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Dissertation Handbook

School of Education

Notre Dame of Maryland University

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INTRODUCTION

Welcome from the Dean!

You are about to embark on a challenging but most rewarding journey—that of completing a dissertation with original research on a topic about which you feel passionate. This process has many components, and the goal of this Handbook is to assist you in navigating the different stages that will ultimately produce an in-depth, well researched study that will be a valued contribution to your field. Our goal is to ensure you get all the support you need to complete this effort; courses are sequenced to help you step by step achieve this goal.

This Handbook will explain requirements for eligibility as well as an overview of the full process. In addition, we have included a more in depth explanation of the individual components for both the proposal and the dissertation. Your dissertation chair and committee members are here to help in any way they can so be sure to take advantage of their expertise and guidance.

I wish you much success!

A handwritten signature in cursive script that reads "S. Shawn Sear". The signature is written in dark ink on a light-colored background.

Dean, School of Education

Notre Dame of Maryland University

Eligibility to Begin Dissertation Process

Before beginning work on the Ph.D. dissertation, the student must have:

- Successfully completed all course requirements with a grade of B or better in each course
- Passed all sections of the Comprehensive Examinations
- Be a student in good standing

Upon successful completion of the Comprehensive Examinations, the candidate will be notified by the dean of the School of Education of eligibility to register for EDU 705 Dissertation Seminar (3 credits). Students are required to maintain continuous registration for EDU 800 for fall, spring, and summer semesters (1 credit/semester) until the dissertation is completed.

Overview of Process

Proposal Development Stage

Following successful completion of course work and comprehensive exams, students will enroll in EDU 705, Dissertation Seminar. Here they will begin developing/expanding a topic and research questions as well as a literature review on the area they have chosen to explore. By the end of this course, students will have developed solid drafts of Chapters I and II of their proposals.

Next, courses in methodology and statistics (EDU 706 or 707) give students the tools to design a sound research plan to test the hypotheses developed in their research questions. Approaches to research will depend on the type of study the student proposes: quantitative, qualitative, mixed methods, or historical. Courses students have taken in the program are designed to familiarize them with these different modes of inquiry. EDU 706 or EDU 707 help students complete the rest of the proposal which includes a statement of the problem being addressed, a literature review, and methodology for conducting the research.

The completed proposal needs to be approved by the student's dissertation committee before he or she can continue. The proposal next needs to be submitted to a school-selected editor to ensure writing is clear, accurate and logical. Following these approvals, the proposal is reviewed by the school-wide dissertation committee. At any stage of the process, the proposal could be returned to the student with suggestions for revision. Once the proposal has successfully passed through this extended approval process, the student applies to Notre Dame of Maryland University's (NDMU) Institutional Review Board (IRB) for any permissions necessary to conduct the study's research. More on this will be explained later in the Handbook (See page 16).

Dissertation Development Stage

Based on the research questions and design presented in the proposal, a student begins collecting data to test the proposed hypothesis. Depending on the topic and type of dissertation, candidates will access data through a variety of sources, including but not limited to, public K-12 school databases, federally funded longitudinal studies, and

survey and focus group data. Candidates will be guided in their choices by the dissertation committee chair and the instructors in methodology and statistics courses. During the dissertation writing process, it is critical that the student stay closely in touch with his/her dissertation chair. At times, the chair might have a meeting about drafts with the student individually or with the entire committee. Keeping the chair informed of progress throughout the process helps avoid pitfalls and/or the need for major revisions. During this time students are enrolled in ED 800 for at least three semesters or through completion of the dissertation. This one-credit course keeps the students matriculated during the dissertation writing process; no formal class meetings are held outside of the student's meetings with his/her dissertation chair and committee.

Upon completion of the dissertation, the process follows the same format as that of the proposal writing. The student's committee must first approve the dissertation; this is followed by submission to an editor from a selection approved by the University. Once the editor's work is completed, the dissertation is reviewed by the school-wide dissertation committee. Again, at any stage of this process, a dissertation could be returned for suggested revisions. Once the dissertation has been approved, the dean schedules a dissertation defense, in which the student's committee and members of the school-wide Dissertation Committee participate in the student's presentation on his/her topic with the opportunity for questions from any member of this group. On successful completion of the dissertation defense, the candidate completes the final tasks, like sending the dissertation for binding, submitting the dissertation to *ProQuest*, and completing the Survey of Earned Doctorates. More details on these steps will be discussed later in the Handbook.

Qualities of a Successful Dissertation

The culminating requirement for the Ph.D. degree is the preparation of a work of original scholarship. A doctoral dissertation contributes to the advancement of knowledge in a scholarly or professional field, demonstrates a candidate's competence in his or her specialty, and shows an ability to organize and write a document of scholarly quality.

Scholarly quality is evidenced by strong writing skills. A dissertation is a major study that exhibits unity, coherence, and emphasis. Unity is achieved by establishing a clear sense of direction, minimizing repetition, building a solid argument, and bringing ideas to a sound conclusion. Effective use of sentence structure can emphasize important facts and ideas, and subordinate supporting material.

