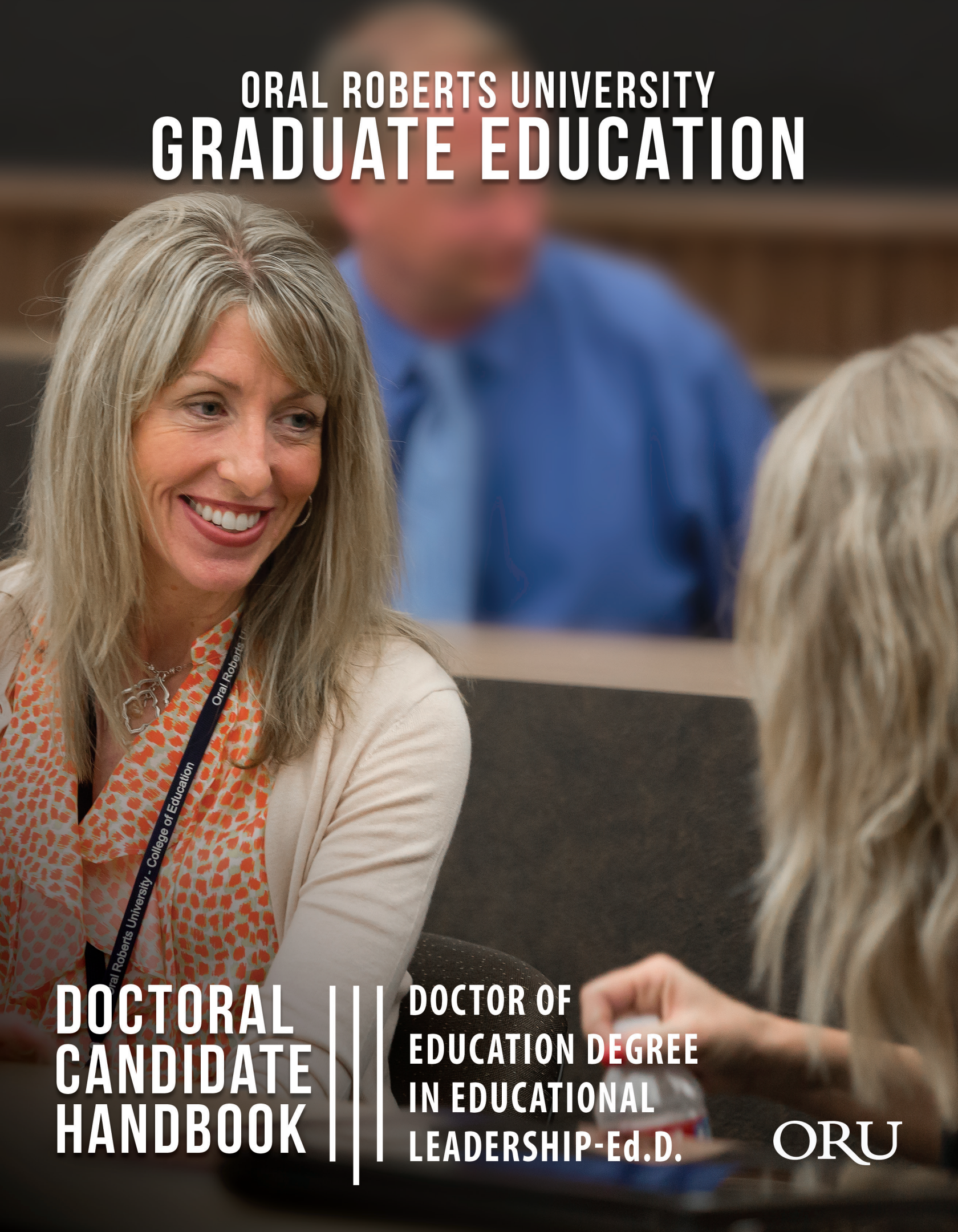


ORAL ROBERTS UNIVERSITY GRADUATE EDUCATION



**DOCTORAL
CANDIDATE
HANDBOOK**

**DOCTOR OF
EDUCATION DEGREE
IN EDUCATIONAL
LEADERSHIP-Ed.D.**

ORU

ORAL ROBERTS UNIVERSITY GRADUATE EDUCATION

DOCTORAL CANDIDATE HANDBOOK

**DOCTOR OF EDUCATION DEGREE
IN
EDUCATIONAL LEADERSHIP - ED.D.**

ORAL ROBERTS UNIVERSITY
GRADUATE EDUCATION
DOCTORAL CANDIDATE HANDBOOK

DOCTOR OF EDUCATION
IN
EDUCATIONAL LEADERSHIP—ED.D.

KIM E. BOYD, ED.D.
DEAN

PATRICK OTTO, ED.D.
GRADUATE CHAIR



Kim E. Boyd, Ed.D.
Dean, College of Education

**ORAL ROBERTS UNIVERSITY
GRADUATE EDUCATION
NCATE ACCREDITED**

A Message from the Dean

Congratulations!

Your need for this *Doctoral Handbook* indicates that you have made a commitment to complete the ORU College of Education doctoral program. This handbook will serve as a guide to take you through the process, step by step, beginning with the preparation of your IRB and concluding with the oral defense of your dissertation along with an outline of the graduation requirements.

You are also at the point of sitting for your written and oral comprehensive examinations. This handbook will provide you with policies and procedures for completing your examinations. The doctoral program is designed for you to have passed the written and oral comprehensives prior to completing your dissertation.

Please follow carefully the policies and procedures outlined in this handbook. It is imperative that you abide by the procedures and deadlines explained. This handbook should be your constant companion as you proceed through the rest of your doctoral program.

Feel free to direct any questions to your advisor and/or the Chair of your Doctoral Dissertation Committee. Your advisor is committed to advising and guiding you through your entire doctoral program, so take advantage of the expertise available to you.

I trust God has called you to this advanced degree program and that, upon completion, you will yield your talents and training to God so that He may mold you and use you for your life purpose.

God bless you on this venture,

Kim E. Boyd, Ed.D.
Dean, College of Education

/fj

Oral Roberts University
Graduate Education
Doctor of Education Degree—Ed.D.

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**ORAL ROBERTS UNIVERSITY
GRADUATE EDUCATION
TULSA, OKLAHOMA**

**DOCTOR OF EDUCATION DEGREE—Ed.D.
IN
EDUCATIONAL LEADERSHIP**

The Doctor of Educational Leadership Degree (Ed.D.) program was authorized by the Oral Roberts University's Board of Regents in May 1997 and approved by the North Central Association of Schools and Universities in June of 1998 and is subject to accreditation review by the Oklahoma Commission of Teacher Preparation (OCTP) and the Council for the Accreditation of Educator Preparation (CAEP).

For a program description, you may refer to the *Introductory Doctoral Handbook*, which includes the Program Design and Curriculum along with information regarding Application, Admission, Approval, and Advisement.

This handbook is designed for the candidate who has completed the majority of the doctoral program and is preparing to sit for written and oral comprehensive examinations. It also includes the procedures for conducting the research and writing the doctoral dissertation, taking the candidate step by step leading to the publishing of the dissertation. Graduation requirements and procedures are also included.

Highly qualified graduate faculty members are available to serve as advisors, dissertation committee chairs/members, and guides through the entire doctoral program. These professional educators are teacher-scholars who are qualified for their assignments, are actively engaged in the professional community, have completed formal advanced study, have demonstrated competence in the field of educational leadership, and are dedicated Spirit-filled Christians.

**COMPREHENSIVE DOCTORAL
EXAMINATIONS
(WRITTEN AND ORAL)**

**Doctor of Education Degree—Ed.D.
in
Educational Leadership**

**Graduate Education
Oral Roberts University**

COMPREHENSIVE DOCTORAL EXAMINATIONS (Written and Oral)

After successful completion of a minimum of 45 hours of course work, including all doctoral core, emphasis area, and research classes and in consultation with the advisor, the candidate is eligible to sit for the written and oral comprehensive examinations.

The application requesting permission to take the comprehensive examinations must be approved by the advisor and filed with the Graduate Chair **4 weeks** in advance of the examination date (see Comprehensive Examination Request form, p. 5). A twenty-five dollar examination fee must accompany the application. Examination dates will be announced annually for both fall and spring exams. Candidates should plan to be on campus for 3 to 4 consecutive days to complete both the written and oral comprehensives.

The Written Comprehensive Examination

The written comprehensive examination consists of seven questions: five from the doctoral core, one from the area of emphasis, and one research question. The written examination will be given on 2 consecutive days, consisting of seven 1½-hour sessions. Candidates are required to complete the exams via computer technology.

The written examination questions will be evaluated by the professors who wrote the questions, adhering to the written Doctoral Exam Evaluation form (see p. 6).

