

Handbook for National College of Education Ed.S. and Ed.D. in Teaching and Learning

Curriculum, Advocacy, and Policy
Disability and Equity in Education
Reading, Language, and Literacy

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**NATIONAL
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Introduction

This *Handbook* is a compilation of the academic and administrative policies and procedures specific to the Ed.S. and the Ed.D. in Teaching and Learning in the National College of Education (NCE). The coursework in the Ed.S. and Ed.D. in Teaching and Learning programs are identical until the final year. The Ed.S. requires neither a qualifying paper, dissertation seminar, nor the completion of a dissertation. The Ed.S. *does* require a capstone project that is much smaller in scope than a dissertation and can be completed in one term, whereas the dissertation and qualifying paper can take a year or more. The Ed.S. and the Ed.D. in Teaching and Learning include three majors: Curriculum, Advocacy, and Policy (CAP); Reading, Language, and Literacy (RLD); and Disability and Equity in Education (DEE). These three majors share common foundations and research sequences, assessments, policies and mission. Administrative structure includes a “chair” of the overall doctoral program and a “director” of each of the majors.

The *Handbook* describes the policies and procedures that govern the Ed.S. and Ed.D. in Teaching and learning but does not include ALL of the information about graduate program requirements, policies and procedures. Students and faculty must also adhere to the college and university policies and procedures which are updated each year located in the *National Louis University Graduate Catalog* (<http://www.nl.edu/admissions/catalogsandcourseinformation/catalogsandcourseinformation/>). Students and faculty are also alerted to policy changes through announcement sent to their NLU email accounts.

NLU Diversity & Inclusion Statement

National Louis University is committed to achieving a diverse, equitable, and inclusive environment where every individual is heard, respected, valued and welcomed. Every day, we strive to create a community where everyone is empowered to live their full authentic selves... because we know, we are stronger together.

The National College of Education reserves the right to amend or modify its doctoral programs and related policies and procedures, whether described in this handbook or elsewhere, at any time without prior notice, except as may result in undue hardship to students currently enrolled in a doctoral program.

Conceptual Framework

Ed.S. and Ed.D. in Teaching and Learning programs at National Louis University focus on preparing thoughtful and passionate educational leaders committed to understanding education within the larger social, cultural, political, historical and economic contexts that influence educational policies, practices and reform in the globalized world. Through courses, seminars, and research, students acquire a breadth and depth of knowledge in a chosen area of doctoral specialization while engaging in a broad-based community of learners, comprised of students and faculty who are knowledgeable about and active in a variety of discourse communities. This diverse learning community supports the development of scholarly habits of mind and provides members with abundant opportunities to increase their comprehension and appreciation of multiple theoretical, epistemological, ontological, and axiological perspectives.

The ultimate goal of Ed.S. and Ed.D. in Teaching and Learning is to develop educational leaders who can continuously investigate the interrelationship between theory, research, and educational practice while building a capacity to consider and/or engage in social action in a variety of settings. This assumes that educational leaders are able to think critically, flexibly, and creatively about educational systems, learning environments, communities, teachers and learners. Such leaders can function effectively as practitioners, academic scholars, researchers, community activists or policy makers. This conceptual orientation to doctoral studies distinguishes the NLU program locally and places the program on the cutting-edge nationally.

Program Policies and Procedures

All NLU programs are subject to the policies and procedures as presented in the *NLU Catalog* and on the webpage of the Office of Admissions and Records.

The Admission Process

Individuals interested in applying to the Ed.S. or Ed.D. in Teaching and Learning must meet NLU's general admission requirements as well as additional requirements specific to these programs. There are two stages in the admissions process. The first stage occurs at the enrollment office and consists of making sure particular documents are provided. The second stage begins at the completion of the enrollment process, when faculty from the major review enrollment documents and extend an invitation for an individual interview. Based on the review of enrollment documents and the individual interview, a decision is made regarding an invitation to a group interview. After the group interview, applicants write a short reflection on the group discussion and article. A faculty team assesses applicants' knowledge, skills and dispositions related to doctoral study and forwards the admission decision to the Office of Admission and Records who notifies the applicant. Individuals applying to the Ed.S. and Ed.D. in Teaching and Learning, with a major in: Curriculum, Advocacy, and Policy (CAP); Reading, Language, and Literacy (RLd); and Disability and Equity in Education (DEE), can review admission information on <http://www.nl.edu/admissions/oar/>.

Stage I: Application

The first stage of the application process includes: (1) an application, (2) both undergraduate and graduate transcripts, (3) evidence of a GPA of 3.25 or better in a master's program, (4) a resume that includes a description of professional experiences, (5) two letters of recommendations that address the applicant's most recent graduate work and/or their professional work, and (6) written essays in response to the following questions:

1. What professional and/or scholarly interests, experiences and goals have led you to apply to this doctoral program? How do you envision doctoral study supporting and/or relevant to achieving those goals?
2. Please describe your personal engagement in a community that has had a substantial impression on you (can be a cultural, religious, service-oriented, educational, or neighborhood group of people united by common values and a cause). Describe the role you play(ed) in that community and the nature of your participation and learning.
3. What is an area in which you are passionate about advocating and working towards social and/or educational change? What is the source of your passion and your hope for enacting change?

Applications remain valid for one year from the application date.

Stage II: Individual and Group Interview & Written Reflections

Once applicants complete all enrollment documents, they participate in an individual interview with faculty from their chosen major. The objectives of the individual interview are: (1) to discuss the applicant's goals for pursuing doctoral study, (2) to determine that the applicant's goals may be met through the doctoral program, (3) to gain further information about the applicant, (4) to clarify any areas of concerns, (5) to provide an opportunity for the applicant to ask questions about the program.

All applicants who appear to be a good match for the program are invited to campus (or under certain circumstances by videoconference such as Zoom) to participate in a group interview with other applicants and a team of faculty representing the EDD in Teaching and Learning. Prior to coming for the interview, applicants are sent a scholarly article, which is discussed by the group during the interview. The group interview allows the faculty to assess applicants' intellectual curiosity, creativity, clarity and critical thinking, as well as see how they engage with others in an academic dialogue. Following the group discussion, applicants write a reflective essay on the ideas provoked by the discussion. Faculty review the essays to assess the student's ability to compose their thoughts in writing and to respond to the group discussion.

