworthiness [qualitative], etc.)
- Data Analysis (specifically name and describe quantitative statistics and/or qualitative methods to be employed in this study)
- Summary of Procedures (chronological steps planned for conducting the study including accessing sites and participants [permissions], obtaining informed consent [adults] and assent [minors], training data collectors, collecting data by administering instruments/protocols, training data coders for interrater reliability, analyzing data, triangulating results [if appropriate], etc.)
- Ethical Considerations
- Summary (of this chapter)

- Introduction (to this chapter)
- Overview of Purpose and Research Questions
- Research Methods (and rationale)
- Research Design (and rationale)
- Sample (selection strategies and procedures, size, participant demographics/characteristics, target population for selecting sample, etc.)
- Setting (site demographics/characteristics)
- Data Collection (instruments, protocols, procedures [pilots and refinements, if any], coding/scales, validity and reliability [quantitative], credibility and trustworthiness [qualitative], etc.)
- Data Analysis (specifically name and describe quantitative statistics and/or qualitative methods employed in this study)
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- Ethical Considerations
- Summary (of this chapter)
**Proposal/Dissertation Contents Template**


<table>
<thead>
<tr>
<th>Proposal</th>
<th>Dissertation</th>
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<tbody>
<tr>
<td><strong>Note:</strong> Language in this chapter primarily is future tense.</td>
<td><strong>Note:</strong> Language in this chapter primarily is past tense. Also, typically all information about the sample appears in this chapter, even if sample information came from a survey or archival documents—i.e., CHAPTER 3 typically describes the sample in detail; CHAPTER 4 does not (instead, it focuses on the findings/results that answer the research questions).</td>
</tr>
</tbody>
</table>

**CHAPTER 4**

**FINDINGS**

- Introduction (remind readers of the study’s purpose and research questions; alert readers to the organizing scheme of this chapter)
- Data Descriptions, Analyses, Results
  - Results for total sample, subsample 1, subsample 2, across subsamples, etc.
  - Results vis-à-vis instrumentation and/or data collection protocols
  - Results vis-à-vis initial research questions

**Note:** (a) Decide how best to organize the presentation of results, then systematically stick to that organizing scheme (e.g., present results by sample types [students, parents, teachers, counselors, administrators, etc.], or by types of instruments/protocols [quantitative/qualitative or interviews, questionnaires, archival documents, observations, tests], or by research questions, or by major issues, or by some other systematic scheme that makes sense and is easy to follow). (b) Systematically use APA levels of headings to visually show the organizing scheme. (c) Use Tables and/or Figures for clear and concise presentation of analyses/results—and check each for accuracy!

**CHAPTER 5**

**DISCUSSION, CONCLUSIONS, AND IMPLICATIONS**
<table>
<thead>
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<th>Proposal/Dissertation Contents Template</th>
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<tr>
<th>Proposal</th>
<th>Dissertation</th>
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<tbody>
<tr>
<td>• Discussion of Findings (what they mean; subsections for each research question)</td>
<td></td>
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<tr>
<td>• Relationship of Findings to the Literature</td>
<td></td>
</tr>
<tr>
<td>• Implications for Practice (current and future)</td>
<td></td>
</tr>
<tr>
<td>• Implications for Future Research</td>
<td></td>
</tr>
<tr>
<td>• Strengths and Limitations (of the study)</td>
<td></td>
</tr>
<tr>
<td>• Researcher Comments (e.g., personal reflections on research methodology, impact on research site/participants, interesting or unexpected outcomes, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

### REFERENCES

*Note:* The REFERENCES list contains sources actually cited in the proposal only. You may single space lines within each reference/source and double space lines between each source/reference (if you wish), or you may use APA style throughout by double spacing all lines.

### APPENDIX

*Note:* Label each APPENDIX divider page with letters in chronological order, e.g., APPENDIX A, APPENDIX B, APPENDIX C, etc. Appendices are organized in the order in which they are noted in the proposal—e.g., if permissions are first noted in the proposal (see Appendix A), then the first appendix is APPENDIX A: Permissions. Appendices typically include (a) permissions to access sites, databases, participants; (b) recruiting announcements/letters/postings, (c) consent and/or assent forms to be completed by participants, (d) data collection instruments/protocols, (e) coding/scoring rubrics (especially if complex), and (f) other pertinent material such as timelines, communications for vetting and/or piloting instruments/protocols, documents/procedures for training data collectors/coders, etc.

*Note:* Label each APPENDIX divider page with letters in chronological order, e.g., APPENDIX A, APPENDIX B, APPENDIX C, etc. Appendices are organized in the order in which they are noted in the dissertation—e.g., if permissions are first noted in the dissertation (see Appendix A), then the first appendix is APPENDIX A: Permissions. Appendices typically include (a) permissions to access sites, databases, participants; (b) recruiting announcements/letters/postings, (c) consent and/or assent forms completed by participants, (d) data collection instruments/protocols, (e) coding/scoring rubrics (especially if complex), and (f) other pertinent material such as timelines, communications for vetting and/or piloting instruments/protocols, documents/procedures for training data collectors/coders, etc.
APPENDIX E: Proposal/Dissertation Planning Worksheet
Proposal/Dissertation Planning Worksheet  
© 2012 Laurie Stevahn (Version 1: Updated 4/12/2012)

Directions:

A. Focus/Narrow your research topic. To do this you need to read, read, read relevant scholarly literature! Keep reading until information repeats itself—i.e., the same theorists/researchers, theoretical frameworks, references, results/findings tend to appear again and again. This may require reading 75 to 150 sources.