The candidate who fails the examination (or any part) may retake the examination within one year of the failed test date. Candidates failing four or more parts of the written examination will be required to retake the entire examination. If the candidate misses one to three questions, he or she must retake those failed. In either case, the candidate may take the written examination only two times. To retake, the candidate must once again complete the Comprehensive Examination Request form using the same procedure and time frame as the original request to sit for the exam.

The Oral Comprehensive Examination

Oral examinations will be scheduled the day (or days) following the written examination. The oral examination will be scheduled in concert with the candidate and the coordinator of the exams. The oral examination is conducted under the direction and leadership of the candidate's advisor with questioning by graduate faculty members. Others likely to be present are the Graduate Chair and Dean of the College of Education. The floor may be opened for questions from these professionals as well.

The oral examination may involve a defense and/or clarification of what the candidate has written (or has not written) in answer to the questions on his or her written comprehensive examination. However, the main purpose of the oral examination is to evaluate the proficiency of the candidate's ability to articulate and synthesize the core

knowledge of the program in Educational Leadership. Oral examinations are scheduled for a minimum of one hour. (See Doctoral Oral Exam Evaluation form, p. 7.)

Within one month after completion of the written and oral examinations, the candidate will receive a written report of the decision as to whether he or she has passed or failed. In the event of failure on any section, it will be the responsibility of the candidate's advisor to identify the areas of weakness, to suggest areas of further study, and to explain the condition under which another exam may be taken.

If a candidate fails the oral examination, he or she must retake the examination within one year of the failed test date. Candidates may take the oral examination only two times.

Purposes

The purposes of the written and oral comprehensive examinations are as follows:

1. Encourage an in-depth review and assimilation of the candidate's educational experiences.
2. Provide an opportunity for the candidate to demonstrate the extent to which he or she can integrate and synthesize his or her total educational experiences and apply these experiences to the solution of problems in the field.
3. Determine the candidate's ability to analyze, synthesize, organize, and apply knowledge of the content presented throughout the candidate's academic program.
4. Determine the candidate's ability to articulate a Christian worldview of Educational Leadership and its implementation and impact to the field of education.

(Please refer to the sample evaluation forms for specifics as to the points considered in the evaluation of the written/oral examinations; see pp. 6-7)

ORAL ROBERTS UNIVERSITY
GRADUATE EDUCATION

COMPREHENSIVE EXAMINATION REQUEST
DOCTOR OF EDUCATION DEGREE

Name _____ Z# _____

Street Address _____ City _____ State _____ Zip _____

Telephone Number _____ Email Address _____

I do hereby request permission to take the comprehensive examinations for the Doctor of Education Degree on _____,
Month/Day Year

My concentration is in the field of _____

Candidate Signature

Date

- ☐ I do hereby certify that said candidate has completed all course work required prior to sitting for the comprehensive examination, which includes an e-portfolio audit, and, therefore, recommend approval of the foregoing request.

Advisor Signature

Date

Signed copy must be filed with the Graduate Chair at least four weeks prior to the written examination date, along with payment of the \$25 examination fee.

**ORAL ROBERTS UNIVERSITY
GRADUATE EDUCATION**

**EVALUATION OF WRITTEN COMPREHENSIVE
DOCTORAL EXAMINATION
DOCTOR OF EDUCATION DEGREE**

Name of Doctoral Student _____

Please rate on a scale of 4, 3, 2, or 1. A rating of a 4 is Exemplary, a rating of 3 is Competent, a rating of 2 is Acceptable, and a rating of 1 is Unacceptable.

Please remember that the 1-4 scores are weighted scores.

- A “1” score is the equivalent of a percentage range of 0-79%.
- A “2” score is the equivalent of a percentage range of 80-86%.
- A “3” score is the equivalent of a percentage range of 87-93%.
- A “4” score is the equivalent of a percentage range of 94-100%.

1. The student interpreted the question(s) as intended. _____
2. The student responded to the question(s) with appropriate/adequate justification. _____
3. The student answered the question(s) correctly. _____
4. The student answered the question(s) completely. _____
5. The student used adequate documentation and research (citations) to support his/her response to the question(s). _____
6. The student answered the question(s) at such a level as to represent the sophistication and intellectual prowess of a doctoral candidate. _____
7. The student’s responses were indicative of personal internalization and personal/professional application. _____

Comments: _____

PASS or FAIL & Rating: _____

Signature of Evaluator

Date

(Please use reverse side for additional comments.)

**ORAL ROBERTS UNIVERSITY
GRADUATE EDUCATION**

**EVALUATION OF ORAL COMPREHENSIVE
DOCTORAL EXAMINATION
DOCTOR OF EDUCATION DEGREE**

Name of Doctoral Student _____

Please rate on a scale of 4, 3, 2, or 1. A rating of a 4 is Exemplary, a rating of 3 is Competent, a rating of 2 is Acceptable, and a rating of 1 is Unacceptable.

Please remember that the 1-4 scores are weighted scores.

- A “1” score is the equivalent of a percentage range of 0-79%.
- A “2” score is the equivalent of a percentage range of 80-86%.
- A “3” score is the equivalent of a percentage range of 87-93%.
- A “4” score is the equivalent of a percentage range of 94-100%.

1. The student interpreted the question(s) as intended. _____
2. The student responded to the question(s) with appropriate/adequate justification. _____
3. The student answered the question(s) correctly. _____
4. The student answered the question(s) completely. _____
5. The student used adequate documentation and research (citations) to support his/her response to the question(s). _____
6. The student answered the question(s) at such a level as to represent the sophistication and intellectual prowess of a doctoral candidate. _____
7. The student's responses were indicative of personal internalization and personal/professional application. _____

Comments: _____

PASS OR FAIL & Rating: _____

Signature of Evaluator

Date

(Please use reverse side for additional comments.)

ORAL ROBERTS UNIVERSITY

THE DISSERTATION PROCESS

ORAL ROBERTS UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS SUBMISSION PACKET

**ORAL ROBERTS UNIVERSITY
INSTITUTIONAL REVIEW BOARD**

**PROTECTION OF HUMAN SUBJECTS:
GUIDES FOR PLANNING AND PREPARATION OF MATERIALS FOR REVIEW**

1. What studies are to be submitted for Institutional Review Board Approval?

Plans for all research to be conducted by any individual (student, staff, or faculty) under the aegis of Oral Roberts University, where the study involves collection of observations about human individuals or groups must be submitted to the Institutional Review Board for review. Designated materials must be submitted for all studies regardless of the reason for doing the research, e.g., research projects, surveys, tool testing, and dissertation/theses.

PLEASE NOTE: No research, other than a literature review, can be conducted prior to obtaining IRB approval.

The candidate's Chapter I must be approved by the candidate's Chair, the Department Chair, and the Dean of the College of Education. Please complete the Chapter I approval form (see p. 24).

The Research proposal which is made up of Chapter I, II, and III must also have been approved and the Research Proposal Form must be completed (see p. 2) prior to seeking IRB approval. The IRB is available either through the Graduate School of Education office or online.

The candidate must, prior to completing the IRB, also complete the Collaborative Institutional Training Initiative IRB Training (CITI) on the website; www.citiprogram.org. Please contact your Committee Chair for further information on completing the training and obtaining a completion report. This report must be submitted to the Dissertation Chair.

2. What is an Institutional Review Board, and what are its responsibilities?
(The following information is from the IRB Human Subjects Submission packet.)

IRB means an institutional review board established in accord with and for the purposes expressed in this policy. An IRB shall review and have authority to approve, require modifications in (to secure approval), or disprove all research activities covered by this policy:

Criteria for Approval

- A. In order to approve the research covered by this policy, the IRB Committee shall determine that all of the following requirements are satisfied:
 - (1) Risks to subjects are minimized:
 - (a) by using procedures that are consistent with sound research design and that do not unnecessarily expose subjects to risk, and

- (b) whenever appropriate, by using procedures already being performed on the subjects for diagnostic or treatment purposes.
 - (2) Risks to subjects are reasonable in relation to anticipated benefits, if any, to subjects, and to the importance of the knowledge that may reasonably be expected to result. In evaluating risks and benefits, the IRB should consider only those risks and benefits that may result from the research (as distinguished from risks and benefits of therapies subjects would receive even if not participating in the research). The IRB should not consider possible long-range effects of applying knowledge gained in the research (for example, the possible effects of the research on public policy) as among those research risks that fall within the purview of its responsibility.
 - (3) Selection of subjects is equitable. In making this assessment, the IRB should take into account the purposes of the research and the setting in which the research will be conducted and should be particularly cognizant of the special problems of research involving vulnerable populations, such as children, prisoners, pregnant women, mentally disabled persons, or economically or educationally disadvantaged persons.
 - (4) Informed consent will be obtained from each prospective subject or the subject's legally authorized representative prior to any action involving the subject.
 - (5) Informed consent will be appropriately documented.
 - (6) When appropriate, the research plan makes adequate provision for monitoring the data collected to ensure the safety of subjects.
 - (7) When appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of data.
- B. When some or all of the subjects are likely to be vulnerable to coercion or undue influence, such as children, prisoners, pregnant women, mentally disabled persons, or economically or educationally disadvantage persons, additional safeguards have been included in the study to protect the rights and welfare of these subjects.
- C. Research conforms to standards of ethical conduct, which requires documentation of conformance to the ethical standards of particular disciplines, e.g., Ethical Standards for Psychologists.