Faculty representing the doctoral majors make final decisions about whether to admit an applicant.

Academic Policies

Time Limit

The doctoral degree must be completed in ten years from the date of admission. Within this time frame, students are expected to make regular and consistent progress, which is subject to periodic review. See the *NLU Catalog* for additional time-limit information.

Continuous Registration and Leave of Absence

Continuous registration during each academic year is required until the written dissertation is completed. When unforeseen circumstances require a student to temporarily withdraw from their doctoral studies, the student must contact their academic advisor who will advise them on university policies related to a leave of absence.

Students who have been inactive for four consecutive quarters and are not on an approved leave will be considered withdrawn from the doctoral program. Students who wish to be reinstated must file a re-entry form to the Office of the Registrar and receive approval from the Program Chair (documented on the exception form initiated by the advisor).

Transfer of Credit

In general, National Louis University permits the transfer of graduate-level credit into graduate degree program from other accredited institutions. A student should consult with his or her academic and faculty advisors as to the appropriateness of courses to transfer. Students can find information about transfer policies and procedures on the Office and Admissions and Records webpage (<http://www.nl.edu/transferinfo/>).

Waivers and substitutions for major courses must be approved by the director of the student's major. Waivers for the doctoral foundation courses and research courses must also be approved by the Chair of EDD Teaching and Learning and the instructor of the course in question.

Course Attendance Policy

Participation in all synchronous course sessions is expected. However, on rare occasions situations may arise that impede participation. Students who cannot participate in a single class session should contact their instructor as soon as they know they will be absent. Students are responsible for the content of the class and must make arrangements with a partner to collect notes, artifacts and other information. In addition, the course instructor may assign an additional project to make up the missed content. Make-up participation experiences/projects, or other activities are assigned at the discretion of the instructor, not automatically available as an option. It is the responsibility of the student to discuss these options with the instructor in advance if possible. Not participating in more than one class may result in a grade reduction. If a student is aware before a term begins that they will miss more than one synchronous class, they should work with their advisor and the course instructor to determine other options for the term.

Instructors are bound by the University calendar. However, they will make every attempt to accommodate students with respect to religious holidays when classes are not cancelled on a University-wide basis. These holiday observances are not counted as missed classes. Students should speak with the instructor prior to the class to be missed to minimize any loss of essential class content and experiences. In any other situation, such as extended illness or special life circumstances, please speak to the instructor about in-progress grade or other alternatives.

Policy on Academic Honesty

National Louis University subscribes to the principle that academic quality and a productive learning environment are inextricably linked to academic honesty. Like other colleges and universities, National Louis University has expectations regarding academic honesty on the part of students enrolled for course work, faculty and staff, and indeed, professional people at all levels of academic activity. Please see the following for the complete Policy on Academic Honesty. [NLU Policy on Academic Honesty](#)

Grade Policies

Students must have a grade point average of 3.0 or higher to fulfill their degree requirements. Any student who receives one or more grades of "C" or lower in any major, research, or foundation courses in any one term will be placed on probation. Faculty who assign a grade of C or lower will let the individual doctoral major director know. Probation continues until doctoral coursework is completed. Students may appeal such decisions to the individual major director and then to the Academic Policies Committee following the University Policy on Academic Appeals in the *NLU Catalog* (Click on Current Catalog link, search for "Academic Appeals")

(<https://www.nl.edu/admissions/catalogsandcourseinformation/catalogsandcourseinformation/>).

Course grades of "D" or lower will not apply toward the degree.

A student who accumulates (one or more) In-Progress ("I") grades for two consecutive terms will not be allowed to register for a subsequent term until the "In-Progress" course requirements are completed and the "I" grades are updated. When the "I" grades for at least one quarter are updated to letter grades and posted, the student should contact his or her major director to have the registration hold lifted. "I" grades are issued following the In-Progress Grade Policy in the *NLU Catalog* (Click on Current Catalog link, search for "In-Progress Grade Policy")

(<https://www.nl.edu/admissions/catalogsandcourseinformation/catalogsandcourseinformation/>).

'X', 'I', and 'W' for a Course. When courses require more than one term to complete, a grade of 'X' is assigned until the course is completed. This grade signifies a deferred grade for courses designed to extend over a longer period than one term.

The grade 'W' indicates a voluntary withdrawal from a course. The course appears on the student transcript with a "W" in the grade place, signifying that the student did not earn credit for the course. Please see University grading policy in the *NLU Catalog* (Click on Current Catalog link, search for "Grading")

(<https://www.nl.edu/admissions/catalogsandcourseinformation/catalogsandcourseinformation/>).

Pass/No Credit (P/N). Some courses will be awarded a pass/no credit rather than a letter grade. The following are some examples of such courses:

CCD 606 Scholarly Habits of Mind I
CCD 607 Scholarly Habits of Mind II
CCD 694 Independent Study
CCD 696 Qualifying Paper
CCD 693 Capstone
CCD 698 Dissertation Seminar
CCD 699 Dissertation
CCD 699X Dissertation Continuous Registration

Advising Process

Advising is a comprehensive process that includes the director of each major, a university assigned advisor, and individual faculty. The roles of these individuals overlap at times and they are in regular communication to support students. Students are introduced to the advising process in an orientation meeting early in the first term of their program. Quarterly meetings are held in which common topics are addressed and in which students can ask questions related to their major. The university advisor provides support throughout their program. Faculty advise student on areas related to research and scholarship. Near the end of their coursework, students choose a dissertation chair who works closely with the student in relationship to their qualifying paper and dissertation. (Details on dissertation advising are addressed later in this handbook.)

Academic Advising

Academic advising is provided by a university-assigned advisor who assists students in managing their academic schedule, enrollment procedures and issues, signing up for courses, submitting appeals when needed, etc. Academic Advisors assure that the students follow academic curriculum and adhere to university policies. Advisors also help students connect with other university resources and departments.

Curriculum Advising and Program Planning (CAPP)

Degree requirements are listed in the NLU Catalog for each academic year. Students are responsible for meeting the requirements in the catalog year in which they begin their program or return to the University after an absence of at least one year. [NLU Catalog](#)

When changes in the student's program of study need to be made, the student first works with their faculty advisor to assure that the changes are meeting all program requirements. The student's academic advisor works with the student and faculty to complete and submit the Student Adjustment Form, which can be found in the *NLU Catalog* (Click on Current Catalog link, search for "Program Substitutions")

(<https://www.nl.edu/admissions/catalogsandcourseinformation/catalogsandcourseinformation/>).