B. As you read, pay attention to:
   1. Research questions (types asked such as descriptive, correlational, comparative, causal).
   2. Research designs (quantitative, qualitative, mixed-methods; also note step-by-step procedures).
   3. Samples (sizes, selection procedures, types of organizations/programs, sites/locations).
   4. Data collection methods (instruments/protocols and validity/reliability/credibility).
   5. Data analyses (specific quantitative statistics and/or qualitative procedures).
   6. Results/Findings (statistical results and/or qualitative themes).
   7. Interpretations/Conclusions (implications/applications for policy, practice, advocacy).
   8. Strengths/Limitations of research studies.
  10. Key terms/constructs (conceptual and operational definitions).

C. Complete this Proposal/Dissertation Planning Worksheet; attend to each item. Write “non-applicable” (NA) if an item does not apply to your research study and be able to explain why.

D. Write your dissertation research proposal—i.e., Chapters 1, 2, and 3 of your dissertation. Note that these chapters will need some revision after you have conducted your study to match exactly what occurred (e.g., the actual sample sizes, survey return rates, analyses conducted, etc.).

E. Seek guidance from your dissertation committee chair throughout the process.

Item #1. Names and Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Name:</td>
<td></td>
</tr>
<tr>
<td>Dissertation Committee Chair:</td>
<td></td>
</tr>
<tr>
<td>Dissertation Committee Member #1:</td>
<td></td>
</tr>
<tr>
<td>Dissertation Committee Member #2:</td>
<td></td>
</tr>
</tbody>
</table>
Item #2. Research Topic of Interest
- Briefly describe your research topic/focus (in a few sentences or bullet points).

Item #3. Title of Dissertation/Proposal
- Provide the working title of your study (note that this may change as your research progresses).

Item #4. Statement of the Problem
- Summarize succinctly (in a few sentences or bullet points).

Item #5. Purpose of the Study
- Generally describe what this study will examine.
Item #6. Research Questions
• List and number each (use clear and precise language).

Item #7. Hypotheses/Outcomes
• Hypotheses primarily apply to quantitative studies (complete Column 7A).
• Expected, anticipated, and/or probable outcomes primarily apply to qualitative studies (complete Column 7B). Note, however, that stating expected/anticipated/probable outcomes typically does not apply to certain types of qualitative research such as, for example, exploratory, heuristic, or grounded theory studies.

<table>
<thead>
<tr>
<th>Column 7A</th>
<th>Column 7B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypotheses (primarily for quantitative questions/studies)</td>
<td>Expected/Anticipated/Probable Outcomes (primarily for qualitative questions/studies)</td>
</tr>
</tbody>
</table>

Item #8. Significance/Importance of the Study
• Briefly explain the rationale for conducting this study—i.e., explain why this study matters; explain how this study may benefit scholars, practitioners, and/or society at large.
**Item #9. Key Terms/Definitions**
- List major relevant terms/constructs.
- Provide conceptual and/or operational definitions.
- Add/Delete rows as appropriate.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.A.</td>
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<tr>
<td>9.B.</td>
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<td>9.C.</td>
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<td>9.D.</td>
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<td>9.E.</td>
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<td>9.F.</td>
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<td>9.G.</td>
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<td>9.H.</td>
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<td>9.I.</td>
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<tr>
<td>9.J.</td>
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</tbody>
</table>

**Item #10. Theoretical/Conceptual Foundations/Frameworks**
- List the major theoretical and/or conceptual foundations/frameworks/models that inform/ground/guide this study.
- Add/Delete rows as appropriate.

<table>
<thead>
<tr>
<th>Theoretical/Conceptual Framework/Model</th>
<th>How it informs this study . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.A.</td>
<td></td>
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<tr>
<td>10.B.</td>
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<td>10.C.</td>
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<td>10.D.</td>
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<td>10.E.</td>
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<tr>
<td>10.F.</td>
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</tbody>
</table>
Item #11A. Research Design
- Mark with an “X” in all boxes that apply.
- Combinations of quantitative and qualitative options may indicate mixed-methods designs.

**QUALITATIVE: Descriptive Designs**
- Case Study
- Phenomenological Study
- Ethnographic Study
- Grounded Theory Study
- Heuristic Study
- Delphi Study
- Other (specify): __________________

**QUANTITATIVE: Descriptive Designs**
- Survey Study
- Instrument Validation Study
- Other (specify): __________________

**QUANTITATIVE: Correlational Designs**
- Bivariate
- Multivariate / Multiple Regression
- Factor Analysis
- Other (specify): __________________

**QUANTITATIVE: Comparative Designs**
- Cross-Sectional Comparative Study
- Causal-Comparative Study
- Other (specify): __________________

**QUANTITATIVE: Causal Designs**
- Single-Group Design (pretest-posttest)
- Comparison-Group Design (a matched group is formed or randomly-selected individuals form a group for posttest-only comparison to the treatment group/condition)
- Nonequivalent-Group Design (an intact convenience group serves as a control condition in the study)
- Quasi-Experimental Design (intact convenience groups are randomly assigned to treatment or control conditions)
- Experimental Design (individual participants are randomly assigned to treatment or control conditions)
- Single-Subject Design (single-participant causal design)
- Meta-Analysis Study (meta-analytic review to calculate effect sizes on outcome variables/measures)
- Other (specify): __________________

Item #11B. Causal Design Interventions/Treatments
- Describe independent variables for causal/experimental designs (if applicable).
**Item #12A. Samples/Participants**
- List participants/subjects (one designation per row—e.g., Row 12.1. may be teachers, Row 12.2. may be students, Row 12.3. may be parents, and so on).
- Add/Delete rows as appropriate.