An IRB may use the Expedited Review procedure for certain kinds of research involving no more than minimal risks and for minor changes in approved research.

Minimal Risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.

3. **What materials are to be submitted to the IRB?**
 - A. Application for Conduct of Study
 - B. Human Subjects Packet
 - C. Consent Form, Cover Letters, etc.

**WRITING
THE
DISSERTATION**

**Doctor of Education Degree—Ed.D.
in
Educational Leadership**

**Graduate Education
Oral Roberts University**

THE DISSERTATION

INTRODUCTION

All doctoral candidates are required to complete an approved dissertation as the final capstone experience prior to graduation. Preparing the dissertation can be an intellectually rewarding yet challenging experience for the doctoral candidate. It does require a dedication to the effort in order to produce a scholarly study of educational value that will make a significant contribution to the advancement of thought in the field of education.

Definition and Requirements

The faculty and administration of the Graduate program at Oral Roberts University use the following definition/guidelines as a measure of the appropriateness, feasibility, and final approval of the dissertation study proposed by the doctoral candidate:

Scholarly research (qualitative or quantitative) must be of educational significance, make a solid contribution to the candidate's particular educational discipline, and be of personal value to the career and ministry of the doctoral candidate. The study must be definable as "original" research or may replicate an earlier study for the purpose of correcting errors, eliminating shortcomings, enhancing, clarifying, or updating the results. The research must be of such scope and sophistication that it will provide evidence that the doctoral candidate has acquired a scholarly, in-depth mastery of the principles of the academic program and demonstrates the intellectual prowess, research methodology, and communication skills appropriate to the advanced level of study represented by the doctoral degree.

The doctoral candidate is expected to work very closely with the Chair and members of the Doctoral Dissertation Committee to ensure that the dissertation meets the above standard and the approved guidelines of the Graduate program at Oral Roberts University.

The Graduate program requires that you maintain continuous enrollment of a **minimum** of 2 hours until the dissertation is completed in order to maintain status as a doctoral candidate. Summer sessions are not included in this requirement unless actively working with your Chair on the dissertation. A **minimum** of 8 hours is required.

Selection and Role of the Doctoral Dissertation Committee

The candidate shall have an approved Dissertation Committee prior to the writing of the Dissertation, and in particular the Research Proposal i.e. Chapters I, II, and III.

Responsibilities of the Dissertation Committee Chair - The candidate's assigned advisor is the Chair of the dissertation committee. If a candidate desires to have another member of the College of Education faculty be the chair of his or her committee, he or she should discuss this with his or her advisor, and together, they will decide on the best course of action. The candidate's Chair shall assist the candidate in the selection of the Dissertation Committee (See Change of Committee request form, p. 23).

A positive relationship between the candidate and the Chair is critical to a successful matriculation through the dissertation process. Most of the candidate's time is spent with the Chair. The Chair is the primary reviewer of the candidate's work, the primary contact during the dissertation process, and has the final say in many decisions regarding the dissertation. The other committee members are resources, primarily during the planning stage, but the Chair distributes drafts of the work to the committee and collects their comments. The Chair will coordinate the contact between the candidate and committee and correspondence from other committee members must also be copied (cc'ed) to the dissertation chair.

The Chair should immediately acknowledge receipt of any work from the candidate and also respond to the doctoral candidate in a timely manner. Responses should be provided to the candidate within ten working days of receipt of any submitted work. If extra time is needed in order to provide a response, the candidate should still be notified within the ten working day window frame.

Responsibilities of the Dissertation Committee - The doctoral committee shall be comprised of three or more members, all with earned doctorates. At least two of the committee members shall be College of Education faculty. One committee member may be a professor in one of the other schools of the University, an administrator of the University, or a qualified professional in the field of the candidate's interest. A candidate must receive the approval of his or her doctoral Chair for the formation of the membership of the committee and must complete and submit to the Chair the Doctoral Dissertation Committee Request form (see p. 22) required to establish a doctoral committee. Committee members when corresponding with a student must also copy (cc) all correspondence to the candidate's dissertation chair.

Responsibilities of the Dissertation Candidate - The candidate shall maintain a Christian disposition and attitude in the timely processing of the manuscript. While working on the dissertation, the candidate should always have the approval of the Chair when communicating with other committee members concerning the editing of the manuscript. Candidates should also copy (cc) the dissertation chair on correspondence with the committee members.

Any expression of gratitude to committee members must be delayed until after oral defense of the dissertation and the final APA approval of the manuscript. Within the bounds of professional ethics, expressions of gratitude must be nominal. Acknowledgment of appreciation in the front of the dissertation and a copy of the dissertation itself is sufficient and appropriate for committee members.

Professionalism is a key factor that must be maintained by both the candidate and the committee throughout the dissertation process. Recognition of the Grace of God and the Power of the Holy Spirit in the process is to be acknowledged at all times, inasmuch as it is God who created and raised up His University, Oral Roberts University, and it is the vision of Oral Roberts University to take knowledge and experience into every person's world. That must be the preeminent vision and focus of the entire doctoral endeavor. The dissertation is a final offer of praise to God by a grateful candidate and a thankful committee.

DISSERTATION CONTENT PRESENTATION

The format of the dissertation must follow the current *Publication Manual of the American Psychological Association* and the *ORU Graduate Education Doctoral Candidate Handbook*. Students with an approved proposal (Chapter I, II, and III) may continue with the use of the current APA manual in the event that a new manual is published.

The Graduate program at Oral Roberts University requires that the dissertation have a **minimum** of five chapters, details of which will be discussed in this section.

Chapter I - Introduction

Chapter I should be written in the past tense in that the writer refers to the dissertation research as if it is already completed and provides the reader with an overview of what to expect from the remainder of the dissertation. The ideal number of pages for Chapter 1 would be between 15 to 20 pages, but also communicate with your chair on an appropriate number of pages.

Typical headings in Chapter 1 (these are Level 1 headings) include:

Heading	Helpful explanation
Introduction to the Study	A brief introduction to the general topic explored in the study and its importance.
Background of the Study	A succinct overview of the fit of the study into the larger arena of educational issues, i.e. the context of the study.
Statement of the Problem	The clearly defined and adequately justified problem that will be addressed.
Purpose of the Study	Adequately justified reason why the study is being conducted and how the study will address the problem stated.
Research Questions or Hypothesis	Start with an introduction of the type of study and provide a specific version of the statement of purpose i.e. research question(s) or hypothesis to be tested.
Design of the Study	A brief description of how research questions will be addressed or how hypothesis will be tested, inclusive of type of study, and the data collection process.
Connections to Educational Leadership	An explanation of how research questions and study fit with the general field of educational leadership. As defined by Glatthorn (2005), the professional significance of the study.
Summary	An overview of the chapter.

The chapter **may** include any supporting information to further explain the study and to aid the reader in better understanding the findings.

Additional headings often included are:

Heading	Helpful explanation
Definition of Key Terms	Meaning of technical term(s) that are not widely used, or that are used in a specific or non-standard way in the study.
Bias	These are personal or professional experiences of the researcher that may impact the collection, analysis and reporting of qualitative data.
Delimitation of the Study	These are limitations that limit generalizations (Glatthorn, 2005, p. 9).
Assumptions of the Study	Statement(s) of any assumptions about the study, if necessary that would not automatically be assumed.
Scope of the Study	A statement that addresses to whom the study was applied (scope) or factors that may affect outcome or generalizability.
Limitations of the Study	As above.

Other heading options may be recommended or required by your Doctoral Dissertation Committee.

Chapter II - Review of the Literature

Chapter II provides the reader with a Review of the Literature - It is a thorough, guided tour of the literature related to the dissertation topic. Candidates are encouraged to prepare an outline for this chapter to aid the writing of the review of the literature. Also, seek guidance from the Dissertation Chair regarding the organization of the chapter.

This chapter is typically written in the past tense unless otherwise advised by the dissertation chair.

The primary purposes of the Review of the Literature are to:

- establish the need for the research
- synthesize what other scholars have concluded and
- establish a knowledge base from which to approach the study.

Chapter II is **not** the place for interpretations, assumptions, or conclusions. It is simply to present the facts from a review of all available sources, always giving appropriate credit to those sources.

At the end of the chapter, provide a summary of the literature review; an overview of the chapter.