Request to transfer courses from other universities need a program director signature. Changes in program of study must conform to all doctoral program policies.

Faculty Advising

The director of each major provides assistance and advocates for students when needed. Along with other faculty in the major, the director of the major assists the student in identifying areas of research interest and pursuing these and other scholarly interests. Faculty advisors help

students determine appropriate electives and professional activities that will further their careers. They also ensure that students meet all requirements for the completion of their degree in a timely fashion, and if necessary, helps facilitate an academic action plan. Before students take their last research course, students choose a dissertation chair, who works closely with them to conceptualize and conduct their dissertation research. This is explained in detail later in this handbook.

Ed.S. and Ed.D. in Teaching & Learning Program Schedule / Design

The doctoral program is designed for both full-time and part-time students. It consists of common courses in foundations and research that all students take, and coursework specific to each of the majors. For the Ed.D. five-year plan (part-time) depicted below consists of taking one course per term. The three-year Plan (full-time) combines years 1 and 2, and then years 3 and 4 into one year. Students take two courses each term in the full-time program. The final year is the same for the part-time and full-time program. The Ed.S. program is identical to the Ed.D. program except that it does not require a dissertation, nor the classes associated with it. It does require a capstone project.

Year	Fall (research Classes)	Notes	Winter	Spring	Summer
Year 1 12sh Foundations courses.	CCD606 3SH Scholarly Habits of Mind*	Year 1: foundational courses.	CCD620 3SH Epistemology of Learning, Teaching & Inquiry	CCD615 3SH Psych Foundations of Teaching and learning	CCD625 3SH Critical Policy Analysis
	Fall		Winter	Spring	Summer
Year 2 or 3 Major Courses	ESR612 3SH Empirical/Analytical Research 1 or ESR614 Interpretive & Critical Research I (Both ESR612 and ESR614 are required courses, the choice is which one to take first. If the student thinks they will do a mixed methods dissertation, they should take ESR612 first. If they think they will do a qualitative dissertation, they	Major Core Courses run every other year. These run on odd years.	CAP 600 3SH Curriculum Theory: Historical Perspectives	CAP 601 3SH Cultures of Schools and Communities	CAP 602 3SH Curriculum theory: Contemp. Issues & Practice
		2021	DEE 606 3SH Applied Disability Studies	DEE 690 3SH Special Topics	DEE605 3SH History of Disability in Education
		2025	RLD 607 3SH Theory & Research in Writing	RLD 602 3SH Reading Comprehension: Research & Applications	RLD 601 3SH Research in Early Literacy

	should take ESR614 first.)				
	Fall		Winter	Spring	Summer
Year 2 or 3 Courses	ESR612 3SH Empirical/Analytical Research 1 or ESR614 Interpretive & Critical Research I	Major Core Courses run every other year. These run on even years.	CAP605 3SH Professional Development & School Change	CAP603 3SH Curriculum Planning, Organization & Evaluation	Elective: CCD690 Special Topic
		2020	DEE 693 3SH Disability Studies & Ed Seminar	DEE604 3SH Social & Pol, Implications Assmt	DEE 690 3SH Special Topics In Disability Studies
		2022			
		2024	RLD 600 3SH Language, Linguistics & Literacy	RLD 606 3SH Instruction & Staff Development in Reading & Language	Elective
	Fall		Winter	Spring	Summer
Year 4 12sh	ESR 616 3SH Empirical/Analytical Research II Or ESR618 3SH Inter & Crit Res II	After Major Core Courses	CCD630 3SH Education in a Global World	CCD607 3SH Scholarly Habits of Mind	Elective 3SH
	 Research courses offered in fall term.	These courses below are taken the last four terms for the Ed.D. Program. The Ed.S. Students do a 1SH Capstone Project. 			
Year 5 21/22 12sh	May have one more elective or be ready to take qualifying exam	CCD699 Dissertation 2sh CCD696 Qualifying exam (offered every term for 1sh)	CCD699 Dissertation 2sh CCD698 Dissertation Seminar 1sh	CCD699 Dissertation 2sh CCD698 Dissertation Seminar 1sh	CCD699 Dissertation 2sh CCD698 Dissertation Seminar 1sh

Notes:

Effective Date: The schedule above is effective 9/1/2020. This includes minor changes from prior designs.

Program Start:

Students can start the program in any term.

Class meetings:

- This is a blended program in which each course meets face-to-face (f2f) 3 times during the term. However, these f2f meetings will be replaced by video-conference class meetings if the university campus is closed, during a pandemic, for example or due to unsafe weather conditions.
- In the fall, winter and spring terms, courses meet either on the first or second Saturday of the term from 9:30 to 4:30 and then 4 and 8 weeks later. Thus, each course meets once per month f2f for a total of three times over the term. These terms last for ten weeks. If students take two courses per term, they attend f2f classes twice a month.
- In the summer term, courses meet for 8 weeks. Courses meet f2f either the first or second Saturday of the Summer term and then 3 and 6 weeks later for a total of 3 f2f meeting over the 8-week term.
- There are 4 weeks after the summer term ends before the fall term begins where there is no classwork.
- There are approximately 5 weeks after the Fall term ends before the Winter term begins with no coursework.
- Foundations courses (CCD prefix) meet the 1, 5, and 9 Saturday of the term.
- Major courses (CAP, DEE or RLD prefix) meet 2, 5, and 10 Saturday of the term.
- Research courses are offered in the Fall term each year and are as follows: ESR612 and ESR614 meet week 2, 6, 10 of the term, and ESR616, and ESR618 meet week 1,5,9.
- Students are given a choice as whether they take ESR612 or ESR614 first. If students believe they will do a mixed-methods dissertation, they should take ESR612 first. If they think they will do a qualitative dissertation, they should take ESR614 first.
- There will be at least two zoom based class meetings per course that students are required to attend. Every attempt will be made to schedule these at times students can attend, including, scheduling two meetings at different times when feasible. Zoom meetings will be recorded and posted for students who cannot attend.
- Dissertation seminar will meet monthly for 2.5 hours via Zoom (or other videoconferencing platform).