The instructions given in this Handbook pertain to all aspects of the preparation of dissertations presented in partial fulfillment of the requirements for the Ph.D. in Instructional Leadership for Changing Populations and the Ph.D. in Higher Education Administration at the Notre Dame of Maryland University. This Handbook is not meant to serve as or replace a style manual but will review key aspects of APA and Chicago formats.

DISSERTATION PROPOSAL

Writing a dissertation begins with the preparation of a dissertation proposal. After passing the Comprehensive Examinations, the candidate meets with the Dean of the School of Education to discuss dissertation ideas and to identify the potential dissertation director. During EDU 705 Dissertation Seminar, the candidate plans the dissertation proposal and completes Collaborative Institutional Training Initiative (CITI) training (if necessary).

This online course, typically taken during ED 695, reviews the rules, regulations and ethical practices required for conducting research. A certificate is provided upon completion of the online course which is submitted to the University's Institutional Review Board (IRB) with the proposal.

Purpose of the Dissertation Proposal

A dissertation proposal describes a plan for intense, focused research in an area of interest that will contribute to knowledge in the field.

The introduction

- describes the problem the candidate intends to address (*what*);
- justifies the importance of the problem on both theoretical and educational grounds (*why*)
- introduces general issues related to the problem to be explored.

A review of relevant literature

- describes how this research builds upon previous work, both substantively and methodologically
- provides evidence that the relevant literature in the field has been thoroughly researched.

A methodology section describes the overall design of the study including:

- the general explanatory interest;
- an overall theoretical framework within which this interest is pursued;
- the hypotheses and/or research questions to be answered;
- a discussion of the conceptual properties of the variables studied; and
- an overview of the strategies for collecting appropriate evidence (sampling, instrumentation, data collection, data reduction, data analysis).

The dissertation proposal will assist the chair and members of the dissertation committee in understanding the problem to be addressed, the research the candidate plans to utilize, the study's interface with research already published on the issue, the planned design and methodology to collect data, potential consequences of the study, and the significance of the results. The proposal displays the candidate's ability to focus on a research topic and assemble relevant materials into a consistent, logical and well written presentation.

Sections of a Dissertation Proposal

An education dissertation proposal is organized differently depending on the type of study the student selects: quantitative (using statistics to interpret data); qualitative (ethnographic using case studies, interviews, surveys and focus groups); and historical (placing educational theory or movements within an historical context); and mixed methods (a combination of qualitative and quantitative data). The following represents typical organizing principles for each dissertation type.

Quantitative Dissertations

- Chapter I
 - Introduction
 - Rationale
 - Purpose of the study (general introduction)
 - Problem
 - Significance of the study
 - Introduction of questions study will explore

- Chapter II: Preliminary literature review
 - Organizes relevant research into a set of ideas that support the proposed dissertation topic
 - Explains how the proposed study will add to the theoretical knowledge in the field

- Chapter III: Methodology
 - Purpose of the study (restated)
 - Research design
 - research questions/hypotheses (where appropriate)
 - population or sample
 - treatment (where appropriate)
 - instrumentation (observations and measures)
 - validity and reliability
 - Data collection (detailed plan)
 - Data analysis (description of the statistical methods planned)

Preliminary bibliography

Qualitative Dissertations

- Chapter I
 - Focus question that provides boundaries for the inquiry
 - Rationale for doing the study
 - significance
 - base in theory and previous literature
 - why a qualitative approach seems most appropriate
 - concepts that orient the study – what kinds of questions will the study address?

- Chapter II
 - Builds a logical framework for the research that sets it within a tradition of inquiry and a context of related studies
 - presents the underlying assumptions behind the general research questions and describes the research paradigm that undergirds the study
 - demonstrates that the researcher is knowledgeable about related research and the intellectual traditions that surround and support the study
 - shows that the researcher has identified some gaps in previous research and that the proposed study will fill a demonstrated need
 - Explains how the proposed study will contribute to the theoretical knowledge in the field

- Chapter III: Sample of Persons, Sites and Situations
 - Qualitative orientation (case study, ethnology, symbolic interactionism)
 - Site selection, population selection
 - The researcher's role
 - Pilot studies
 - Methods of data collection (describe methods and anticipated problems)
 - instrumentation, as appropriate
 - Data analysis
 - Initial consideration of questions of trustworthiness of data (triangulation)
 - Ethical concerns

Preliminary bibliography

Historical Dissertations

- Chapter I
 - General introduction of topic
 - Significance
 - Concepts that orient the study – what kinds of questions/issues will the study address
 - Thesis statement

- Chapter II: Historiography
 - Examines the scholarship that has focused on the major themes of study
 - Analyzes how and why these resources have changed over time
 - Demonstrates that the researcher is knowledgeable about related research and the intellectual traditions of this topic
 - Demonstrates the gaps in the scholarship and how the proposed study will contribute to the scholarship