Chapter III - Design of the Study

Chapter III will again present the Design of the Study that was presented in Chapter I; however, this chapter will give **exacting detail** and **step-by-step procedures** used in the research.

Typical areas emphasized or addressed in Chapter III can include:

Area		Helpful explanation
Type of Research		
Type of Research		State design of the study and justify appropriateness of the design.
Classification of research		Descriptive, historical, or experimental. This may sometimes be incorporated with the type of research.
Sample Procedure		
Population		A description of the population.
Sampling procedure		An explanation of how the sample was chosen. Some studies combine “Population” and “Sampling procedure” into one heading.
Instrument		A description of the instrument and an explanation of its appropriateness in terms of validity, reliability, and rationale for any instrument questions as necessary.
Data Analysis		
Data Source		Provide a description of the origin of the data and its appropriateness in terms of validity and reliability.
Data Collection		A description of the way that the instrument was administered for data collection.
Data Analysis		Explain the analysis of procedure: use of certain approaches for quantitative (inferential and descriptive statics) and for qualitative (codes, coding, categories, axial coding etc.).
Ethical Considerations		Address any ethical issues that have a bearing on the study.
Summary		An overview of the chapter.

The ideal number of pages for Chapter III would be between 15 to 20 pages, but also communicate with your Chair on an appropriate number of pages.

The Graduate program at Oral Roberts University requires the submission of the Research Proposal i.e. Chapters I, II, and III to the Committee for approval prior to proceeding with the research. (See Protection of Human Subjects Guides for planning and preparation of materials for review). Under special circumstances, the Dissertation Committee Chair may approve the beginning of research prior to approval of the first three chapters.

Chapter IV- Results of the Study

Chapter IV can begin with a brief synopsis of the following:

- 1) Aim of the study
- 2) General research question or hypothesis
- 3) Specific research questions
- 4) Design of the study
- 5) Overview of the presentation of the results

Chapter IV must be a **complete, clear, and correct** presentation of the research data and statistical analysis(es) applied. Some choices for organizing Chapter IV are by research method, by hypotheses and/or research questions, by chronology, or by other logical approaches that are more in line with the content of the research.

Chapter V- Summary, Conclusions, and Recommendations

Typical areas addressed in Chapter V can include the following:

Area	Helpful explanation
Introduction	This can include a brief background to the study, the purpose, methodology, and the results.
Summary of the Findings	Provide a summary of the findings, which can be ordered similarly to organization of results. Include a discussion of the research and its practical application to the educational community relative to the interpretations and implications.
Integration of the Findings with the Literature	Interpretations that relate findings of study to the review of literature; they support previously reported research or are contributions to a new body of knowledge.
Conclusions	Deductions drawn from the research findings that are relevant to the purpose statement and address the research question or hypothesis. Also address implications for educational research and practice.
Recommendations	
Recommendations for Practice	Practices relevant to study group of interest that can be adopted or put into place. Make a connection between results and/or literature to the suggested recommendations.
Recommendations for Further Study	Areas related to the results of the study that would benefit from further study.
Summary	This is an overview of the contents of the chapter.

Cheating and Plagiarism

Cheating in any form, including plagiarism, is a serious academic offense and will not be tolerated. Consequences may include academic probation, suspension, or expulsion from the program. Plagiarism is defined in the dissertation syllabus.

**ORAL ROBERTS UNIVERSITY
GRADUATE EDUCATION**

**DOCTORAL DISSERTATION COMMITTEE REQUEST FORM
FOR THE DOCTOR OF EDUCATION DEGREE**

Name of Doctoral Candidate _____ Z# _____

Street Address _____ City _____ State _____ Zip _____

Telephone Number _____ Email Address _____

I, _____, do hereby request that the faculty members listed below serve as my Doctoral Dissertation Committee to supervise the dissertation creation process and to give final approval/disapproval to the completed dissertation.

_____ <i>Doctoral Dissertation Committee Chair (Typed)</i>	_____ <i>Date</i>	_____ <i>Doctoral Dissertation Committee Chair's Signature</i>
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_____ <i>Doctoral Dissertation Committee (Typed)</i>	_____ <i>Date</i>	_____ <i>Doctoral Dissertation Committee Member's Signature</i>
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_____ <i>Doctoral Dissertation Committee (Typed)</i>	_____ <i>Date</i>	_____ <i>Doctoral Dissertation Committee Member's Signature</i>
---	----------------------	--

_____ <i>Doctoral Dissertation Committee (Typed) Signature</i>	_____ <i>Date</i>	_____ <i>Doctoral Dissertation Committee Member's</i>
---	----------------------	--

_____ <i>Doctoral Dissertation Committee (Typed)</i>	_____ <i>Date</i>	_____ <i>Doctoral Dissertation Committee Member's Signature</i>
---	----------------------	--

_____ <i>Graduate Chair</i>	_____ <i>Date</i>	_____ <i>Dean, College of Education</i>	_____ <i>Date</i>
--------------------------------	----------------------	--	----------------------

(Following signatures indicating approval by all members of the Doctoral Dissertation Committee, Graduate Chair, and Dean of the College of Education, this form shall be returned to the Doctoral Dissertation Committee Chair.)

**ORAL ROBERTS UNIVERSITY
GRADUATE EDUCATION**

**CHANGE OF COMMITTEE REQUEST FORM
FOR THE DOCTOR OF EDUCATION DEGREE**

Name of Doctoral Candidate _____ Z# _____

Street Address _____ City _____ State _____ Zip _____

Telephone Number _____ Email Address _____

I, _____, do hereby request that the faculty members listed below serve as my Doctoral Dissertation Committee to supervise the dissertation creation process and to give final approval/disapproval to the completed dissertation. (List reasons for change below.)

<i>Doctoral Dissertation Committee Chair (Typed)</i>	<i>Date</i>	<i>Doctoral Dissertation Committee Chair's Signature</i>
--	-------------	--

<i>Doctoral Dissertation Committee (Typed)</i>	<i>Date</i>	<i>Doctoral Dissertation Committee Member's Signature</i>
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<i>Doctoral Dissertation Committee (Typed)</i>	<i>Date</i>	<i>Doctoral Dissertation Committee Member's Signature</i>
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<i>Doctoral Dissertation Committee (Typed)</i>	<i>Date</i>	<i>Doctoral Dissertation Committee Member's Signature</i>
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<i>Doctoral Dissertation Committee (Typed)</i>	<i>Date</i>	<i>Doctoral Dissertation Committee Member's Signature</i>
--	-------------	---

Date Approved

<i>Graduate Chair</i>	<i>Date</i>
-----------------------	-------------

Justification for requested changes:

(After signed, this form will be returned to the Doctoral Dissertation Committee Chair.)

**ORAL ROBERTS UNIVERSITY
GRADUATE EDUCATION**

**CHAPTER I APPROVAL FORM FOR THE DOCTORAL
DISSERTATION**

Name of Doctoral Candidate _____ Z# _____

Street Address _____ City _____ State _____ Zip _____

Telephone Number _____ Email Address _____

Title of Dissertation _____

Statement of Doctoral Dissertation Approval Committing: *We have carefully analyzed the first chapter of the dissertation of the candidate named above and do hereby approve this chapter as written, thus granting said candidate permission to proceed with the writing of Chapter II, III, IV, and V.*

Doctoral Dissertation Committee Chair (Typed)

Date

Doctoral Dissertation Committee Chair's Signature

Chair, Graduate School of Education (Typed)

Date

Graduate School of Education Chair's Signature

Dean, College of Education (Typed)

Date

College of Education Dean's Signature

(Copy to Graduate Chair and Dean and copy to be filed in candidate's cumulative folder)

**ORAL ROBERTS UNIVERSITY
GRADUATE EDUCATION**

**APPROVAL FORM FOR THE RESEARCH PROPOSAL
OF THE DOCTORAL DISSERTATION**

Name of Doctoral Candidate _____ Z# _____

Street Address _____ City _____ State _____ Zip _____

Telephone Number _____ Email Address _____

Title of Dissertation _____

Statement of Doctoral Dissertation Committee: *We have carefully analyzed the first three chapters of the dissertation of the candidate named above and do hereby approve these chapters as written, thus granting said candidate permission to proceed with research as presented therein. It is understood that as research progresses, the candidate and/or Dissertation Committee may decide that revisions or additions are needed to the aforementioned chapters.*

Doctoral Dissertation Committee Chair (Typed)

Date

Doctoral Dissertation Committee Chair's Signature

Doctoral Dissertation Committee Member (Typed)

Date

Doctoral Dissertation Committee Member's Signature

Doctoral Dissertation Committee Member (Typed)

Date

Doctoral Dissertation Committee Member's Signature

Doctoral Dissertation Committee Member (Typed)

Date

Doctoral Dissertation Committee Member's Signature

Chair, Graduate School of Education (Typed)

Date

Chair, Graduate School of Education's Signature

(Copy to Graduate Chair and Dean and copy to be filed in candidate's cumulative folder)

FORMATTING THE DISSERTATION

The general organization structure of the dissertation shall be as follows:

Two Blank Pages
Title Page
Signature/Approval Page
Copyright Page
Abstract
Acknowledgments (Optional)
Table of Contents
List of Tables (Optional)
List of Figures (Optional)
Body/Text
Reference List
Appendices
Oral Roberts University Institutional Review Board Human Subjects Review
Approval Status Form
Vita
Two Blank Pages

Title Page

The Title Page indicates the exact title of the dissertation, the title of the specific degree and date of the final month and year of the semester in which it was successfully defended, and the name of the author.