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
<th>Column III</th>
<th>Column IV</th>
<th>Column V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants Who?</td>
<td>Size How many?</td>
<td>Site (e.g., organization, program, location, community [urban/rural], geographic region, nation, continent, other)</td>
<td>Sampling Strategy (e.g., simple random, stratified random, purposive, snowball, convenience, volunteer, other)</td>
<td>Selection Procedures How obtained? (e.g., describe how you will obtain this sample, who will give you access to potential participants, who will provide lists of names, how you will select from the lists, how you will contact/invite targeted participants)</td>
</tr>
<tr>
<td>12.1.</td>
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<tr>
<td>12.2.</td>
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<tr>
<td>12.3.</td>
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<tr>
<td>12.4.</td>
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</tr>
</tbody>
</table>

**Item #12B. Demographics of Samples/Participants**
- Copy Item #12A, Column I in Item #12B, Column I (these should be identical).
- For each sample, specify the types of demographic information that will be useful in interpreting results, generalizing to populations, or making recommendations.
- Add/Delete rows as appropriate (should match Item #12A).

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
<th>Column III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>Participant Demographic Information (list individual characteristics useful for describing each sample)</td>
<td>How You Will Obtain (e.g., from surveys, interviews, databases/archives, public records, other)</td>
</tr>
<tr>
<td>(copy Item #12A, Column I)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.1.</td>
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<td></td>
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<tr>
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<tr>
<td>12.3.</td>
<td></td>
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<tr>
<td>12.4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Item #12C. Demographics of Sites/Organizations/Communities**

- Copy Item #12A, Column I in Item #12C, Column I (these should be identical).
- Copy Item #12A, Column III in Item #12C, Column II (these should be identical).
- For each site, specify the types of contextual/situational demographic information that will be useful in interpreting results, generalizing to populations, or making recommendations.
- Add/Delete rows as appropriate (should match Item #12A).

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
<th>Column III</th>
<th>Column IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>Site</td>
<td>Site Demographic Information</td>
<td>How You Will Obtain</td>
</tr>
<tr>
<td>(copy Item #12A, Column I)</td>
<td>(copy Item #12A, Column III)</td>
<td>(list contextual/situational characteristics useful for describing each site)</td>
<td>(e.g., from surveys, interviews, databases/archives, Internet websites, public domain, other)</td>
</tr>
</tbody>
</table>

12.1.  
12.2.  
12.3.  
12.4.  

**Item #13A. Data Collection Instruments/Protocols**

- First list each instrument/protocol newly created for this study.
- Next list each instrument/protocol that already exists and will be used in this study.
- Provide information for each. Note that IQDOT stands for I = Interviews, Q = Questionnaires/surveys/inventories, D = Documents/archives/databases, O = Observations, and T = Tests.
- Add/Delete rows as appropriate (your study may have any combination of new and existing instruments/protocols; designations in Items #13A, #13B, #13C, and #13D are examples only).

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
<th>Column III</th>
<th>Column IV</th>
<th>Column V</th>
<th>Column VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrument and/or Protocol Name/Label</td>
<td>Type (IQDOT)</td>
<td>Collected Where? When? By whom? How?</td>
<td>Estimated Time (for participants)</td>
<td>Training Needed (for collectors)</td>
<td>Validity/Reliability, Credibility</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>□ Yes (will provide) □ No (not needed)</td>
<td>□ Yes (list citations) □ No (will vet / pilot)</td>
</tr>
<tr>
<td>13.1. (new)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.2. (new)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
13.3. *(exists)*

13.4. *(exists)*

**Item 13B. Data Collection Instruments/Protocols newly created for this study.**
- List all newly created instruments/protocols shown in Item #13A; maintain identical numbering as in Item #13A.
- Briefly state which experts will be vetted to review the newly created instruments/protocols.
- Briefly state who will be sought/selected to participate in a pilot study (if needed) to confirm the validity, reliability, and or creditability/trustworthiness of the instruments/protocols.
- **Note:** All pilot studies must have IRB approval prior to conducting the pilot.

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
<th>Column III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrument and/or Protocol Name</td>
<td>Experts</td>
<td>Pilot Sample</td>
</tr>
<tr>
<td>(list those in item #13A that are newly created; copy the same numeric labels (in this example, 13.1. and 13.2.))</td>
<td>(to be vetted/sought for review)</td>
<td>(who and how many pilot participants will be sought/selected)</td>
</tr>
<tr>
<td>13.1. <em>(new)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.2. <em>(new)</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** IRB approval is mandatory prior to conducting a pilot study of instruments and/or protocols.

**Item #13C. Data Analysis**
- Copy Item #13A, Column I in Item #13C, Column I (these should be identical).
- Specify the scoring/rating/coding system that will be used for each (if applicable).
- Specify statistical computations and/or qualitative procedures that will be used for each.

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
<th>Column III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrument and/or Protocol Name</td>
<td>Scoring/Rating Scales and/or Coding Rubrics</td>
<td>Statistical Computations and/or Qualitative Methods/Procedures</td>
</tr>
<tr>
<td>(list all in Item #13A)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.1. <em>(new)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.2. <em>(new)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.3. <em>(exists)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.4. <em>(exists)</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Item #13D. Independent Readers/Coders**

- Copy Item #13A, Column I in Item #13D, Column I (these should be identical).
- Specify whether independent readers/coders/raters will be needed and be able to explain why.
- Specify whether the independent readers/coders/raters will be dealing with quantitative or qualitative analysis to assure consistency.

<table>
<thead>
<tr>
<th>Instrument and/or Protocol Name (list all in Item #13A)</th>
<th>Independent Readers/Coders/Raters Needed?</th>
<th>Yes □ No □</th>
<th>Describe: Why needed? Who? How Many? Trained?</th>
<th>Quantitative Interrater Reliability □ Qualitative Consensus/Agreement □</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.1. (new)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.2. (new)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.3. (exists)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.4. (exists)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Item #13E. Triangulation**

- Briefly describe how you will triangulate data and/or findings (if applicable).

**Item #14. Procedures**

- Briefly describe the chronological steps you will take to conduct this study.
- Add/Delete rows as appropriate.