- Chapter III: Methodology

- Discusses how the study will be completed: oral history or narrative
 - Oral History
 - Explains reasons and process for an oral history
 - Outlines a plan for choosing those to be interviewed
 - Discusses methods for creating interview questions and analyzing responses
 - Links this process to the topic of study
 - Narrative History
 - Explains the types of resources available by providing an analysis of the primary sources
 - Links this method to the topic of study
- Preliminary bibliography

Mixed Methods Dissertations

- Chapter I
 - Introduction
 - Rationale (including why both quantitative and qualitative methods are necessary to address research questions)
 - Purpose of the study (general introduction)
 - Problem (questions driving study)
 - Significance of the study
- Chapter II: Preliminary literature review
 - Organizes relevant research into a set of ideas that support the proposed dissertation topic
 - Explains how the proposed study will add to the theoretical knowledge in the field
- Chapter III: Methodology
 - Purpose of the study in more detail
 - Research questions
 - Overarching research question: the central question to be addressed through a mixed-methods design
 - Sub-question(s) for each method
 - Research design
 - State the quantitative design planned as well as the qualitative orientation and why the mixed method is necessary to answer the research question.
 - Data collection (detailed plan)
 - Quantitative: what methods will be utilized to collect data from participants?
 - Qualitative: state procedures for interview/focus group data collection.
 - Data analysis

- Quantitative: description of the statistical methods planned
- Qualitative: complete description of how the narrative (and/or other) data will be analyzed
- Reliability and Validity
 - Initial consideration of questions of trustworthiness of data and methods to ensure credibility.
- Ethical concerns

Style

Generally, quantitative, qualitative and mixed methods dissertation proposals follow the style manual of the American Psychological Association, APA, for formatting, citations, and references. The most recent edition of the APA Manual is used:

American Psychological Association. *Publication Manual of the American Psychological Association*. 6th Edition. Washington, D.C.: American Psychological Association, 2010. **(Second Printing)**

Historical dissertations use the Chicago style for citations and references. The format is given in the following reference:

University of Chicago Editorial Staff. *The Chicago Manual of Style*. 16th Edition. Chicago, IL: University of Chicago Press, 2010.

Notre Dame requires a few exceptions to APA and Chicago style. See Dissertation section for more information on differences in Notre Dame of Maryland University dissertations related to APA or Chicago style.

Process of Preparing the Dissertation Proposal

Each student meets with her/his chair and readers to develop a plan for submitting the dissertation proposal to the School of Education Ph.D. Committee and the IRB. The candidate maintains on-going contact with the chair and readers throughout the process of completing the proposal and the dissertation.

Submission of Proposal to the School of Education Writing Editor

When the student's committee (chair and two readers) agree that the proposal is ready to be submitted to the School of Education writing editor,

the student:

- Collects signatures from committee members on the Committee Approval Form for submission to the writing editor (See Appendix D, Form 1)
- Delivers a copy of the proposal to the chair of his/her dissertation committee with the following:
 - signed copies of the Committee Approval Form (Form 1)
 - a check made out to Notre Dame of Maryland University to cover editorial costs (Check with your dissertation chair for the current fee.)

- a copy of the Writing Editor Form (See Appendix D, Form 2) with the top portion completed.

The chair of the committee gives to the Dean of the School of Education:

- the proposal
- the check made out to Notre Dame of Maryland University
- the Writing Editor Form (Form 2)

The dean of the School of Education will forward these materials to the writing editor. The writing editor returns comments to the chair of the dissertation committee.

Submission of the Proposal to the School of Education Ph.D. Committee

The student:

- Meets with the committee chair to discuss comments made by the writing editor;
- Makes changes recommended by the School of Education writing editor.
- Delivers copies of the revised proposal to her/his committee (chair and two readers) and obtains their approval to send the proposal to the School of Education Ph.D. Committee (Appendix D, Form 3)
- Gives to the chair of his/her dissertation committee:
 - six copies of the revised proposal
 - signed copies of Committee Approval Form for submission to the school of education Ph.D. committee (See Appendix D, Form 3)

The chair of the committee submits to the dean of the School of Education:

- Form 2 signed by the writing editor and given to the committee chair by the writing editor.
- Form 3 signed by the student's committee
- six copies of the revised dissertation proposal

Meetings of the School of Education Ph.D. Committee

The School of Education Ph.D. Committee meets several times each semester to review proposals. One copy of the approved proposal is maintained in the School of Education office files. Following approval by the School of Education Ph.D. Committee, the candidate submits the required application to NDMU's IRB Committee. Information about IRB and meeting schedule can be found at:

<http://www.ndm.edu/academics/office-of-academic-affairs/research-and-development/research-policies/institutional-review-board/>

PREPARATION OF THE DISSERTATION

Dissertation Format

The order of the formal elements of a dissertation and appropriate numbering is listed below.