The exact title of the dissertation should be centered within the acceptable margin 1½ inches from the top of the page and should be in all capital letters. If the title requires more than one line, the second and each succeeding line should be centered so that the title forms an inverted pyramid.

The first, middle initial, and last name of the author should be centered approximately 1½ inches below the last line of the title and should be in all capital letters. The word “By” should be centered one double space above the name. The author’s degrees held follow (single spaced with a double space between degrees), along with the names of the institutions granting the degrees, the location of the institutions, and the year the degrees were conferred. (The length of the title may cause the vertical spacing to vary as the name and the degree are to be centered between the title and the submission statement.)

The submission statement indicates that the dissertation is submitted in partial fulfillment of the requirements for the doctoral degree. It appears 1½ inches below the date of the last degree earned. If submitted in the spring, the month should be May; if summer, the month should be August; and if the fall, the month should be December. The submission statement is single spaced in inverted pyramid format (see sample title page).

Signature/Approval Page

The Signature/Approval Page consists of the title of the dissertation which should be centered, in capital letters or upper case, forming an inverted pyramid and the words “Dissertation Approved by” should appear 1½ inches below the title, followed by a sufficient number of lines for the signatures of each member of the Doctoral Dissertation Committee. The signature lines should all be the same length. The words “Dissertation Committee Chair” will appear centered under the first line and the first letter of each word should be upper case. Do not insert more lines than there will be signatures (see sample Signature/Approval page).

Copyright Page

Under the current United States Copyright Law, copyrightable material becomes copyrighted in the process of being produced (i.e., it is incident to the process of authorship). When the dissertation is reduced to tangible form, it is then protected by copyright, and the copyright in the work immediately becomes the property of the author. No publication, registration, or other action is required to secure copyright.

When the dissertation is published, a copyright notice should be prominently displayed on the material. The copyright notice consists of the international copyright symbol of a “©” or the word “Copyright” plus the author’s name and the year in which the material was created: for example, Copyright by Susan A. Phillips 1999. Single-spaced below the copyright statement should be the words All Rights Reserved. The copyright notice should be displayed on the third page of the dissertation following the title page and signature page (see sample Copyright page).

For the writer’s work to be copyrighted, it must be registered with the U.S. Copyright Office, he or she must submit to the Copyright Office a properly completed application form, any fees that are applicable, and two copies of the best edition of the work. It is the responsibility of the author to verify current status of the Copyright Law with the U.S. Copyright Office, Washington, DC. Please contact the office of the Graduate School of Education for the copyright package.

Abstract

Place a copy of the abstract in the front section of the dissertation immediately following the Copyright Page. The word ABSTRACT should appear 1½ inches from the top of the page with a double space following. The abstract is a summary of your dissertation written in no more than 350 words, single-spaced. The abstract prepared will appear in *Dissertation Abstracts International (DAI)*, a monthly publication of UMI Dissertation Services. For complete information on how to prepare the manuscript for publication and microfilming, secure a copy of UMI’s publication, *Publishing Your Dissertation*.

The abstract summary of the dissertation should state the problem, explain briefly the method of research used, and summarize the results. Do NOT include tables or figures in the abstract.

The 350-word Abstract should have the following headings double spaced from the title of the page:

Name:

Date of Degree:

Institution: Oral Roberts University

Location: Tulsa, Oklahoma

Title of Study: THE ESSENCE OF CHRISTIAN WORSHIP
A LIVED EXPERIENCE (Example of title format)

Pages in Study:

Candidate for Doctor of Education Degree

Major Field: Educational Leadership (list specific track, i.e., Christian School Administration, Higher Education, or Public School Administration).

Subheadings would be helpful to your reader if appropriate for your Abstract. For example, you may divide your Abstract into two sections:

1. **Purpose, Scope, and Method of Study** and
2. **Findings and Conclusions**

(They should be Level 2 headings as stated in APA 6th ed.). If you choose to use subheadings, be certain to choose those appropriate to your content.

One inch from the bottom of the last page of your Abstract, place a signature line for the Chair of your Dissertation Committee, such as the example below:

DISSERTATION CHAIR'S APPROVAL: _____

Acknowledgments

If there are those to whom you wish to express appreciation, it is appropriate to include an Acknowledgments Page (usually limited to one page, but not necessarily). The format for this page is simply the title ACKNOWLEDGMENTS in all caps, centered 1½ inches from the top of the page, followed by a double space and five to seven spaces (1/2 inch) indented paragraphs.

Table of Contents

The Table of Contents lists all preliminary pages, chapter titles, first level headings, references/bibliography, appendices, vita, and the ORU IRB Form exactly as they appear in the text. The heading TABLE OF CONTENTS should be placed 1½ inches from the top of the page with a double space following (see sample Table of Contents).

List of Tables

The List of Tables follows the same format as the Table of Contents and should be on a separate sheet. Tables are listed with Arabic numerals i.e. 1, 2, 3, etc. (See sample List of Tables).

List of Figures

The List of Figures follows the same format as the Table of Contents and List of Tables and should be on a separate sheet. Each Figure should be numbered with Arabic numbers i.e. 1, 2, 3, etc.

Body/Text

For detailed information about formatting your text, you may refer to the current *Publication Manual of the American Psychological Association*. Some of the most common formatting guidelines are presented.

Size and Style of Type - The font size should be 12, and the style used should be Times New Roman.

Margins - The left margin of each page should be 1½ inches to allow for left binding and all other margins (top, right, and bottom) should be 1 inch. The title on the first page of each chapter should be placed 1½ inches from the top of the first page. Do not hyphenate a word at the end of a line, and do not justify right margins.

Page Numbers - All pages of your text should be numbered with Arabic numerals i.e. 1, 2, 3, etc. The first page of Chapter I will be considered page 1, although the number does not appear on the page. The first page of the subsequent chapters must have the page number centered ½ inch from the bottom of the page. All other page numbers should appear one inch from the right-hand edge of the paper and should be ½ inch from the top of the page. If you have a page that contains a full-page graphic/art work, you may

consider it the next page number in proper sequence but should omit typing the actual number on the page.

Preliminary pages (except the title page, approval page, abstract, and copyright page—which are considered in your numbering sequence but show no number on the page), i.e., Table of Contents, Acknowledgments, etc., are numbered using lower case Roman numerals i.e. i, ii, iii, iv, etc.. The page number should be placed ½ inch from the bottom of the page, centered within your margins.

Paragraphing - Paragraphs are five to seven spaces (½ inch) from the left and double spaced.

Quotations - A quotation of 40 or more words should be indented (blocked) five to seven spaces (½ inch) from the left margin with no additional indention for the first line. The quote should be double spaced, preceded and followed by a double space, with the appropriate reference in parentheses. Other quotes should be incorporated as part of the context and must be quoted exactly as the author stated. The incorporated quote should be enclosed with double quotation marks followed by the source in parentheses.

Citation of Sources - Any time one uses another author's works, whether by a direct quote or by paraphrasing, the author **must** be given proper credit. The three rules below cover most situations:

1. If you use the author's name in a paraphrase, place the year only in parentheses following the name.
2. If you are paraphrasing and the author's name is not in the context, place the author's name and the year separated by a comma in parentheses following the reference.
3. If you are using a direct quotation and have not preceded the quote with the author's name and date, place the author's last name, year, and page number in parentheses following the direct quote. Separate each unit by a comma: i.e., name (comma), year (comma), and page number, all enclosed within parentheses.

Headings - The APA format provides specific formation directions for up to five levels. The most commonly used levels are described below (for additional levels, refer to the APA publication):

Level 1—Centered, Boldface, Uppercase and Lowercase

Level 2—Flush Left, Boldface, Uppercase and Lowercase

Level 3—Indented, boldface lowercase paragraph ending with a period.

When inserting heading level one, double space after the preceding paragraph, and then double space after the heading. For level two heading, double space after the preceding paragraph and then double space after the heading.

References

Following the final chapter of the dissertation is the list of references. The word References should be placed 1½ inches from the top of the first page, centered within the margins. The left margin for the References should be set at 1½ inches. Consult the current *APA Publication Manual* for formatting reference material.