<table>
<thead>
<tr>
<th>Step</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
Item #15A. Strengths
- State the strengths of this study—i.e., methodologies employed that increase credibility and confidence in the results (such as a large sample size, observable-behavioral data, instruments/protocols with established validity/reliability/credibility/trustworthiness, several independent readers/coders, use of triangulation, etc.)
- List and number each.

Item #15B. Limitations
- State the limitations of this study—i.e., methodologies employed that may hinder credibility and confidence in the results (such as a small sample size selected from only one site, a newly created data collection instrument, self-report interview or survey data, etc.).
- List and number each.

Item #15C. Delimitations
- State and briefly describe the delimitations of this study—i.e., these typically are investigator decisions/boundaries influenced by finite resources (such as time, money, personnel, etc.), or are decisions controlled by others (such as contingencies placed on the study from authorities who give permission to conduct research at a certain site or in a particular organization).
- List and number each.
Item #16. Background and Role of the Researcher

- Provide a brief description of your role, assumptions, personal interests in the research topic (required for qualitative studies; optional for quantitative studies).

Item #17. Appendix Materials

- Insert the following items into the Appendix section of your research proposal (typically in the following order).

  - □ Letters of Permission (from all organizations/programs/sites where you will conduct the study).

  - □ Consent Forms (for participants 18 years or older) and Assent Forms (for participants under age 18);
    (note that these forms are required for study samples/participants listed in Item #12A, and for pilot samples/participants listed in Item #13B).

  - □ Data Collection Instruments/Protocols (listed in Item #13A and formatted for actual use).

Item #18. IRB Requirements/Materials

- Provide a completed copy of the IRB template; note that the methods information in the template must match the methods information in your research proposal.

- Provide a copy of your CITI Certificate.

  - □ IRB submission template/materials (information that you provide in the template must match the information in your research proposal).

  - □ CITI Certificate (see the Seattle University IRB website).
APPENDIX F: Proposal/Dissertation Proofreading Checklist
## Proposal/Dissertation Proofreading Checklist

1. Print all pages.
2. Proofread all pages in After Front Matter (*do this first*).
3. Proofread all pages in the Front Matter (*do this last*).
4. Conduct several rounds of proofreading; focus on one (or related) components in each.
5. Mark corrections/revisions with a red pen on the paper copy.
6. Make corrections/revisions in the electronic file (check off the paper copy once done).

### Round | After Front Matter → (see sample templates in this Guide for correct page formatting)
---|---
1 | Margins, page numbers, page headers (including font style and size)
2 | Headings within the text (correct format for various levels of headings)
3 | Line spacing and line indentations
4 | No widows/orphans, no hyphens at end of lines, no headings separated from the text that follows
5 | Block quotes (all lines indented ½ inch and correct citation style)
6 | Citations within the text (correct style)
7 | REFERENCES (correct style and order)
8 | Text content/substance (clear articulation, proper grammar, correct style for numbers)
9 | Tables (correct style for tables, accurate content matched to text)
10 | Figures (correct style for figures, *san serif* font within, accurate content matched to text)
11 | APPENDIX sections (divider pages and inserted materials)

### Round | Front Matter → (see sample templates in this Guide for correct page formatting)
---|---
12 | Title/Approval page (signatures)
13 | Copyright page (dissertation, optional)
14 | ACKNOWLEDGEMENTS (dissertation, optional)
15 | DEDICATION (dissertation, optional)
16 | ABSTRACT
17 | TABLE OF CONTENTS
18 | LIST OF TABLES (if any)
19 | LIST OF FIGURES (if any)
20 | Hooray! You did it! Time to celebrate! 😊
APPENDIX G: Proposal/Dissertation Defense Agendas
# Proposal Defense Agenda

<table>
<thead>
<tr>
<th>5 minutes</th>
<th>1. Welcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Review the Purpose of the Defense</td>
<td></td>
</tr>
<tr>
<td>3. Review the Agenda (clarify any procedural issues)</td>
<td></td>
</tr>
<tr>
<td>15-20 minutes</td>
<td>4. Student Presentation</td>
</tr>
<tr>
<td></td>
<td>• Interest in the Research Topic</td>
</tr>
<tr>
<td></td>
<td>• Overview of the Research Proposal</td>
</tr>
<tr>
<td>60-70 minutes</td>
<td>5. Oral Examination/Discussion</td>
</tr>
<tr>
<td></td>
<td>• Committee asks questions to probe student understanding of the literature (i.e., relevant theoretical foundations), rationales for research decisions (i.e., proposed questions, designs, samples, data collection methods, and analyses), hypotheses (i.e., expected results), significance of the proposed research, strengths and limitations of the research, etc.</td>
</tr>
<tr>
<td></td>
<td>• Committee makes suggestions to strengthen the proposal; this may include substance and/or APA/EDLR style/format</td>
</tr>
<tr>
<td></td>
<td>• Committee specifies required revisions (if any) and the chair records these</td>
</tr>
<tr>
<td>5-10 minutes</td>
<td>6. Assessment/Evaluation</td>
</tr>
<tr>
<td></td>
<td>• Student leaves the room</td>
</tr>
<tr>
<td></td>
<td>• Committee reaches consensus on approval</td>
</tr>
<tr>
<td></td>
<td>A. No revisions required—D3 Form signed/approved</td>
</tr>
<tr>
<td></td>
<td>B. Minor revisions required—D3 Form can be signed; chair will verify revisions (however members may choose to review revisions and sign later)</td>
</tr>
<tr>
<td></td>
<td>C. Major revisions required—committee does not sign D3 Form; another defense will be scheduled after the chair receives revisions and deems that the student is ready—allow 28 days (4 weeks) for the committee to read the revised proposal</td>
</tr>
<tr>
<td>5-10 minutes</td>
<td>7. Defense Results</td>
</tr>
<tr>
<td></td>
<td>• Student returns</td>
</tr>
<tr>
<td></td>
<td>• Committee chair shares results</td>
</tr>
<tr>
<td>8. Closure</td>
<td></td>
</tr>
<tr>
<td>• Wrap up</td>
<td></td>
</tr>
<tr>
<td>• Next steps</td>
<td></td>
</tr>
</tbody>
</table>
## Dissertation Defense Agenda