Assessment

Key assessments in the EDD in Teaching and Learning are meant to provide pertinent information about students' learning. In addition, these assessments are intended to support doctoral students' self- reflection and analysis of areas that need further growth and additional learning. Assessment points involve particular moments when faculty and doctoral candidates pause to look more closely at the students' learning and overall progress.

The EDD in Teaching and Learning uses ongoing educative assessment that is based on a belief that assessment should be deliberately designed to improve and inform student learning. This involves the use of three rubrics across the program.

1. *Scholarly Paper Rubric* is used throughout the coursework as a developmental rubric. The use of this rubric begins in CCD620 and is used in several courses throughout the program. It is ultimately a summative assessment for the qualifying paper.

2. *The Research Rubric* is a variation of the Scholarly Paper Rubric and is used throughout the research courses. It includes most the indicators in the Scholarly Paper Rubric, but also contains indicators related to research. It is ultimately used as a summative assessment for the proposal and dissertation.

3. *Disposition Rubric* provides feedback and guidance for developing scholarly dispositions. This rubric is introduced to students early in the program in the Scholarly Habits of Mind course, where they complete a self-assessment and set personal goals for their own development. Both students and faculty complete the disposition rubrics after the completion of each academic year until coursework is finished.

The purpose of using these carefully constructed rubrics throughout the program is to allow students to monitor their own progress over time, identify areas of strength and areas in need of ongoing development.

The Ed.S. Degree

While the Ed.D. in Teaching and Learning is a 63 semester hour program, the Ed.S. in Teaching and Learning is a 52 semester hour program. The difference in these two degree programs is that the Ed.S. does not require a qualifying paper nor a dissertation. This eliminates 3SH of CCD698 Dissertation Seminar and 8SH of CCD699 Dissertation. The Ed.S. does require 1SH of CCD694 Capstone which involves a culminating project that is much smaller in scope than a dissertation. With the exceptions of course work related to the qualifying paper, dissertation and capstone, the Ed.S. coursework and Ed.D. coursework is identical.

Capstone

This culminating course in the Ed.S. in Teaching and Learning provides students with the opportunity to synthesize the subject matter knowledge of their major, and of diverse and multiple methods of inquiry in educational research. With the guidance of a faculty advisor, students choose a topic of interest, consider ways it can contribute to existing research and practice, and develop a related project. The course culminates in the presentation of this project, which may take a variety of formats and delivery models. Students will demonstrate scholarly rigor, creative acumen, and the relevance of the project to their professional lives and communities.

The remainder of this Handbook pertains only to the Ed.D. in Teaching and Learning.

Qualifying Paper and Dissertation Policy and Process

Dissertation Committee

Students are encouraged to explore and contemplate their dissertation topic throughout the program. No later than the term before students take their final research course, they will need to select their dissertation chair, who must be a faculty member in NCE, have a terminal degree, and be familiar with the student and their work. In consultation with their chair, the student will identify their dissertation focus, as well as their general methodology before beginning their final research course. This allows students to focus their learning in their advanced research course on the methodology they will use in their research.

Before students complete their qualifying paper, they will consult with their chair on the selection of their committee members, all of whom must have terminal degrees. In addition to the chair, the committee consists of one member and a representative from the Dean's Office (dean's representative). The committee should represent the necessary knowledge bases required to support the student's research interests. One member of the committee must be from within the student's program area. At least one committee member must have relevant or appropriate research design and methodological expertise. Part-time, retired, or emeritus faculty who bring requisite expertise are welcomed. In addition, a person from outside of the institution may serve as a committee member. In such a case, a petition for appointment of an external member must be submitted to the NCE Doctoral Director by the chair (see [Form to Appoint Outside Member to Doctoral Dissertation Committee](#)). Once the committee has been chosen and members have agreed to serve, the chair completes the [Form to Appoint a Doctoral Dissertation Committee](#) and submits it to the NCE Doctoral Office.

To serve as the chair of a committee, the faculty member must have chaired or co-chaired a dissertation committee before. If an otherwise eligible faculty member has not chaired or co-chaired a dissertation before, that faculty member must co-chair the dissertation committee with an eligible faculty member.

Because the dean's representative is acting on behalf of the University, this person must be a full-time faculty member in NCE. Further, as the representative of the Dean's Office, the dean's representative is expected to read the final versions both prior to the proposal hearing and the dissertation defense, but is not required to be involved in the recursive revision process of either the proposal or dissertation. The dean's representative completes a report after the final dissertation defense and submits it to the dean of NCE and the Director of Doctoral Programs. See [NCE Dean's Representative Report Template](#).

In the event that a member is no longer able to serve on a dissertation committee, or the student requests/desires a new member, the faculty member will be replaced after the chair and student discuss viable options. If the student desires to replace their chair, then they will confer with the chair of their doctoral major. If the chair is the director of the doctoral major, then the student should confer with the director of the EDD in Teaching and Learning. A new [Form to Appoint a Doctoral Dissertation Committee](#) must be completed and submitted to the NCE Doctoral Office at NCEDoctoralOffice@nl.edu.

If the replacement of a committee member or chair occurs after the proposal hearing, the new member must abide by the research design approved at the proposal hearing. However, that member still maintains their role in providing feedback, suggesting changes, and determining

whether the dissertation meets the university expectations. In these situations, all efforts will be made to provide continuous support for the student's dissertation work.

Qualifying Paper

All doctoral students must successfully complete a qualifying paper prior to beginning formal work on their dissertation proposal. This phase begins once the student has completed all courses with the possible exception of the student's last course (excluding Dissertation Seminar). To pass the Qualifying Paper and proceed to proposal, 85% of the criteria needs to be at a level of "Proficient" or "Distinguished" on the Scholarly Paper Evaluation Rubric. Any areas rated as "Unsatisfactory" or "Missing" will require revision.

In collaboration with their dissertation chair, the student constructs a question or questions to reflect upon, investigate, and respond to in order to write a conceptual paper that in some way intellectually presages the dissertation. Students must work with their chair to plan the paper and must address the criteria in the Scholarly Writing Rubric. The student must obtain approval of their dissertation chair for the paper's focus and the start date. Students may work with their chairs to plan and draft their paper. However, during the final writing of the qualifying paper, the student is not allowed to get help or feedback from faculty or other doctoral students.