1. Approval page (**must be first, required, non-numbered**, but counted)
2. Copyright page (**required**, non-numbered, but counted)
3. Title Page (**required, non-numbered**, but counted)
4. Abstract (**required, non-numbered, follows Title page**, but counted)
5. Dedication (if present, lower-case Roman number, e.g., p. v)
6. Acknowledgements (if present, lower-case Roman number)
7. Table of Contents (**required, lower-case Roman number**)
8. List of Tables (if present, lower-case Roman)
9. List of Figures (if present, lower-case Roman)
10. List of Abbreviations (if present, lower-case Roman)
11. Body of Text (**required, start at Arabic numeral 1**)
12. References (**required, Arabic**)
13. Appendices (if any, Arabic)
14. Index (if any, Arabic)

A brief description of the requirements and format for the approval page, copyright statement, title page, abstract and table of contents follows.

Approval Page

A sample of this page is presented in Appendix A. Signed copies of the Approval Page are included in the bound copy of the dissertation submitted to the school of education and other bound copies requested by the student. Digitalized copies of the dissertation submitted to *ProQuest* and Loyola-Notre Dame Library include typed names of the committee, not original signatures.

Copyright Page

If the candidate decides to copyright the dissertation, the copyright notice is centered in the lower third on the copyright page. This page is placed immediately following the approval page and is not numbered. See Appendix B for a sample.

Title Page

The form of the title page of the Ph.D. dissertation at the Notre Dame of Maryland University is given in Appendix C. The candidate gives his or her full legal name as recorded on the records of the registrar at the University. The current year is listed as the date at the bottom of the title page.

Abstract

Abstracts include a statement of the problem, a summary of methods or procedures, the results, and the conclusions. Abstracts for doctoral dissertations must not exceed 350 words (2450 characters). If the abstract is longer, it will be cut arbitrarily at the word limit, and so published in *Dissertation Abstracts International / Digital Dissertations*.

The dissertation abstract includes:

1. A concise statement of the main point of the dissertation, including the problem or other background
2. A shortened review of the methodology including the key findings of the research
3. The major conclusions of the study

Dedication

A page of dedication is not required but may be included.

Acknowledgments

A page of acknowledgments is not required but offers an opportunity to express thanks to persons who have been helpful and to acknowledge authors and publishers of materials used. (For permissions obtained to use copyrighted materials see APA, Manual 6.10, p. 173 or Chicago, Permissions in Chapters 1 and 4; Acknowledgements Chapters 1, 3, 16).

Table of Contents

The table of contents lists the chapter titles and every subheading, each stated in exactly the words which appear in the body of the document. It is double spaced except when a heading is too long to be typed on one line, then it is single spaced. Subordinate headings are given graduated indentions. The number of the pages on which the titles and headings appear are given in a column at the right. (MS Word may be used to format the Table of Contents.)

List of Tables

A list of tables gives the number, exact full title and page of every table.

List of Figures

If there are figures, charts or illustrations, a list of figures page follows on a separate page, giving the exact full title and page of every figure.

Body of Text

Chapters

Each chapter begins two inches down from the top margin. The number of each chapter title is given in capital Roman numerals and its title in capital letters, i.e.:

Chapter I
INTRODUCTORY CHAPTER
.....

Chapter II
REVIEW OF THE LITERATURE
.....

Chapter III
RESEARCH METHOD
.....

Chapter IV
RESULTS AND ANALYSIS
.....

Chapter V
CONCLUSIONS AND RECOMMENDATIONS
.....

Elements within the text: Headings

In some fields of study, chapters are divided into parts by the systematic use of headings which make clear their organization. For heading levels and style, refer to the appropriate APA (Chapter 2 Headings and Seriation) or Chicago style (Chapter 1 and 2) for format.

Formatting Overview

The following represents general information about formatting. However, this Handbook should not be used as a replacement for a published and approved manual. Check carefully as styles differ between APA and Chicago format.

Elements within the text: Citations

Reference citations lead the reader to the sources of scholarly material mentioned or quoted in a document so that the reader can verify the author's statement or learn more about the topic. The only useful reference is an absolutely correct one. For this reason, it is important to double check the citation with the original source and with the bibliographical listing to ensure that it is accurate in every detail.

Use the APA or Chicago for the appropriate manner of citing references both in the text and in the reference list at the end of the dissertation (APA Manual, Chapter 6: Crediting Sources; Chicago, Chapter 4, Chicago Bibliography Style; Chapter 14).

Elements within the text: Quotations

Quotations, like references, must be absolutely accurate and must reproduce the exact words, spelling, and punctuation of the original even if they are faulty. A short quotation of fewer than four typewritten lines is incorporated in the text and set off by quotation marks. Longer quotations are typed with single spacing. Format for incorporating and citing longer quotations varies according to the style required for the dissertation: APA or Chicago. Check manuals carefully for correct formatting.

In standard American practice the rules for placing punctuation marks are the following: a comma or period precedes the closing quotation mark; a colon or semicolon always follows the quotation mark; a question mark follows the quotation mark unless the question is itself part of the material quoted.