<table>
<thead>
<tr>
<th>Duration</th>
<th>Stage</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>1.</td>
<td>Welcome</td>
</tr>
<tr>
<td>15-20 minutes</td>
<td>2.</td>
<td>Review the Purpose of the Defense</td>
</tr>
<tr>
<td>60-70 minutes</td>
<td>3.</td>
<td>Review the Agenda (clarify any procedural issues)</td>
</tr>
</tbody>
</table>
| 4. | Student Presentation | • Current and/or Future Professional Goals  
• Overview of the Dissertation Research Study |
| 5. | Oral Examination/Discussion | • Committee asks questions to probe student understanding of the literature (i.e., relevant theoretical foundations), rationales for research decisions (i.e., questions, designs, samples, data collection methods, and analyses), hypotheses (i.e., expected results), significance of the study, strengths and limitations of the study, implications/recommendations for current practice and future research, overall conclusions, etc.  
• Committee makes suggestions to strengthen the and/or its presentation (substance and/or APA/EDLR style/format)  
• Committee specifies required revisions (if any) and the chair records these. |
| 5-10 minutes | 6. | Assessment/Evaluation |  
• Student leaves the room  
• Committee reaches consensus on approval  
A. No revisions required—D6 Form signed/approved  
B. Minor revisions required—D6 Form can be signed; chair will verify revisions (however members may choose to review revisions and sign later)  
C. Major revisions required—committee does not sign D6 Form; another defense will be scheduled after the chair receives revisions and deems that the student is ready—allow 28 days (4 weeks) for the committee to read the revised dissertation |
| 5-10 minutes | 7. | Defense Results |  
• Student returns  
• Committee chair shares results |
| | 8. | Closure |  
• Wrap up  
• Next steps |
APPENDIX H: Proposal/Dissertation Checklists for your Dissertation Chair Reviews
### Proposal Checklist for your Dissertation Chair Review

(mark each box for verification)

- After you have successfully defended your proposal, make revisions required by your committee and obtain the approval of your chair.
- Proofread your final proposal carefully.
- Submit an electronic copy of your proposal along with the completed IRB Template to your committee chair for review/approval. Your chair will confirm receipt, conduct a spot check, and he or she may request a paper copy when ready.

- D3 FORM (in student file (via the EDLR program office) verifying committee approval)
- Proper page format and margins throughout
- TITLE page (page not numbered)
- ABSTRACT (EDLR format/margins; APA style text; lower-case Roman numeral page numbers)
- TABLE OF CONTENTS (EDLR format/margins; Roman numeral page numbers)
- LIST OF TABLES (if any → EDLR format/margins; Roman numeral page numbers)
- LIST OF FIGURES (if any → EDLR format/margins; Roman numeral page numbers)
- CHAPTER 1 (EDLR format/margins; page header after first page; APA style text)
- CHAPTER 2 (EDLR format/margins; page header after first page; APA style text)
- CHAPTER 3 (EDLR format/margins; page header after first page; APA style text)
- REFERENCES (page format/margins, page header after first page, APA style, EDLR line spacing)
- APPENDICES (site permissions [if needed], Consent Forms, data collection instruments/protocols)
- IRB Template completed with all required attachments (see IRB template online)

**NOTE:** Your committee chair must review and approval your IRB template and materials before you submit to the Seattle University IRB for review and approval; therefore, you need to have your IRB template and materials completed at this time with your CITI certificate attached.
<table>
<thead>
<tr>
<th>Checkpoint</th>
<th>Requirements/Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>After you have successfully defended your dissertation, make revisions</td>
<td>require by your committee and obtain the approval of your chair.</td>
</tr>
<tr>
<td>Proofread your final dissertation carefully.</td>
<td>Submit an electronic copy of your dissertation to your chair for review/approval. Your</td>
</tr>
<tr>
<td></td>
<td>chair will confirm receipt, conduct a spot check, and he or she may request a paper</td>
</tr>
<tr>
<td></td>
<td>copy when ready.</td>
</tr>
</tbody>
</table>

- **D6 FORM** (in student file (via the EDLR program office) verifying     |
  committee approval)
- Proper page format and margins throughout
- TITLE/Approval page (signatures; page not numbered)
- Copyright page (optional; page not numbered)
- ACKNOWLEDGEMENTS (optional; pages numbered in lower-case Roman numerals)  |
- DEDICATION (optional; Roman numeral page numbers)
- ABSTRACT (EDLR format/margins; APA style text; Roman numeral page numbers) |
- TABLE OF CONTENTS (EDLR format/margins; Roman numeral page numbers)        |
- LIST OF TABLES (if any → EDLR format/margins; Roman numeral page numbers) |
- LIST OF FIGURES (if any → EDLR format/margins; Roman numeral page numbers) |
- CHAPTER 1 (EDLR format/margins; page header after first page; APA style    |
  text)
- CHAPTER 2 (EDLR format/margins; page header after first page; APA style    |
  text)
- CHAPTER 3 (EDLR format/margins; page header after first page; APA style    |
  text)
- CHAPTER 4 (EDLR format/margins; page header after first page; APA style    |
  text)
- CHAPTER 5 (EDLR format/margins; page header after first page; APA style    |
  text)
- REFERENCES (EDLR format/margins/line spacing; page header after first page, |
  APA style)
- APPENDICES (EDLR format/margins; no page headers for divider and insert    |
  pages)
APPENDIX I: Dissertation "D" Forms
D1 FORM: REQUEST FOR DOCTORAL DISSERTATION CHAIR

Student name: _________________________________________________________________

Current address: ________________________________________________________________________________