Appendices

Include in the appendices any items not shown in the context of the dissertation but necessary for clarification. A cover page is required for each appendix that should state the word Appendix 1½ inches from the top of the page followed by the letter identifying the particular appendix. Below this, the title of the appendix should be included.

Examples:

Appendix A	Appendix B
Consent Form	Statistical Report

If there is only one appendix, it is not necessary to use the letter to identify it. If there is more than one appendix, a cover sheet with the word APPENDICES centered on the page should be placed before the cover page for Appendix A.

Oral Roberts University Institutional Review Board Human Subjects Review Approval Status Form

Federal policy requires that ALL research involving human subjects and animals be approved by an Institutional Review Board (IRB) to ensure that the rights and welfare of humans and animals are properly protected. **The approval form, returned to the student by the IRB, must be inserted prior to the VITA in the dissertation.** This form is required whether your research is approved or exempt.

Vita

The Vita is a biographical sketch. The word VITA should appear 1½ inches from the top of the page followed by a double space. List first all educational institutions attended after graduation from high school and the date received for each degree. Then list professional membership in organizations followed by lists of any other personal/professional information of a scholarly nature. The list should read from most current received to past received and be single spaced. Do not include a list of publications (See sample Vita).

Bound Reading Copy of Dissertation

The reading copies must be APA format review approved and the APA format review form signed prior to providing bound reading copies.

The doctoral candidate will prepare one comb-bound or spiral-bound reading copy of the dissertation for the following: each member of the Doctoral Dissertation Committee the Dean, and one reading copy for the graduate faculty in preparation for the Oral Defense.

Following the Oral Defense and final approval of the dissertation (the approval page must be signed by all committee members, the Graduate Chair, and the Dean of the College of Education), the doctoral candidate will follow the guidelines discussed in the section titled "Publishing Your Dissertation."

Dissertation Schedule of Completion and Formatting

Completion Schedule:

- ☐ The schedule assumes that the doctoral student will complete the dissertation process in time for that year's graduation.

Activity:	Due by:
Dissertation approved by Chair, goes to Committee	Mid January
Dissertation approved by Committee	By end of January
Dissertation submitted to APA Reviewer	February 1 st
Dissertation Final APA review and reading copies submitted	By end of February
Dissertation Oral Defense	By end of March
Dissertation to the bindery	April 30 th

The dates listed are final submission and do not necessarily guarantee graduation. Factors such as the number of submitted dissertations and the number of reformattings required may affect format approval dates. Students are encouraged to submit their dissertations for format review as soon as possible. Formatting may occur any time during the academic year, excluding summer. Summer formatting may be available on an individual basis and is at the discretion of the University Format Reviewer.

The formatting of the dissertation falls into three categories:

- 1) Preliminary Pages
- 2) Main Body
- 3) References

The guidelines for the Preliminary Pages may be found in the *ORU Graduate Education Doctoral Student Handbook*. The guidelines for both the Main Body and the References may be found in the current *APA Publication Manual*. Additionally, consistent tense usage and scholarly language will be critiqued.

The cost for the formatting process is as follows:

Initial Cost:	\$150.00
Reformatting: Preliminary pages -----	\$ 25.00
Main Body -----	\$ 100.00
References-----	\$ 50.00
Any combination thereof-----	\$ 150.00

THE DISSERTATION TITLE IS TYPED ONE
AND ONE-HALF INCHES FROM THE
TOP IN AN INVERTED FORMAT
LIKE THIS USING NO
ABBREVIATED
WORDS

1½ inches

By

NAME OF AUTHOR

First Degree Earned
Name of University
Location of University
Year

Second Degree Earned
Name of University
Location of University
Year

1½ inches

Submitted to the Faculty of the
Oral Roberts University
Graduate School of Education
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
Month Year

THE DISSERTATION TITLE IS TYPED ONE
AND ONE-HALF INCHES FROM THE TOP
IN AN INVERTED FORMAT
LIKE THIS USING NO
ABBREVIATED
WORDS

1½ inches

Dissertation Approved by:

Name and Terminal Degree held e.g. John Doe, Ed.D.
Dissertation Committee Chair

Committee Member Name and Terminal Degree held e.g. John Doe, Ed.D.

Committee Member Name and Terminal Degree held e.g. Joseph A. Doe, Ph.D.

Sample Copyright Page

Below is the only information that is typed on this page. The year should be the same as that appearing on your cover page and title page. Use the international copyright symbol—a “c” with a circle around it (©).

The last line below should be 1½ inches from the bottom of the page.

© Copyright by Student's First Name Last Name Year
All Rights Reserved

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VITA

Name: Jane Abigail Doe

Education: Doctor of Education in Educational Leadership
Oral Roberts University, Tulsa, Oklahoma
2015

Master in Curriculum and Development
Oral Roberts University, Tulsa, Oklahoma
2008

B.Sc. Elementary Education
Oral Roberts University, Tulsa, Oklahoma
2005.

Professional: Superintendent, 2010 - present
Oral Roberts University Public Schools, Tulsa, Oklahoma

Principal, 2007-2010
Oral Roberts University School, Tulsa, Oklahoma

Elementary School teacher, 2005 – 2007
Oral Roberts University Elementary School, Tulsa, Oklahoma

Professional Affiliation: Kappa Delta Pi (KDP)
National Education Association (NEA)
The School Superintendents Association (AASA)

**ORAL DEFENSE
OF THE
DISSERTATION**

**Doctor of Education Degree—Ed.D.
in
Educational Leadership**

**Graduate Education
Oral Roberts University**

ORAL DEFENSE OF THE DISSERTATION

The Oral Defense of the Dissertation serves as a final step in completion of the Degree Requirements for the Doctor of Education Degree. The Oral Defense is open to administration, faculty, and doctoral candidates of the University.

The doctoral candidate should be prepared to present a brief overview of the research and findings of the study. The candidate should be able to **defend** the relevance of the research as a contribution to the educational community and should be prepared to answer questions regarding any aspect of the dissertation presentation.

The Oral Defense is scheduled following the acceptance of the APA Format approved draft of the dissertation by the candidate's Doctoral Dissertation Committee. The candidate, in concert with the Chair of the Doctoral Dissertation Committee, shall schedule the Oral Defense for the convenience of all members of the Dissertation Committee and with approval of the Graduate Chair and Dean of the College of Education. **The oral defense of the dissertation must be scheduled by the last week of March of the graduation year. The doctoral candidate is to provide each committee member with a comb-bound or spiral-bound reading copy of the dissertation ideally 4 weeks prior to the oral defense. The Doctoral Dissertation Committee will require any revisions deemed advisable.**

The Chair of the candidate's Doctoral Dissertation Committee will send a "Notification of Oral Defense" to all faculty members in the College of Education.

The doctoral candidate shall supply a minimum of 25 copies of the Dissertation Abstract for distribution at the Oral Defense.

The Oral Defense is moderated by the Chair of the candidate's Doctoral Dissertation Committee. Questions may be asked by any one of the candidate's committee members, the graduate faculty, the Graduate Chair, and the Dean of the College of Education. Following questions by the aforementioned people, the Chair has the option of opening the floor for questions from those in attendance.

The candidate's Doctoral Dissertation Committee must agree unanimously that the Oral Defense was successful. The Committee's decision will be revealed to the candidate in a private meeting immediately following the Oral Defense. Approval, with any modifications, shall be orally indicated at this time and later given in writing to the candidate. If the defense is not successful, the Committee will determine the appropriate action to be taken.

**ORAL ROBERTS UNIVERSITY
GRADUATE EDUCATION**

**REQUEST FORM FOR AND RESULTS OF
ORAL DEFENSE OF DISSERTATION
DOCTOR OF EDUCATION DEGREE**

Name of Doctoral Candidate _____ Z# _____

Candidate's Area of Specialization _____

I, _____, having completed all of the requirements for the Doctor of Education Degree including having submitted a dissertation to my Doctoral Dissertation Committee, hereby request approval to defend my dissertation in an Oral Defense as the final step in completion of my degree.

I, _____, Chair of _____'s Doctoral Dissertation Committee, do hereby confirm that said doctoral candidate has completed the requirements for the Doctor of Education Degree including the dissertation for defense to his or her Committee. I further verify that I have read said dissertation and do approve for said defense.

Doctoral Dissertation Committee Chair (Typed) Doctoral Dissertation Committee Chair Signature Date

Name of Candidate (Typed) Candidate Signature Date

Action Taken by Doctoral Dissertation Committee at oral defense:

Approved ☐ Approved with Modifications ☐ Not Approved ☐

Date of Oral Defense _____

Doctoral Dissertation Committee Chair (Typed)

Doctoral Dissertation Committee Chair's Signature

Doctoral Dissertation Committee (Typed)

Doctoral Dissertation Committee Member's Signature

Doctoral Dissertation Committee (Typed)

Doctoral Dissertation Committee Member's Signature

Doctoral Dissertation Committee (Typed)

Doctoral Dissertation Committee Member's Signature

Doctoral Dissertation Committee (Typed)

Doctoral Dissertation Committee Member's Signature

RECOMMENDATIONS: (Please see attached.)