Elements within the text: Permission to quote copyright material

Depositing a dissertation in a library and sending it to *ProQuest/UMI* is legally equivalent to publication. If there is a quotation at length from a copyrighted work, written permission from the owner of the copyright is required. See APA Manual 6.10, p. 173 or Chicago, 1.30; 4.1 for additional information.

Elements within the text: Tables, figures, charts, illustrations and photographs

Follow the recommendations given in the APA Manual, Chapter 5: Displaying Results; Chicago, Chapter 3: Presenting Evidence in Tables and Figures.

References

All references cited must be repeated in the bibliography in a consolidated list which follows the last chapter and precedes the appendices. Follow the APA Manual for the style of references. See APA Figure 2.1 (p. 49) for a sample reference list. Note section 6.31 on DOI numbers and electronic sources. See Chicago, Chapter 14 for Bibliographies.

Appendices

Not every dissertation requires appendices, but they often provide an appropriate means for making various auxiliary materials available. Follow the APA Manual 2.13 or Chicago Chapter 1 for preparing appendices.

The pages of the appendices are numbered as a consecutive part of the pagination of the dissertation as a whole. The letter designation of each appendix, full title and page number appear in the table of contents.

TYPING THE MANUSCRIPT: STYLE AND FORMAT

The candidate is responsible for the correct presentation of content, for editing, and for the correct form of references, tables, and bibliography.

Style

Generally, quantitative and qualitative dissertation proposals follow the style manual of the American Psychological Association, APA, for formatting, citations, and references. The most recent edition of the APA Manual is used:

American Psychological Association. Publication Manual of the American Psychological Association. 6th Edition. Washington, D.C.: American Psychological Association, 2010. **(Second Printing)**

Historical dissertations use the Chicago style for citations and references. The format is given in the following reference:

The Chicago Manual of Style. 16th Edition. ed. University of Chicago Press Editorial Staff. Chicago, University of Chicago Press, 2010.

Although APA or Chicago style are the overarching style guides, there are several exceptions to these rules for dissertations prepared for Notre Dame of Maryland University. One reason for the divergences from APA or Chicago style is that dissertations represent final, finished documents, rather than manuscripts that are being submitted to journals for publication.

Specific exceptions to APA or Chicago style are the following:

- Running heads are not used in Notre Dame of Maryland University dissertations.
- Each chapter begins on a new page.
- All margins in the final copy of the dissertation must be 1-inch for the top, bottom and right hand side and 1.5 inches on the left side to allow for binding. The first page of a chapter begins 2-inches from the top.
- The bottom margin should be as close as possible to 1-inch, but not smaller than 1-inch. Continue the narrative text to the bottom margin on a page with a short table or figure (i.e., one that is less than a full page). An exception to the 1-inch bottom margin requirement is a stand-alone subheading (Level 2, 3), which should not appear on the last line of a page. Margins for appendix items may be larger, but not smaller, than those required for other pages of the manuscript.
- Page numbers are placed *within* the top right hand side of the page. Numbers for the preliminary material and for the first pages of a chapter are placed at the bottom center of the page.

Format

Spacing

The text is double spaced throughout. Single spacing is used in indented quotations of four or more lines in length. Use a single space within footnotes but double space between them.

For spacing of headings, follow appropriate APA (Chapter 2) or Chicago Style (Chapter 16).

Typeface

Times New Roman, 12 point is acceptable. Use the same typeface throughout. However, a different typeface, such as Arial (sans serif) may be used for tables and graphs.

Pagination

Begin the body of the text with Arabic number 1. Continue numbering throughout the dissertation and appendices. Generally, page numbers are placed in the upper right hand margin except:

- Roman numerals for the introductory pages
- Numbers on the first page of a chapter.

These are centered within the bottom margin.

Indentation

The first line of each paragraph receives an indentation of ½ inch which must be uniform throughout. All lines of longer block quotations which are single spaced are indented an additional 1/2 inch.

Justification

Right hand margins are ragged, not justified.

PROCESS AND TIMELINE FOR SUBMITTING DISSERTATIONS

Process for Submitting the Dissertation

Submission of the Dissertation to a School of Education Editor

Steps once the student's committee (Chair and two readers) agree that the dissertation is ready to be submitted to the school of education editor:

The student:

- Collects signatures from committee members on the Committee Approval Form for submission to the writing editor. (See Appendix E, Form 1)

- Communicates with the dissertation chair for information on contacting the School of Education editor. (Ph.D. advisor has contact information for the School of Education editor.)
- Arranges with one of the editors approved by the School of Education to edit her/his dissertation. The student is responsible for the costs of the editor.
- Meets with the dissertation chair to discuss recommendations made by the editor, if necessary.
- Makes changes recommended by the editor.
- Submits to the editor a copy of the form to be signed once the editor has completed editing the dissertation. (See Appendix E, Form 2).