The student has 10 weeks in which to complete the culminating inquiry paper. The paper must be approximately 30 pages, not including the reference pages. The student's dissertation chair and committee member evaluate the paper, using the qualifying paper rubric. If there is a disagreement as to the student being able to move forward, then the chair will request the dean's representative evaluate the paper to decide. The qualifying paper readers have two weeks to complete their evaluations of the paper, which includes scoring the Scholarly Paper Rubric and providing narrative feedback. The member gives the rubric and feedback to the chair, who reviews it, and then discusses it with the student. The student who scores "Proficient" or "Distinguished" on at least 85% of the rubric criteria in two revisions or fewer will be able to move to the dissertation proposal phase of the program and will be considered a "doctoral candidate."

If the paper requires revisions, the student meets with their chair to discuss the feedback and plan for revisions. The dissertation chair informs the student of the time frame they will have to complete all the necessary changes. If this revision still does not meet the rubric standards, and, if the chosen faculty/advisor acknowledges that the student has demonstrated progress and is likely to be successful with additional time, the student may be offered one additional opportunity to revise the paper and resubmit for an evaluation. The student has 90 days to complete all revisions.

Dissertation Proposal Phase

Dissertation Guidelines for the EDD in Teaching and Learning provide content and formatting guidelines for the dissertation and should be consulted throughout the dissertation process. The dissertation proposal is the first part of this process. The doctoral candidate works closely with their chair to complete the proposal and prepare for the proposal hearing. When both the student and chair agree that the proposal is ready for the hearing, the chair contacts all committee members, including the dean's representative, to schedule the proposal hearing.

The Office of the Provost requires that all students who use data for their dissertation must complete the training provided by the Institutional Research and Review Board (IRRB) and pass the basic IRRB course (www.citiprogram.org). The training must be successfully completed prior to the proposal hearing. Following the approval of the proposal, the student must submit a protocol to IRRB that includes appropriate application forms and informed consent documents. These

forms, sample letters of consent and other pertinent information can be found on the NLU IRRB webpage at <http://www.nl.edu/about/leadership/provost/institutionalresearchreviewboard>. The doctoral candidate must receive IRRB approval before starting to collect data.

The Proposal Hearing:

Although proposal and dissertation hearings may vary somewhat, they usually follow a general process as described below.

The chair sends the final draft of the proposal to the committee member and the dean's representative along with tentative dates for the proposal defense. Committee members should have at least two weeks to read the proposal before the proposal hearing. Once a date and time has been determined, the chair of the dissertation committee schedules a room and/or a videoconference session for the meeting and sends a notice of the meeting to the committee member, the student, the dean's representative.

During the proposal hearing, the student presents a brief summary (approximately 20-30 minutes) of their proposed research, including the research questions, background of the study, literature review, and the proposed research design, and ethical considerations. The committee, including the dean's representative, ask questions and engage in discussion related to the proposed research. A final discussion of the proposal takes place (the chair may ask the student to leave during this discussion) and the student is provided feedback and recommendations. The proposal may be approved at the meeting, or suggestions may be made for further refinements that need to be incorporated before the proposal is approved. Once the proposal is approved, all committee members, including the dean's representative, sign the proposal signature sheet. See [Dissertation Proposal Signature Page](#). The chair provides the completed signature sheet to the doctoral office at NCEDoctoralOffice@nl.edu.

The Dissertation Phase and the Final Defense/Approval

Preparing for the Dissertation Defense

Once the chair agrees that the dissertation is satisfactorily completed and is ready for a final hearing, the following will occur:

1. The chair provides the dissertation draft to the committee member for review. The member either agrees that the dissertation is ready to defend (with or without minor changes) or provides feedback, including completion of the EDD T&L Research Rubric, outlining the changes or edits needed before defense. The member has two weeks to make a recommendation and provide written feedback if they require changes before the defense.
2. Once the member agrees that the dissertation is ready for defense, the chair schedules the dissertation meeting and provides the dean's representative with a copy of the dissertation. The chair completes the [Organizer for Doctoral Dissertation Hearing](#) form and submits to NCE Doctoral Office at NCEDoctoralOffice@nl.edu at least two weeks prior to the hearing. The dean's representative has a minimum of two weeks to read the dissertation before the defense.
3. After scheduling the dissertation hearing, an invitation to the defense is completed and sent to the dean's office and to all students in the doctoral program. The student may also forward the invitation to friends and relatives as the dissertation defense is open to the community. See [Dissertation Announcement](#) for template.

4. Students planning to complete all doctoral requirements prior to the July, September, December, or April graduation dates, must submit a Diploma and Degree Finalization Request. Please contact your academic advisor and see <https://www.nl.edu/admissions/degreesandlicensure/degreesanddiplomas/> for application deadlines.
5. Students wishing to participate in June commencement hooding ceremonies must have their final hearing on or before April 30th. Students who have their hearing after the April 30th deadline will be invited to participate in the June commencement ceremony the following year.

Dissertation Defense Hearing Process

Below is a summary of the likely process the committee will follow during the dissertation defense:

1. The student presents an oral summary of their completed study, with a specific focus on the research questions, process, findings, and interpretation/discussion of the findings. The student's presentation may be from twenty to thirty minutes.
2. The committee, including the dean's representative, asks questions and discusses the dissertation. At the end of the discussion, if time permits, guests are invited to ask questions or make comments.
3. A final discussion of the dissertation takes place (the chair may ask the student and guests to leave during this discussion) and the dean representative records the committee's decision and recommendations.
4. The committee may: (1) pass the dissertation as presented, (2) request minor revisions that may not require another meeting, or (3) require substantive revisions that will result in a subsequent meeting of the entire committee.
5. In the event the committee requests minor revisions, the candidate makes all recommended edits and sends the completed dissertation to the dissertation chair for final approval.
6. Once the dissertation is approved, all committee members and the dean's representative sign two copies of [NCE Dissertation Signature Page](#).
7. The dean's representative submits a written report (See [NCE Dean's Representative Report Template](#)) to the chair of the dissertation committee, the chair of the NCE Doctoral Programs, and the doctoral office at NCEDoctoralOffice@nl.edu with the results of the dissertation defense meeting.