**PUBLISHING
YOUR
DISSERTATION**

**Doctor of Education Degree—Ed.D.
in
Educational Leadership**

**Graduate Education
Oral Roberts University**

PUBLISHING GUIDELINES

Four final unbound copies of your dissertation must be submitted to the Chair of the Doctoral Dissertation Committee, along with the remittance sheet for local bindery fees and payment for binding and publishing by UMI Dissertation Services. The Abstract of your dissertation will be published in the quarterly journal *Dissertation Abstracts*. The remittance sheet may be obtained from the Chair of your Doctoral Dissertation Committee. For details on UMI guidelines and benefits, see the Chair of your Doctoral Dissertation Committee for the *UMI Guide for Publishing Your Dissertation*.

Paper Requirements—All doctoral dissertations must be presented on paper meeting the specifications of the Oral Roberts University Graduate Education program. **THERE ARE NO EXCEPTIONS TO THIS REQUIREMENT.**

Quality of Type—The original typed copy must be clear, black, and neat so that it will yield a very clean, distinct contrast between paper and type. If a word processor is used, the printer must be letter quality. Dot matrix print is **not** acceptable for dissertations because it does not reproduce nor microfilm well. Duplication by a professional (such as the quick copy process) is preferable to regular photocopying processes for the reading copy.

Cover—The dissertation must be bound in a black cover with gold lettering and must be bound at the bindery designated by the Oral Roberts University's Graduate Education program.

Once copies have been bound, they will be distributed as follows:

- One copy for the ORU Library
- One copy for the Graduate Office
- One copy for the Doctoral Candidate
- One copy for the Chair of the Doctoral Dissertation Committee

The doctoral candidate may want to pay to have more bound copies as a thank you for other Committee members.

Timeframe for Submission: Graduation

The doctoral candidate should submit the final copies as soon as possible following the successful Oral Defense; however, for graduation, the following **must** be submitted:

- ❖ **February 28** Final Format Approval: Submit to the person designated to give final approval of the dissertation format if you are planning to graduate. **No Exceptions!**
- ❖ **April 15** Final submission with any required format revisions and ready for binding, if you are planning to graduate. **No Exceptions!**

Timeframe for Submission: Other Times of the Year

For other times of the year, i.e., fall or summer, the final copies must be submitted to the Graduate office within **60 days** after the final defense.

Caution

Submission of the final approved copies of the dissertation does not completely qualify the candidate for graduation. The graduation deadlines and requirements of Oral Roberts University must be met as well (such as final degree check and application for graduation). It is the responsibility of the doctoral candidate to take care of all matters required for graduation from Oral Roberts University.

Note: Please see p. 38 and also obtain an information pack from the office of the Graduate School of Education for specific information on publications and submission.

**ORAL ROBERTS UNIVERSITY
GRADUATE EDUCATION**

**DISSERTATION FORMAT APPROVAL FORM
FOR DOCTOR OF EDUCATION DEGREE**

Name of Candidate _____ Z# _____

Street Address _____ City _____ State _____ Zip _____

Telephone Number _____ Email _____

Title of Dissertation _____

I certify that the above-titled dissertation is eligible for format review.

Chair of Dissertation Committee

Date

The above titled dissertation has been approved for format in preparation for the Oral Defense.

University Format Reviewer

Date

I have examined the Dissertation and approve it for submission to the Graduate School of Education as the final draft for binding. In my judgment this Dissertation is presented in the approved format.

University Format Reviewer

Date

This dissertation is accepted by the Oral Roberts University College of Graduate Education as the final draft for binding.

Graduate Chair—College of Education

Date

Dean—College of Education

Date

Requirements and Fees for Dissertation Publishing and Binding

NAME: _____ DATE: _____

PROFESSOR: _____ SCHOOL: _____

FEES CHARGED:

1) BINDING:

☐ Binding for Thesis @ 10.40 each (up to 2" thick)..... \$ _____
 ADDITIONAL \$2.70 ea if over 2" thick..... \$ _____

Note: **You must order a minimum of 4 copies for binding** (1 each:

ORU Library, McKissack Library, Chair, New Doctor).

Make Check Payable To: Houchen Bindery

2) MICROFILMING:

☐ Doctoral Dissertation\$65.00
☐ Open Access Publishing.....\$160.00
☐ Copyright for Doctoral (optional)\$65.00
Total Microfilming.....\$ _____

Make Check Payable To: ProQuest

(You must check either Doctoral Dissertation or Open Access Publishing)

3) POSTAGE:

☒ Postage for Mailing to ProQuest only\$5.00
☒ Postage for Return Mailing of Dissertation to Address
 listed below\$5.00
☐ \$2.00 for more than 3 copies mailed.....\$2.00
Total Postage.....\$ _____

Make Check Payable To: Oral Roberts University

Make your check out to the appropriate company at the time you submit your dissertation for any of the above listed charges. If a receipt is required, one will be provided.

Please answer the following questions:

(1) Did you bring one extra copy of your TITLE PAGE and ABSTRACT? _____
 and 2 blank white sheets of paper for EACH copy to be bound? _____

(2) If you have included your original, do you wish it to be sent to:
 your Dean _____ Or to you _____

(3) If you are having your dissertation microfilmed, it will not be bound. When it comes back from Bell and Howell, shall we: call you _____ Or mail it to you _____
 Remember, it could take over 6 months.

Phone Number: _____ Address: _____

BINDING ONLY

After binding, do you wish us to:

(1) Call you to pick it up: _____ Phone Number: _____

(2) Mail to you: _____ Address: _____

The colors required by the school are Black #990 binding and Gold lettering

GRADUATION PROCESS

**Doctor of Education Degree—Ed.D.
in
Educational Leadership**

**Graduate Education
Oral Roberts University**

GRADUATION PROCESS

Introduction

Please note that **you** are ultimately responsible for being aware of and meeting the requirements for graduation. Your advisor is a source of information and may remind you of upcoming deadlines, but it is **your responsibility** to know these requirements and take the steps necessary to fulfill them.

Oral Roberts University has only one annual graduation, which is held at the beginning of May each year or the last Saturday of April. While degree requirements may be completed at the end of the fall, spring, or summer semesters, diplomas are issued and degrees granted only on this date. Attendance at graduation is required. Preparation for this event involves advance planning and meeting a number of deadlines.

Steps Toward Graduation

- ❑ ***Complete degree requirements***—This includes all coursework, written and oral comprehensive exams, and dissertation requirements. In planning for the graduation date, please be mindful of the calendar deadlines for comprehensive exams and dissertation. (These deadlines usually come earlier than you think!)
- ❑ ***Complete an application for Candidacy form***—This must be completed online. This form alerts the Registrar's office to begin preparing a diploma. At this point, a graduation fee is added to your account. This also puts you on the mailing list for specific information about the College of Education Investiture Ceremony, and other events. (Note: Withdrawal from candidacy from graduation must be made in writing by April 1.)
- ❑ ***Pay your student account in full***—To be eligible to participate in commencement exercises, your student account must be paid in full prior to April 14. Transcripts and diplomas will be held until all balances are paid in full.
- ❑ ***Regalia***—Graduation regalia are available through the bookstore in the spring. Cap, gown, hood, and tassel are ordered individually for doctoral candidates. Custom regalia may be ordered no later than 8 weeks prior to the graduation ceremony. Rental regalia must be ordered no less than 30 days before the graduation ceremony.

There are many different options available on custom regalia. The gown and chevrons are black and the hood should have the ORU school color with a pale blue velvet trim. There are also several different fabric choices available. Pricing information is available from the bookstore. The Education department requires the selection of the eight-sided velvet tam. The tam is not available for rental and must be purchased.

Rental regalia are ordered by the bookstore individually for each graduate. Please visit the bookstore 8 weeks prior to graduation, but no less than 30 days

before graduation to be measured. Rental gowns are solid black with black trim. All rentals must be returned to the bookstore by the Tuesday following graduation. If you are leaving town and will not be able to return your items in person, please contact someone in the Graduate Education Department and arrangements can be made. If rentals are not returned to the bookstore, you will be billed for the replacement cost.

- ❑ ***Attend graduation events***—The Commencement Ceremony is held midday the first Saturday in May or last Saturday in April. The College of Education Investiture (hooding) Ceremony is held in the early evening on Friday. **Attendance** at the Investiture and Commencement ceremonies **is required**.
- ❑ ***Receive your diploma***—Diplomas are mailed out from the office of the Registrar.