Submission of the Dissertation to the School of Education Ph.D. Committee

The student:

- Delivers copies of the revised dissertation to her/his committee (chair and two readers) and obtains their approval to send the dissertation to the School of Education Ph.D. committee (Appendix E, Form 3).
- Gives to the chair of his/her dissertation committee:
 - six copies of the revised dissertation;
 - signed copies of the form from the editor (Appendix E, Form 2) and the Committee Approval Form for submission to the School of Education Ph.D. committee (See Appendix E, Form 3).

The chair of the committee submits to the Dean of the School of Education:

- Form 2 signed by the editor and given to the committee chair by the student.
- Form 3 signed by the student's committee.
- Six copies of the edited dissertation.

The Dean of the School of Education will forward copies to the School of Education Ph.D. committee.

Deadlines for December Graduation

Prior to Aug. 1

Candidate submits final copy of dissertation to committee. The candidate's committee (chair and two readers) agree that the dissertation is ready to be submitted to the school of education Ph.D. editor. (See Appendix E, Form 1)

The candidate:

- submits a copy (including preliminary pages and following the NDMU Handbook and APA or Chicago Style) to the school of education Ph.D. editor. (Ph.D. advisor has contact information for the school of education editor.) The candidate is responsible for the costs of the editor.

- makes changes recommended by the School of Education Ph.D. editor
- obtains signature of the editor (See Appendix E, Form 2)
- gives revised, edited copy of dissertation to committee and obtains their approval to submit dissertation to school of education Ph.D. committee. (See Appendix E, Form 3)
- gives six copies of the edited dissertation to the chair.
- submits Forms 1, 2 and 3 to the chair.

Aug 1

Chair submits six copies to the Dean of the School of Education along with signed copies of forms from the editor and candidate's committee.

School of Education Ph.D. Committee reads the final dissertation.

Sept.—Oct.

If the School of Education Ph.D. Committee decides that further changes are needed, the dean notifies the chair who communicates this to the candidate. If the School of Education Ph.D. Committee agrees that the dissertation is ready for a defense, a date is set for the defense. The Dean notifies the chair who in turn notifies the candidate and the readers on the committee.

Sept. – Nov.

Final Defense

Candidate works with chair to prepare a 20 minute presentation for the final defense.

December 15

Student has:

- Completed the Survey of Earned Doctorates for National Opinion Research Corporation.
- Submitted pdf and Word files to Alpha Graphics for copying and binding.
- Submitted a pdf file to ProQuest for copyrighting, publishing, archiving and disseminating graduate research. Student and University receive confirmation that materials have been received, approved and deposited with the UMI dissertation publishing.
- Submitted a disk with a pdf file of the dissertation and permission to digitalize to the Ph.D. advisor for delivery to Loyola-Notre Dame Library.

- Submitted a bound copy of the dissertation to the Dean of School of Education.

Dec. X Student graduates with all of the requirements completed and receives diploma.

Deadlines for May Graduation

Prior to Jan. 1 Candidate submits final copy of dissertation to committee. The candidate's committee (chair and two readers) agree that the dissertation is ready to be submitted to the School of Education Ph.D. editor. (See Appendix E, Form 1.)

The candidate:

- submits a copy (including preliminary pages and following the NDMU Handbook and APA or Chicago Style) to the School of Education Ph.D. editor. (Ph.D. advisor has contact information for the School of Education editor.) The candidate is responsible for the costs of the editor.
- makes changes recommended by the School of Education Ph.D. editor.
- obtains the signature of the editor. (See Appendix E, Form 2.)
- gives revised, edited copy of the dissertation to the committee and obtains their approval to submit the dissertation to the School of Education Ph.D. committee. (See Appendix E, Form 3.)
- gives six copies of the revised, edited dissertation to the chair.
- submits Forms 1, 2, and 3 to the chair.

Jan. 1 Chair submits six copies to the dean of the school of education. School of Education Ph.D. committee reads the dissertation.

February If the School of Education Ph.D. Committee decides that further changes are needed, the dean notifies the chair who communicates this to the candidate. If the School of Education Ph.D. Committee agrees that the dissertation is ready for a defense, they set a date for the defense. The Dean notifies the chair who in turn notifies the candidate and the readers on the committee

Feb. – Apr. Final Defense

May 1 **Candidate has:**

- Completed the Survey of Earned Doctorates for National Opinion Research Corporation.
- Submitted pdf and Word files to Alpha Graphics for copying and binding.
- Submitted a pdf file to ProQuest for copyrighting, publishing, archiving and disseminating graduate research. Student and University receive confirmation that materials have been received, approved and deposited with the UMI dissertation publishing.
- Submitted a disk with a pdf file of the dissertation and permission to digitalize to the Ph.D. advisor for delivery to Loyola-Notre Dame Library.
- Submitted a bound copy of the dissertation to the Dean of the School of Education

May X

Candidate graduates with all of the requirements completed and receives diploma.

DISSERTATION DEFENSE

Scheduling

The Dean of the School of Education schedules a date for the final presentation and defense.