Publishing the Dissertation and Releasing the Diploma

1. Candidates apply for their diploma during their final term at NLU in accordance with quarterly degree finalization deadlines posted in the official NLU calendar.
2. Diploma application alerts the Registrar's office to conduct a degree audit to ensure that all required coursework has been completed and all grades have been entered on candidate's transcript.

3. The candidate must successfully defend the dissertation. Successful defense of the dissertation is documented by a completed dissertation signature page transmitted to the respective Office of the Dean by the designated college officer.
4. The candidate's degree will be conferred at the end of the term in which the defense occurs upon receipt of the completed dissertation signature page by the registrar.
5. The candidate has 90 days after the dissertation defense to complete all final edits. Once the student's chair approves the final copy, the student submits an electronic copy of their dissertation to Library and Learning Support via digital Commons at NLU (instructions are here: <https://libguides.nlu.edu/dc/dissertations>).

Options for submitting dissertations to Digital Commons. The student decides from the following options:

1. Publish in full Open Access
2. Embargo period (Delay publishing from 1-3 years)
3. Publish and restrict to NLU network
4. Do not publish on Digital Commons

Students and/or the program director can request that the dissertation be removed after publication. A request to do so must be made to the Dean's office. Request to the Library will come from the Dean's office.

Questions or concerns about publication should be discussed with the dissertation chair. For any and all assistance with Digital Commons at NLU, please contact digitalcommons@nlu.edu.

Dissertation Content Guidelines

Dissertation Proposal Content

The purpose of the dissertation proposal is to present, discuss, and gain approval for a proposed research study. During the period of proposal development, doctoral candidates work closely with their dissertation chair. How one designs research varies among research traditions; however, all proposals should clearly: (a) introduce and explain the purpose of the research and present a rationale for the study; (b) explain how the proposed research fits into a theoretical context, relates conceptually to prior research and literature on the topic, and generates new knowledge; (c) describe and justify the particular research design and methods to be used; and (d) include all the references that are cited in the proposal. Therefore, proposals should include:

An Introduction

The purpose of a Chapter One introduction is to:

- a. Describe with appropriate specificity the problems, questions or issues that will be researched.

- b. Provide the educational and socio-cultural contexts that establish the rationale and foreshadow what the proposed research aims to accomplish and contribute. Rationales may include one's personal and professional experiences and observations.
- c. Set the conceptual and theoretical underpinnings for the research that is drawn from relevant scholarship and literature which would then be elaborated more fully in the literature section of the proposal
- d. Introduce the methodological approach and methods of data collection. Explain briefly how the research design (e.g., descriptive, correlational, quasi-experimental, experimental designs or ethnographic, phenomenological, biographic/narrative etc.). supports the investigation of the particular research questions. The methodology section of the proposal elaborates of the details of this design.
- e. In the case non-traditional dissertation model has been chosen, the proposal should include the rationale for choosing this model and how it serves the research question/problem.

Literature Review

The proposal contains a review of the literature in Chapter Two to: (a) identify and establish the theoretical approach that frames the research; and (b) ground and contextualize the study in relevant previous and current primary research and literature. The review critically analyzes, evaluates, and synthesizes research findings, theories, and practices that are related to the dissertation focus. The doctoral candidate presents a comprehensive, critical understanding of the current state of knowledge, compares different research and theories, reveals gaps in current literature, and indicates what needs to be done to advance what is already known about the topic.

Research Design and Methods

A research design in Chapter Three is an overall plan for accomplishing efficiently, credibly, and ethically the research goals. It identifies the type of study planned and provides a road map of the methods and procedures to be followed for collecting and analyzing data. It is important to include a rationale for the appropriateness and possible limitations of the particular design and methods selected. Research designs vary tremendously. Therefore, proposals should communicate these particulars by describing:

- a. Data sources such as research samples, participants, sites, or programmatic interventions involved in terms of characteristics, selection, or nature of involvement.
- b. Any programs, materials, instruments or documents used and the appropriate means of gaining access, copyrights etc.
- c. Forms of data as in qualitative (narratives or narrations, images, documents) and/or quantitative (test scores, rating scales, observation record forms, questionnaires, rankings, categorizations).
- d. Methods of data collection, such as surveys, questionnaires, attitude/achievement tests, psychological measures, interviews, observations, focus groups, fieldwork. Any instruments that the student developed should be described. The reliability and validity of any instruments used should be discussed as well as piloting or beta-testing procedures.
- e. Forms/perspectives utilized in summarizing, interpreting and analyzing data, such as coding schemes/thematic induction, narrative analysis, descriptive data, and inferential statistics, feminist.

- f. Forms of representing conclusions, such as traditional textual, non-traditional forms like visual, literary and dramatic).
- g. The ethical issues and plans for assuring that participants: (a) have all necessary information in order to fully understand the research and voluntarily consent to participate, (b) consent in writing for participating in the study, (c) are informed of their right to withdraw from the study at any time without incurring any negative consequences, (d) are protected from harm, and (e) are offered anonymity.

Dissertation Content

The final dissertation draft includes any updates and/or revisions to the content presented at the proposal, and additional chapters, which commonly include results, discussions of the findings, and conclusions and implications, together with a bibliography and appendices. Students may choose, in close consultation with the dissertation chair(s) and their dissertation committee, to develop the final chapters of the dissertation differently. The description of these chapters below follows a traditional dissertation structure that is commonly used by doctoral students; however, this is not the only possible format. Students should consult with their dissertation chair to find the most fitting format for their dissertation.

Data Analysis and Findings

In chapter four, the collected data is processed in response to the research question(s) or problem. The purpose of this chapter is to summarize the collected data and to present the findings of the data analysis. As noted above, there is no single way of presenting the findings of a dissertation because the nature of the design determines the presentation of the data.

Discussion and Conclusions

Chapter five summarizes the findings, and explains the meaning, importance, and significance of the study's conclusions. The limitations of the study are discussed. The discussion compares the findings with previous research, critically analyzing the meanings of any gaps or similarities. The implications of the findings are highlighted.

References

Every citation in the body of the text should be included in the list of references. The format for references should follow the style guidelines in the latest chosen writing style guide, such as APA, Chicago, or MLA, or other agreed on by the chair and dissertation committee members.