______________________________________________________________________________________________

Student ID #: ___________________________ E-mail: ________________________________

Work phone: ___________________________ Home/Cell phone: ___________________________

Working title (or topic) of dissertation: __________________________________________________________

______________________________________________________________________________________________

Approvals:

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requested Chair:</td>
<td>__________________</td>
<td>__________________</td>
</tr>
</tbody>
</table>

Program Affiliation: __________________________________________________________

______________________________________________________________________________________________

Conditions of approval (if any): __________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

Student (signature): ___________________________ Date: ___________________________

Routing (original paper copy):
(1) Student, (2) Requested Chair, (3) Program Office

Distribution After Completion (electronic):
(1) Student, (2) Chair, (3) Student File

Revised: 3/2015
D2 FORM: DOCTORAL PROGRAM COMMITTEE REQUEST

Student name: ____________________________________________________________

Current address:  ___________________________________________________________________

________________________________________________________________________________

Student ID #: ___________________________  E-mail: ________________________________

Work phone: ___________________________  Home/Cell phone: _________________________

Working title (or topic) of dissertation: ____________________________________________

________________________________________________________________________________

Proposed Committee Signatures:

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair:</td>
<td>__________________</td>
<td>__________________</td>
</tr>
<tr>
<td>Member #1:</td>
<td>__________________</td>
<td>__________________</td>
</tr>
<tr>
<td>Program Affiliation:</td>
<td>__________________</td>
<td></td>
</tr>
<tr>
<td>Member #2:</td>
<td>__________________</td>
<td>__________________</td>
</tr>
<tr>
<td>Program Affiliation:</td>
<td>__________________</td>
<td></td>
</tr>
</tbody>
</table>

Routing (original paper copy):
(1) Student, (2) Chair, (3) Requested Members [attach CV/resume if required], (4) Program Office

Distribution After Completion (electronic):
(1) Student, (2) Chair, (3) Members, (4) Student File

Revised: 3/2015
D3 FORM: DOCTORAL DISSERTATION PROPOSAL COVER SHEET

Student name: ____________________________________________________________

Current address: __________________________________________________________

________________________________________________________________________

Student ID #: __________ E-mail: ___

Work phone: ________________ Home/Cell phone: _____________________________

Working Title of Dissertation: _____________________________________________

________________________________________________________________________

Approval Signatures:

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Member #1:</td>
<td></td>
<td></td>
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<tr>
<td>Member #2:</td>
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</tbody>
</table>

Conditions of approval (if any): ___________________________________________

________________________________________________________________________

Routing (original paper copy):
(1) Chair, (2) Members, (3) Program Office

Distribution After Completion (electronic):
(1) Student, (2) Chair, (3) Members, (4) Student File

Revised: 3/2015
D4/D5 FORM: APPROVAL TO SCHEDULE AND ANNOUNCE THE DISSERTATION DEFENSE

This form must be submitted at least 14 days prior to the date selected for the defense.

Student name: ________________________________________________________________

Current address: ______________________________________________________________

____________________________________________________________________________

Student ID# ____________________________ E-mail: _________________________________

Work phone: ___________________________ Home/Cell phone: _________________________

Dissertation title: ______________________________________________________________

____________________________________________________________________________

The above named dissertation will be presented at a public meeting scheduled at:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Requested Location (optional)</th>
</tr>
</thead>
</table>

This dissertation research has been supervised by the dissertation committee chair:

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair:</td>
<td>___________________</td>
<td>___________________</td>
</tr>
</tbody>
</table>

Routing (original paper copy):
(1) Chair, (2) Members, (3) Program Office

Distribution After Completion (electronic):
(1) Student, (2) Student File

Revised: 3/2015
D6 FORM: DISSERTATION DEFENSE EXAMINATION RESULTS

Student name: _____________________________________________________________

Current address: _______________________________________________________________________

_____________________________________________________________________________________

Student ID #:___________________________  E-mail: _______________________________________

Work phone: ________________________  Home phone: ________________________________

Dissertation title: _________________________________________________________________

_____________________________________________________________________________________

APPROVAL SIGNATURES

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Member #1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Member #2:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Routing (original paper copy):
(1) Chair; (2) Members; (3) Program Office

Distribution After Completion (electronic copy):
(1) Student, (2) Chair, (3) Members, (4) Student File

Revised: 3/2015
APPENDIX J: Final “F” Forms
Please have someone other than yourself check all of the page numbers in all of your dissertation copies for accuracy.

Name of Student

Name of Page Checker (printed)

I, the checker of pages listed above, verify that I checked every single page number (roman numerals included) in three complete, unbound copies of the doctoral project completed by the student listed above. All pages are correctly numbered and in order in each copy. No pages are missing.

Signed,

Signature of page checker

Date

Contact Email Address

Contact Phone Number

Revised: 3/2015
F2 FORM: VERIFICATION OF FINAL PROOFREADING DISSERTATION PRIOR TO FORMAT CLEARANCE

Please initial each item and sign at the bottom.

1. I have read this final draft to assure the content is correct as approved by my committee

2. I have proofread every page to eliminate typing, spelling, and grammatical errors.

3. I have examined every page to assure proper format has been followed throughout.

________________________________________________________________________

Student Signature

________________________________________________________________________

Date

Enclosures:

5 signed title pages
3 complete, final copy of project/dissertation
Signed and approved D-6 form

Revised: 3/2015
F3 FORM: DISSERTATION FORMAT CLEARANCE CHECKLIST

Student Name ____________________________________________________________

Please initial each item and sign at the bottom.

1. Five signed title pages correct in format and content.  
2. Correct paper quality (acid-free bond, 20 lb.). 
3. Correct quality type and/or duplication. 
4. Correct margins (1.5" left, 1" top, right and bottom). 
5. Correct indentations (0.5" for paragraphs, 0.5" for set-off quotes). 
6. No errors in APA style, EDLR format, or English grammar. 
   No more than two APA style or EDLR format errors of any type found in 10-page spot-check.
7. Page numbers of pages checked: ________________________________

I certify that the format of this dissertation is correct.