Approval Page

Prior to the final defense, **the candidate prepares the approval page (see Appendix A) and submits a copy to the School of Education administrator/advisor.** The School of Education administrator/advisor will duplicate copies of the approval page and emboss the seal on the same paper used for the final bound copies of the dissertation. If the candidate passes the oral defense, the members of the committee sign the copies of the approval page. These signed and sealed copies are returned to the candidate to be included in the bound copies of the dissertation.

The candidate also needs to prepare **copy of the approval page with the committee's names typed** (Appendix B) to submit to *ProQuest* and to the Loyola-Notre Dame Library. The approval page with typed committee names is submitted on the disks for *ProQuest* and the Loyola-Notre Dame Library.

Dissertation Defense

The candidate meets with her or his dissertation committee and the School of Education Ph.D. Committee to give a presentation and to respond to questions about the purpose, methods of research, key findings, and the significance of the dissertation study. Following this session, the Dissertation Committee and the School of Education Ph.D.

Committee decide on whether or not to approve the dissertation or to recommend changes.

Survey of Earned Doctorates

Once the defense is passed, the candidate completes the Survey of Earned Doctorates. This survey gathers data from all research doctorate graduates each year on their educational history, sources of support, and postgraduate plans. The profiles of doctorate recipients that emerge from these data serve policy makers at the federal, state, local and university levels. The information provided remains confidential and data are reported only in aggregate form or in a manner that does not identify information about any individual.

To register, go to <https://sed-ncses.org>. The website gives access to the Academic year's survey and gives you a PIN/Password for the survey. Select Notre Dame of Maryland University from the list of schools. The school is Graduate School. Use NDMU's date for graduation to respond to the question about expected graduation date. SED will email notification that the survey has been completed to the student and NDMU. If you experience difficulties with the survey, email sed@rti.org or call 877-256-8167.

PREPARING THE FINAL DOCUMENT

Submitting Dissertations to *ProQuest* and Obtaining Copyright

It is important to follow the requirements for format and appearance of the dissertation because 1) the dissertation must be in the correct format before a candidate can be cleared to graduate and 2) it will be submitted and published electronically by *ProQuest* Learning Services International and become permanently housed in University Microfilm International (UMI's) *Digital Dissertations*.

Directions

- Connect to ProQuest ETD Administration (<http://www.etsadmin.com/>)
- Select – students – “Submit my Dissertation”
- Select country -- USA and institution -- Notre Dame of Maryland University
- Create an account. The student is asked for their email and name and to create a username and password for their account at *ProQuest*. This information will allow a student to access her or his dissertation, if the student stops in the middle of the process. Once the student signs up for an account, the student receives an automatic **email confirming the account**. In some cases, this email may be blocked and sent to spam. The email should come relatively quickly.

On the blue ribbon across the top of the ProQuest ETD Administration page there is a blue ribbon with a number of sections. One, **Support & Training**, gives email or phone contacts if you need assistance with ProQuest. The School of Education strongly encourages students to make dissertations available to scholars as full text (Open Access publishing option).

Dissertations must be submitted as pdf files.

Revised October 2016

Services offered by *ProQuest* include applying for copyright and ordering hard copies of the dissertation. Students may request *ProQuest* apply for copyright. There is a fee for this service. Students are not required to order any additional hard copies from *ProQuest*.

Once the submission and order processes are complete, the student is asked to pay using a credit card. The student receives an email letting them know when these transactions are completed.

Once submitted, a copy of the dissertation is sent to the School of Education administrator/advisor for approval. Students will receive an email letting them know whether their dissertation is accepted or changes are needed.

Sending Text Materials to Alpha Graphics

Final, completed, approved copies of the dissertation are sent to Alpha Graphics for copying, and binding.

Procedures

- Email a pdf and Word version of your final dissertation to Alpha Graphics (production@alphagrap.com). In the email include all contact information (phone number, cell, email, address) and let them know if your document is APA or Chicago style. All materials given to Alpha Graphics should be complete and correctly formatted according to NDMU guidelines.
- Send copies of **signed approval pages** to Alpha Graphics for inclusion in the bound copies you intend to order. You need to prepare one bound copy for the School of Education and you may wish to order a bond copy for yourself. Additional bond copies can be ordered and signature pages included.
- Alpha Graphics will deliver copies of the printed dissertation to the binder (Long's-Roullet). The binder will use the contact information you provided Alpha Graphics to contact you for services related to binding and shipping of the final bound copies.
- If Alpha Graphics is preparing a disk for the Loyola-Notre Dame Library, students provide one copy of the names of committee members **typed on the approval page** to Alpha Graphics for inclusion on the disk for the Loyola-Notre Dame Library.

No matter what method is chosen for preparing dissertation drafts, **BACK UP ALL WORK ON DISKS** and keep those disks in a safe place.