Appendices

This is the place to include materials that are not necessary to the main narrative of your argument, but are important for the reader to have. This is the place, for example, to include interview and survey questions, observation protocols, letters of informed consent, or other materials you used in your research.

Format for Dissertation Proposal and Final Dissertation

The National College of Education sets formatting requirements so that dissertations written are uniform in appearance and match the appearance of dissertations from other institutions. Some of the requirements make the document look like a dissertation. For example, dissertations are double-spaced; this is part of what makes them look like dissertations instead of books or bound essays. In this sense, some of the rules are arbitrary. For this reason, all students must use a recognized style guide. For most dissertations, this is **the most recent edition** of *Publication Manual of the American Psychological Association*. However, other recognized style guides may be used with the permission of the students' chair.

General Format and Style

Items which are described in more detail below **must** be placed in the following order:

- a. Frontispiece (optional) facing the Title Page (not numbered)
- b. Title Page
- c. The Signature Page – see Appendix E and G
- d. Copyright Page
- e. Abstract
- f. Preface (optional)
- g. Acknowledgements (optional)
- h. Dedication (optional)
- i. Table of Contents
- j. List of Tables (if any)
- k. List of Figures and Illustrations (if any)
- l. List of Symbols, Abbreviations, Nomenclature (if any)
- m. Epigraph (optional)
- n. Body of Text
- o. Endnotes (if any)
- p. References
- q. Appendices (if any)
- r. Index (optional)

Frontispiece

A frontispiece is an optional item. If used, it must be placed facing the title page. It will not be numbered, and it will be the first page of the thesis if deposited to the NLU Digital Commons.

Title Page

See sample on next page. The date you include should reflect the date your degree will be conferred, not the date that you prepared or submitted the material. Use the same month and year that you chose on the application to receive a degree. There are only three months that degrees are conferred: June, August, or December followed by the year.

Sample of Dissertation Title Page

DISSERTATION TITLE

Your Name

Full Name of the Doctoral Program

Submitted in partial fulfillment

of the requirements of

Doctor of Education

National College of Education

National Louis University

Month of Graduation, Year

Signature Page

See [Proposal Signature Page](#) for sample of dissertation proposal signature page and see [Dissertation Signature Page](#) for dissertation signature page.

Copyright Page

The Copyright page does not show a page number. It should say the following, centered in the middle of the page:

Copyright by Name, Year of degree conferral
All rights reserved

Nothing else should go on this page.

Abstract

An abstract of more than **150 words** should clearly summarize the problem, method, results, and conclusions of the dissertation. Students should not include any other information such as the title of the project, or their name. The Abstract page should be numbered in lower-case roman numerals in bottom center.

Preface (optional)

A preface contains material which is introductory but is not included in the introduction. For this reason, not every dissertation needs to include a preface. Students should also show the page numbers on the bottom center. It should be noted that all the pages before this are included in the page count, even if they are not printed on the page itself. These page numbers should be in lower-case roman numerals.

Acknowledgements (optional)

This section is optional, but most students find they would like to thank the various people in their lives who helped them to prepare the project, or supported them during the time in which they prepared it. This is also the place to thank institutions, funding sources, libraries, archives, and any anonymous readers or editors. The pages of the acknowledgements should also show a number in roman numerals on the bottom center of the page.

Dedication (optional)

The text on this page should be simple and short. It does need to be labeled “Dedication” as the text makes this clear, and it does not require explanation (such explanations are for the acknowledgments). Nothing else should appear on this page, including a page number.

Table of Contents

The Table of Contents must include a listing of all items in the dissertation. It should not list the title page, the copyright page, the dedication, the epigraph, the table of contents, or the approval sheet. Headings and sub-headings must be consistent between the Table of Contents and the body of the text. All capitalization, punctuation, abbreviations, etc., must also be consistent amongst the titles in the Table of Contents and Lists of Tables and Figures, and the actual titles as they appear in the body of the text. **The Table of Contents should show page numbers as lower-case roman numerals at the bottom center.** The top of each page of the table of contents

should have a one-inch margin; the top of the first page should show the title, all in caps: TABLE OF CONTENTS. All the page numbers should be aligned and flush right. The following is a sample of a Table of Contents.

TABLE OF CONTENTS

<i>ABSTRACT</i>	<i>iii</i>
<i>ACKNOWLEDGEMENTS</i>	<i>iv</i>
<i>List of Tables</i>	<i>v</i>
<i>List of Figures</i>	<i>vi</i>
<i>CHAPTER ONE</i>	<i>1</i>
<i>Level 1</i>	<i>1</i>
<i>Level 2</i>	<i>3</i>
<i>Level 3</i>	<i>7</i>
<i>Level 4 if needed</i>	<i>9</i>
<i>CHAPTER TWO</i>	<i>13</i>
<i>Level 1</i>	<i>13</i>
<i>Level 2</i>	<i>20</i>
<i>Level 3</i>	<i>32</i>
<i>Level 4 and so on</i>	<i>47</i>
<i>CHAPTER THREE</i>	<i>60</i>
<i>Level 1</i>	<i>60</i>
<i>Level 2</i>	<i>67</i>
<i>Level 3</i>	<i>75</i>
<i>CHAPTER FOUR</i>	<i>85</i>
<i>Level 1</i>	<i>85</i>
<i>Level 2</i>	<i>102</i>
<i>Level 3</i>	<i>122</i>
<i>And you got the idea</i>	<i>145</i>
<i>CHAPTER FIVE</i>	<i>168</i>
<i>Level 1</i>	<i>168</i>
<i>You May Have Level 2 Here as Well</i>	<i>188</i>
<i>And Level 3 too</i>	<i>200</i>
<i>References</i>	<i>205</i>
<i>Appendix A: Title</i>	<i>220</i>
<i>Appendix B: Title</i>	<i>221</i>

List of Tables (if any).

List of Figures and Illustrations (if any).

List of Symbols, Abbreviations, Nomenclature (if any).

Epigraph (optional)

An epigraph is a short quote relevant to your whole project. Like the dedication, it stands alone and without further explanation. You may choose to provide the source, though the expectation is that a reader will recognize it if you do not. No other text should appear on the page, including a page number. Example:

The ‘Enlightenment,’ which discovered the liberties, also invented the disciplines.