__________________________________________________________________________  ________________________
Student Signature                                            Date

Revised: 3/2015
F4 FORM: CHECKLIST FOR PROCESSING COMPLETED DISSERTATIONS

Please bring this form with you when you submit the three final copies of your dissertation. The EDLR administrative assistant completes this form when you submit your dissertation.

Student Name: ____________________________________________________________

For EDLR Office Use Only

1. Dissertation
   F. Three Complete Sets
   G. F1 Form: Dissertation Page Check Verification
   H. F2 Form: Verification of Final Dissertation Proofreading Prior to Format Clearance
   I. F3 Form: Dissertation Format Clearance Checklist

2. Title Pages
   C. Five copies of the Title Page
   D. All signed by all committee members

3. Fees (payable to Seattle University) Write in memo line “Dissertation Fees”
   C. $115.00 dissertation fee (amount published in Graduate Bulletin)
   D. $55.00 for copyright (if applicable – optional)

4. Completed ProQuest/UMI Forms
   F. Page A4: all information filled out
   G. Page A5:
      1. Authorization signed
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   H. Extra abstract for ProQuest/UMI
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BY

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A dissertation submitted in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

SEATTLE UNIVERSITY

2015

Approval Signatures:

Committee Chair, Typed Name, Degree          Date

Committee Member, Typed Name, Degree          Date

Committee Member, Typed Name, Degree          Date
ACKNOWLEDGEMENTS

This is optional, however most authors choose to include this in their dissertations. It typically consists of several paragraphs spanning one or two pages in which the author thanks those who have guided, mentored, supported, or encouraged dissertation research efforts. Students typically acknowledge their dissertation chair and committee members, as well as other professionals who assisted along the way. Often family members or friends who provided emotional support for the endeavor are also recognized and thanked.
DEDICATION

This is optional, but if included is brief (no more than 5-10 lines),
broken where substantively appropriate,
and centered.

iv
ABSTRACT

TITLE OF YOUR DISSERTATION

EXACTLY AS IT APPEARS ON THE TITLE PAGE

Supervisor: Nina L. Valerio, Ph.D.

Summarize the topic, purpose, and focus of your dissertation research by briefly providing information about the design, methodology, findings, and major conclusions. Be as brief as possible, but coherent and clear in describing the purpose of the study and what it examined. Also succinctly describe the study’s design, sample (participants or archival databases), data collection methods (interviews, questionnaires, archival documents, observations, or tests), results, and overall conclusions.

The abstract is a maximum of 350 words (this word count applies only to words in the body of the abstract). The abstract typically consists of two to four paragraphs. Indent each paragraph. Try to keep the abstract to one page whenever possible; however, it may be two pages if needed.
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CHAPTER 1

INTRODUCTION

Introduction

The first paragraph introduces the dissertation topic and grabs the attention of readers. This opening should stir interest and motivate readers to want to continue reading. Sometimes the complexity of the topic will require several such paragraphs, but generally you can present and connect readers to your topic in one well-crafted paragraph. Use your good judgment regarding how many paragraphs will be needed, but always try to be succinct and provide compelling real-life illustrations.

The second paragraph connects the general topic presented in the opening to the overall purpose of this research study. For example, you may inform readers that the major purpose of this study is to examine a particular aspect of the topic. Also include several sentences that summarize why this focus for research matters. Help readers understand why this research should be pursued by providing several broad statements that explain in general what makes this research worthy of attention. Again, if there are several purposes for undertaking this research and/or if the major reason for conducting this study is complex, then several paragraphs may be warranted.

The third paragraph signals readers to the structural framework of this chapter. In other words, alert readers to how the material in this chapter is organized. Point readers to the major sections (overall chunks) that will follow; however, do not simply provide a seriated list of major headings. Instead, craft several sentences that introduce and provide context for each section/heading; denote each in chronological sequence.
Statement of the Problem

This section consists of several paragraphs (or pages) that provide readers with a general understanding of the major problem/problems relevant to your topic of study. This section illuminates, in general, unaddressed issues relevant to the topic. These unaddressed issues point to the purpose for conducting this study and the specific research questions it will address. In other words, informing readers of the problems relevant to your topic paves the way for a natural and smooth transition to the next two sections of this chapter—stating the purpose of the study and the research questions that will guide the study.

Purpose of the Study

This section consists of several paragraphs (or pages) that present and clarify the purpose (or purposes) of this study. Therefore, this section naturally stems from the statement of the problem in the previous section by stating how this investigation will contribute to informing the yet unaddressed issues. In other words, this section presents a well-developed rational for conducting this study. The end of this section logically leads readers to the specific research questions presented in the next section.

Research Questions

This section is short and concise. Provide a lead-in sentence that introduces readers to the questions. Present the major research question first, followed by relevant corollary questions, all seriated in a numbered list. Sometimes a study will have one research question only (but not often). More typically, three to five related questions are
targeted to expand or refine the scope of the investigation. The following paragraph shows how this section might be crafted in an actual proposal or dissertation. Repeat the research questions verbatim in Chapters 2 through 5 where appropriate.

The research questions that follow guide this dissertation study. The first two questions provide the overall foundation for the research; the additional questions further refine the focus.

1. To what extent can adolescents trained in integrative negotiation apply constructive conflict resolution skills compared to untrained youth?
2. To what extent do adolescents trained in integrative negotiation initiate constructive conflict resolution in real-life settings/situations?
3. What are the effects of integrative negotiation training on social perspective taking among adolescents?
4. To what extent do adolescents trained in integrative negotiation exercise moral decision making compared to untrained youth?
5. What is the relationship between integrative negotiation training and moral development in adolescent youth?