Bound Copy to the School of Education, Disk and Permission to Digitalize for Loyola-Notre Dame Library

The candidate submits one bound copy, printed by Alpha Graphics, to be available in the school of education.

The candidate submits a disk with a pdf file of the dissertation along with the signed **permission to digitalize** form to the Ph.D. advisor in the School of Education. The digital file becomes part of the Loyola-Notre Dame Library collection.

Revised October 2016

APPENDIX A

Dissertation Title Page for Alpha Graphics

DISSERTATION

THE NONTRADITIONAL ADULT LEARNER: AN ANALYSIS OF
ENROLLMENT, PERSISTENCE, AND DEGREE ATTAINMENT

Submitted by:

Jeanette M. Quinn

School of Education

In partial fulfillment of the requirements
for the Degree of Doctor of Philosophy in
Educational Leadership for Changing Populations
Notre Dame of Maryland University

Baltimore, Maryland

Fall 2016

(SIGNATURES)

Doctoral Committee:

Chair: _____

Reader: _____

Reader: _____

Revised October 2016

APPENDIX B

Dissertation Title Page for ProQuest and NDMU Library

DISSERTATION

THE NONTRADITIONAL ADULT LEARNER: AN ANALYSIS OF
ENROLLMENT, PERSISTENCE, AND DEGREE ATTAINMENT

Submitted by:

Jeanette M. Quinn

School of Education

In partial fulfillment of the requirements
for the Degree of Doctor of Philosophy in
Educational Leadership for Changing Populations
Notre Dame of Maryland University

Baltimore, Maryland

Fall 2016

(TYPED NAMES)

Doctoral Committee:

Chair: Dr. Kathryn Doherty

Reader: Dr. Mark J. Fenster

Reader: Dr. Patricia M. Dwyer

Revised October 2016

APPENDIX C

Sample Copyright Page

Copyright © full legal name 2012
All Rights Reserved

Revised October 2016

APPENDIX D

Sample Title Page for Proposal

DISSERTATION PROPOSAL

THE ACADEMIC TRAJECTORIES OF
LONG-TERM ENGLISH LANGUAGE LEARNERS
IN MARYLAND

Submitted by

Jennifer L. Carlson

School of Education

In partial fulfillment of the requirements
for the Degree of Doctor of Philosophy in
Educational Leadership for Changing Populations

Notre Dame of Maryland University

Baltimore, Maryland

Fall 2016

APPENDIX E

Forms for Dissertation Approval

Form 1: Committee Approval Form: Submission of dissertation to School of Education editor

Form 2: Dissertation Editor Form

Form 3: Committee Approval Form: Submission of Dissertation to School of Education Ph.D. Committee

Revised October 2016

*Committee Approval Form: Submission of Dissertation to School of Education Editor
(Form 1)*

Student _____

Dissertation Title

We have read the dissertation and agree that it is ready to be submitted to the School of Education Editor:

Signatures of members of the committee:

Chair _____

Reader _____

Reader _____

Date _____

Student completes the top of this form, collects signatures from committee members and delivers this form to her/his committee chair with a copy of the dissertation.

Chair maintains a copy of this form.

Revised October 2016

*Committee Approval Form: Submission of Dissertation to School of Education PhD
Committee (Form 3)*

Student

Dissertation Title

We have read the dissertation and agree that it is ready to be submitted to the School of Education Ph.D. Committee:

Signatures of members of the committee:

Chair _____

Reader _____

Reader _____

Date _____

Student obtains signatures of committee members and gives the completed form to her/his chair .

Chair delivers Form 3 along with Form 2 and the dissertation to the Dean of the School of Education.

APPENDIX F

Forms for Proposal Approval

Form 1: Committee approval to send proposal to writing editor

Form 2: Writing editor edited proposal and returned it to committee chair

Form 3: Committee approval to send proposal to School of Education Ph.D.
committee

*Committee Approval Form:
Proposal Submission to Writing Editor (Form 1)*

Student _____

Proposal Title

We have read the proposal and agree that it is ready to be submitted to the School of Education writing editor:

Signatures of members of the committee:

Chair _____

Reader _____

Reader _____

Date _____

Student completes the top of this form, collects signatures from committee members and delivers this form to her/his committee chair with a copy of the proposal.

Writing Editor Form (Form 2)

Student

Proposal Title

I have edited the attached proposal and discussed the needed changes with the chair of the committee:

Writing editor signature

Date: _____

Student completes the first lines of this form and delivers it to the chair along with the proposal and Form 1

Writing editor returns this signed form to the chair when they meet.

Chair maintains a copy of this form to submit to the Dean with the revised proposal.

Revised October 2016

*Committee Approval Form: Proposal Submission to School of Education Ph.D.
Committee (Form 3)*

Student

Proposal Title

We have read the proposal and agree that it is ready to be submitted to the School of Education Ph.D. Committee:

Signatures of members of the committee:

Chair _____

Reader _____

Reader _____

Date _____

Student obtains signatures of committee members and gives the completed form to her/his chair along with the six copies of the proposal.