Michel Foucault, *Discipline and Punish: The Birth of the Prison*

Body of Text

The following guidelines are based on APA style, if you are approved to use a different style guide, some of these guidelines may not apply.

You should divide the main text of your dissertation into **chapters**. These divisions should reflect both the internal logic of your project, and also facilitate your reader’s experience of the text. **The first page of the body of text should be marked “1” at bottom middle page.** Set uniform margins of at least 1 in. (2.54 cm) on the top, bottom, left, and right of every page. Use your word-processing software to add a header that will appear at the top of every page, which should include the running head and the page number. The header appears within the top margin, not below it.

Generally, all textual material should be **double-spaced** (this includes spaces between sections). However, single-spacing may be used in setting off long quotations (40 or more words), interview excerpts, and field notes. The left-hand margin must be large enough for binding (1½ inches); a 1-inch margin should be used on the remaining sides of the page. Be consistent with font. APA-recommended fonts: 12-point Times New Roman, 11-point Georgia, 11-point Calibri, 11-point Arial 11, or 10-point Lucida Sans Unicode. All the references must be in the text; do not use footnotes. For emphasis in the text: Do use *italics*. Do not underline. Do not use **bold**. Insert only one space after period. Align text to the left.

Headings

Use levels of headings properly and consistently (See APA for guidance). Be consistent in your use of headings across the chapters of your work. If you include a level of headings (1st, 2nd) in the Table of Contents for one chapter then you must include that level of headings for all chapters. Do not end a page of text with a heading.

There are 5 heading levels in APA. Regardless of the number of levels, always use the headings in order, beginning with level 1. The format of each level is illustrated the table below, followed by an example within a dissertation:

APA Headings	
Level	Format
1	Centered, Bold, Title Case Heading Text begins as a new paragraph.
2	Left-aligned, Bold, Title Case Heading Text begins as a new paragraph.
3	<i>Left-aligned, Bold Italic, Title Case Heading</i> Text begins as a new paragraph.
4	Indented, Bold, Title Case Heading, Ending with a Period. Text begins on the same line and continues as a regular paragraph.
5	<i>Indented, Bold Italic, Title Case Heading, Ending with a Period.</i> Text begins on the same line and continues as regular paragraph.

Sample

CHAPTER TWO

The Review of the Literature

Introduction

Use this one for sub-headings

Quotations

Avoid **hanging quotations**. It is a quotation without introduction; it just “hangs” there. Introduce quotations with specific information in one or two sentences. These sentences provide context for the quotation and enable your reader to understand why the quotation is important. As a ubiquitous imaginary researcher Smith (2008) argues:

Use quotations at strategically selected moments. You have probably been told by teachers to provide as much evidence as possible in support of your thesis. But packing your paper with quotations will not necessarily strengthen your argument. (pp. 21-22)

Once you have inserted your quotation, along with its context and attribution, do not stop. Your reader still an assessment as to why the quotation holds significance for the study.

Additional information.

- Introduce a block quotation with your own words followed by a colon or comma.
- Indent. You normally indent 4-5 spaces for the start of a paragraph. When setting up a block quotation, indent the entire paragraph once from the left-hand margin.
- You may use single space within the block quotation; the font size remains the same

- d. Do not use quotation marks at the beginning or end of the block quote - the indentation is what indicates that it is a quotation.
- e. Follow up a block quotation with your own words.
- f. Keep **periods** and **commas within** quotation marks. For example: According to Jones (2000), students "dread APA style," but many of his colleagues urged him to "keep teaching it, regardless" (p. 19).
- g. Place **colons** and **semicolons** outside quotation marks. For example: Williams (2002) described APA style as "a must in dissertations"; her colleagues agreed.
- h. Place a **question mark** or **exclamation point within** closing quotation marks if the punctuation applies to the quotation itself. Place the punctuation **outside** the closing quotation marks if the punctuation applies to the whole sentence. Two such examples include: 1) A student asked, "Do I really need APA?" and 2) Does Dr. Hairsplitter always say to her students, "You really need to use APA"?

Tables and Figures

Each table and figure should have a number and should be numbered consecutively throughout the manuscript. That is, the first table is Table 1, the second Table 2, and so forth, even if they appear in different chapters or sections. The number should be in **bold font**, and be given descriptive titles, which should appear in italicized title case font with one blank line between the table/figure number and its description. Students may also choose to include a short description of the table, which should appear in a note below the table. This material should appear on the same page as the table itself, and the table and its accompanying text should be formatted to avoid large empty spaces in the manuscript. For example:

Table 1

Correlation Coefficients between Gender (G), Age (A), and APA Proficiency Test (APAPT)

Figure 1

The Popularity of APA Formatting Style Across USA Universities

Illustrations

Any illustrations in the manuscript should be positioned as the main text (the type reading across the 8-1/2 inch dimension). If figures or tables cannot be printed in the same direction as the text, they can be rotated to landscape orientation in such a way that the top of the figure is oriented to the inside (1-1/2 inch margin side) and the caption placed at the bottom (along the right-hand side of the page). The page number must appear in the usual place.

References

Update the references provided in the Dissertation Proposal so that all citations in the dissertation are included in this section. Follow the guidelines of the current *Publication Manual of the American Psychological Association* or other approved formatting style guide.

Appendices (if any)

This is the place to include materials that the reader may need to access, but which are not necessary to the main narrative of the study's argument. This is the place, for example, to include your raw data, letters of permissions, the texts of surveys or other materials you used in your research, translations or editions of primary texts which are not published, and so forth.

If the dissertation does include appendices, these should each be given a label (e.g. Appendix A) and include a descriptive title (e.g. Yet More Stuff about the Formatting). The label and title should be placed on separate lines at the top of the page, bolded and centered, and the material should be included on the same page.

Proofreading

It is the student's responsibility to ensure that the dissertation is properly formatted and thoroughly proofread. The student should always proofread after using the spellcheck, given that many errors may be missed by automated spellcheck functions. A dissertation submitted to the dissertation committee Chair and members, which shows an obvious lack of proofreading will be returned to the student for additional revisions. Students may procure the services of an editor who can assist in formatting, copy-editing, and other non-content related edits.