Hypotheses

You may decide to include this section in your proposal/dissertation, or not. Most quantitative researchers present hypotheses immediately following research questions to denote expected results. Qualitative researchers typically do not specify hypotheses because of the nature of qualitative questions and the evolving nature of qualitative
methods. It may be appropriate, however, to present a section labeled Expected Outcomes if the qualitative research design is conducive to doing so—e.g., if a short-term case study is conducted in which participants will engage in a 15-minute structured interview to reveal their perceptions of the role of professional development in organizational support for optimal job performance. One might expect that ongoing involvement in meaningful professional development within an organization would be valued, especially if participants are actively involved in planning the types of opportunities that they deem will best meet their learning needs and professional aspirations.

**Theoretical Frameworks**

This section consists of several paragraphs (or pages) that introduce the major theoretical and/or conceptual frameworks that ground (or inform) the study’s research questions and/or methods. These frameworks also may be used to develop protocols for coding/analyzing data or interpreting findings. Consider crafting a general introductory paragraph that points readers to the major frameworks, then use Level 2 headings (see *American Psychological Association [APA]*, 2010, p. 62) for each framework, followed by text that briefly explains its relevance to your study. Most studies draw from several (three to five or more) major theoretical/conceptual foundations. Chapter 2 will elaborate on each introduced here.
Framework One

Present and briefly explain/discuss the first conceptual/theoretical framework and its relevance to your study. Before ending this section, tell readers that this framework will be more thoroughly articulated in the review of the literature—so write Chapter 2 first, then summarize here what you wrote about this framework in Chapter 2.

Framework Two

Present and briefly explain/discuss the next conceptual/theoretical framework and its relevance to your study. Before ending this section, tell readers that this framework will be more thoroughly articulated in the review of the literature—so write Chapter 2 first, then summarize here what you wrote about this framework in Chapter 2.

Context of the Study

Briefly describe the context in which this study will be conducted. For example, provide a summary of the study’s setting (organization, school, community, etc.) and its key features/characteristics (such as demographic information). This section may be one or several paragraphs.

Overview of Methods

Briefly summarize the design of the study (quantitative, qualitative, mixed methods—also name specific types of designs within these broad classifications) and methods (sampling strategies and data collection protocols). This section may be one or several paragraphs. Sometimes it makes sense to combine this section with the previous, in which case, use following heading: Overview of Context and Methods.
Significance of the Study

This section systematically explains why this study is important. In other words, explain why this study matters and how its results may usefully inform (a) professional practice, (b) decision making or policy development, (c) actions in real-world settings, or (d) theoretical/conceptual knowledge to guide current practice and ground future research. This section may be one or several paragraphs.

Background and Role of the Researcher

This section only pertains to qualitative studies. Qualitative researchers often have particular sets of a priori assumptions, theoretical perspectives, firm opinions, and/or personal experiences related to the research topic. Such assumptions, perspectives, opinions, experiences, and so on, need to be disclosed because they may influence the course of the study—for example, these factors may influence the researcher’s attention and focus during the conduct of the study as well as the interpretation of findings. This section does not appear in quantitative studies because rules governing descriptive and inferential statistics dictate analytical procedures.

Definition of Terms

This section lists and defines key terms in the proposal or dissertation. You may wish to preface the list of terms and definitions with an introductory sentence (or not). This section uses Level 3 headings (see APA, 2010, p. 62). If a term is a proper name, then the first letter in every word is capitalized. If not, then only the first letter in the first work is capitalized and all others are lower case. Examples are provided below. Also note
that definitions developed by others must be cited to credit those individuals. If a
definition is not cited, then readers will/should assume that you created the definition of
the term.

**Conflict.** Conflict exists when incompatible activities occur. An incompatible
activity prevents, blocks, obstructs, or interferes with the occurrence or effectiveness of
another activity (Deutsch, 1973; Deutsch, 2006; Johnson & Johnson, 2009).

**Integrative negotiation.** Integrative negotiation is aimed at maximizing joint
outcomes. It involves disputants in mutual problem-solving processes, which typically
occur in cooperative contexts (Johnson, 1971; Pruitt, 1981).

**Teaching Students To Be Peacemakers (TSP).** This is a total-student-body
conflict resolution curriculum designed for classroom instruction, adaptable across K-12
school settings (Johnson & Johnson, 1995). The six conflict resolution steps taught in this
curriculum are derived from Deutsch’s (1973) theory of constructive conflict resolution
and the theoretical foundations of integrative negotiation and social perspective taking.

**Curriculum-integrated conflict resolution training.** Curriculum-integrated
conflict resolution training involves infusing the teaching of integrative negotiation into
the academic school curriculum (Stevahn, 2004).

**Limitations and Delimitations**

This section specifies delimitations of the study—i.e., choices that the researcher
makes up-front that narrow the study in some way and, therefore, affect the ability to
broadly generalize results (e.g., by conducting the study in one elementary school only in
a district that has 40 elementary schools; by collecting data from administrators only in a school that also has students, parents, teachers, support staff; and so on).

This section also specifies limitations of the study—i.e., anticipated (for proposals) or actual (for dissertations) methodological issues that may threaten the validity, reliability, credibility, or trustworthiness of the results (e.g., a small sample size, a convenience sample that may not be representative of the target population, low return rates on surveys, self-report instruments that may result in social desirability responding, low interrater reliability among those coding qualitative data, and so on).

Summary

This section typically is concise—perhaps one or two paragraphs. It should broadly revisit the contents of this chapter—especially the overall purpose of the research study and its significance. Sometimes this section ends by briefly foretelling what to expect in the next chapter—or what to expect in all remaining chapters, thereby providing a brief overview of the organization of the entire study.
REFERENCES


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Site Permissions
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Institutional Review Board Approval
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Participant Consent Forms
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