Completion of Requirements in Summer or Fall

Those who complete all degree requirements during the summer session(s) or at the end of the fall semester may request a letter from their advisor, signed by the Chair of the Graduate Education program and/or the Dean of the College of Education, confirming that all degree requirements have been met. Historically, such a letter has been sufficient for employment and/or advancement. The diploma will be issued at the next commencement and dated accordingly.

STATEMENT OF UNDERSTANDING

**Doctor of Education Degree—Ed.D.
in
Educational Leadership**

**Graduate Education
Oral Roberts University**

**ORAL ROBERTS UNIVERSITY
GRADUATE EDUCATION**

DOCTOR OF EDUCATION

**PROCEDURES AND REQUIREMENTS:
STATEMENT OF UNDERSTANDING**

Welcome to the Oral Roberts University Graduate School of Education!

The signature at the end of this **Statement of Understanding** confirms that the candidate has read the procedures, expectations, and requirements listed below and that said candidate understands that he or she must meet all requirements set forth herein and all procedures established in order to fulfill the requirements of Oral Roberts University's Graduate School of Education for the awarding of the Doctor of Education Degree.

1. **Upon written notice of acceptance, the candidate has 7 years to complete the program. (Extensions to this 7 years should be considered to be very rare!)**
2. The Graduate Chair will assign an advisor for those accepted based on the probable area of concentration, case load of advisors.
3. Once accepted into the doctoral studies program, all candidates are required to attend the Doctor of Education Degree Orientation Seminar. The seminar may be attended prior to acceptance if an application has been submitted. Instruction on the development of the required candidate eportfolio is included.
4. The candidate and advisor will construct the plan of study and submit it to the Graduate Chair and Dean of the College of Education for approval or modification.
5. Course work proceeds as indicated by the plan of study. Any deviations from the agreed plan will require advance approval of the advisor.
6. The candidate will set up an eportfolio (utilizing specific software and standards). This eportfolio will be utilized throughout the doctoral program for a collection of artifacts validating the candidate's experiences, growth, and success in the program.
7. After successful completion of a minimum of 45 hours of course work, including all doctoral core classes, and in consultation with the advisor, the candidate is eligible for the written and oral comprehensive examinations. A 16-hour written examination will be given on 2 consecutive days consisting of four, 4-hour sessions. (See Comprehensive Examination Request form) An oral examination for the distance candidate will be held the day following the written examination, to be conducted by the Doctoral Examination Committee. The oral examination for the residential candidates will be scheduled in concert

with the candidate, the advisor, and the Graduate Chair. Successful completion of the comprehensive examinations is determined by many variables. Success in the course work phase of the degree program does better prepare the candidate for examinations but does not guarantee the successful completion of the comprehensive examinations. The candidate is responsible to work with the advisor to plan an effective course of study and preparation.

8. The candidate will attend the Dissertation Prospectus Seminar after he or she has successfully completed the comprehensive examinations.
9. The candidate must understand that the dissertation process is what makes a doctoral degree unique. The dissertation process includes many variables. Some of these variables are directly related to the other program activities; however, many of the variables are unique to the dissertation process and the adult learner. Therefore, the successful completion of the program course work and comprehensive examinations will partially prepare the candidate for the dissertation process but will not guarantee dissertation success.
10. The Institutional Review Board (IRB) form is submitted to and approved by the Doctoral Dissertation Committee, the Graduate Chair, and the Dean of the College of Education.
11. **No research may be conducted prior to the approval of the IRB and dissertation Chapters I-III**
12. The dissertation is written with close supervision of the Doctoral Dissertation Committee Chair and under the guidelines of all applicable handbooks. The candidate will enroll in a minimum of 2 hours of dissertation credit each semester, not including the summer (unless actively working with your chair), with a **minimum** of 8 hours, until the oral defense of the dissertation is successfully completed. However, if a candidate is defending in the summer he or she must be enrolled in a minimum of 2 hours.
13. A comb-bound copy of the dissertation is submitted to each member of the Doctoral Dissertation Committee, the Graduate Chair, the Dean, and to the University Format Reviewer in preparation for the oral defense.
14. Once format is approved, the candidate will participate in the oral defense of the dissertation.
15. Once the candidate has successfully defended his or her dissertation, the final copy is submitted to the University Format Reviewer for final approval.
16. Following format approval, the candidate will submit copies of the dissertation to the Graduate School of Education for microfilming and binding.
17. The candidate must submit online a Candidacy Form for Graduation.

18. Candidates are expected to participate in the Investiture (hooding) and graduation ceremonies and are officially recognized as a Doctor of Education—Ed.D.

(Print) Candidate's Name

Z#

Date

Candidate's Signature

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Student Guide For Preparation of Papers

For Submission to ORU Document Preparation Services (DPS)

The simple process of writing a paper consists of the following steps:

1. Researching and gathering of reference materials
2. Planning and outlining the structure of your subject
3. Beginning the writing process
4. Doing revisions
5. Writing your complete first draft
6. Editing your first draft
7. Proofreading your first draft

This process may repeat many times as you revise and re-write your paper, especially steps 4-7.

After writing your paper, you must follow through with editing your work and then proofreading your document thoroughly.

Document Preparation Services within the Business Center can only assist you with the last stage of the process, proofreading your document.

Editing and proofreading are steps that are often neglected, but they are the crucial final stages of the writing process. Even the smallest error can result in embarrassing or even costly outcomes (misspelling a name, transposing digits in a telephone number, mistakes in a financial spreadsheet). Therefore, taking time and care to check what you have written is essential. This document explains the processes of editing and proofreading and provides useful tips for doing both effectively.

What is the difference between editing and proofreading?

To many people, editing and proofreading are one and the same thing. There is, however, a distinct difference between the two.

Editing and Proofreading

Editing is the first task that should be undertaken after finishing the first draft of a piece of text. It involves checking the content of the text to ensure that the ideas are expressed clearly and logically and form a coherent and meaningful whole.

Proofreading involves checking over the text in finer detail—after the editing stage—to detect errors in spelling, punctuation, grammar, and format.

The importance of the two tasks is demonstrated by the fact that the publishing and printing industries employ different people who are specifically responsible for each of them.

Before You Start

Editing requires careful analysis and critical thinking, and proofreading requires a great deal of attention to detail. As such, they are not tasks that can be done in a rush or squeezed in between other tasks: it is essential to devote sufficient time and concentration to both, and being in the right frame of mind to do this is very important.

Schedule a period of time in your schedule for focusing solely on editing or proofing and find an environment where you can be alone and free from distractions and interruptions. You may even wish to book a study room for yourself. Before you start, ensure that you are in a relaxed mood with no other conflicting priorities or concerns to sidetrack your thoughts. Sit at a clear, uncluttered desk, which should have on it only the things that you need to help you with your task—pen, ruler, dictionary, thesaurus, grammar/punctuation guide, your department's handbook, and your organization's style guide.

As with all types of work, take regular breaks, as it is not possible to concentrate for long periods. Don't edit or proofread for more than half an hour at a time without taking a break. Take even just a few moments to give your eyes a rest from the text.

Editing

Editing requires focusing on the content of the text. The key goals are to check that the text:

1. Flows logically
2. Is coherent and consistent
3. Forms a meaningful whole
4. Is clearly expressed
5. Is accurate in the information it provides
6. Has an appropriate tone
7. Is concise
8. Makes its purpose clear
9. Is targeted towards the reader

Some key questions to ask yourself when editing a piece of text are:

1. Does the opening paragraph provide a clear indication of the purpose of the text and a broad outline of the content?
2. Does every part of the text contribute to the key idea in order to form a meaningful whole?
3. Does the purpose remain clear throughout the text?
4. Is every sentence relevant to the purpose of the text, with no digressions?
5. Is there a sentence (preferably the first) in each paragraph that summarizes the key point of that paragraph?

6. Are the paragraphs unified, i.e. do they contain only one single idea each?
7. Has every idea been given sufficient weighting?
8. Does the text flow logically from one paragraph to the next?
9. Have transitional words or phrases (such as, for example, 'however', 'thus', 'therefore', 'as a result', 'in this way', 'furthermore', 'above all' and 'moreover') been used, but not overused, to help the reader to make connections between the ideas?
10. Are the sentence structure and vocabulary varied, without too much repetition?
11. Has the text been worded concisely?
12. Have irrelevant and unnecessary 'filler' words such as 'actually' or 'basically' been avoided?
13. Is the text free from colloquialisms, slang, jargon and clichés?
14. Has evidence been given to back up statements?
15. Has consistent terminology been used throughout, or if more than one term has been used to refer to something, is it clear that they are one and the same thing?
16. Is a positive and professional tone maintained throughout?
17. Is the tone appropriate for the reader?
18. Does the text meet the readers' needs?
19. Does the last paragraph neatly and concisely summarize and conclude?

If the answer to all of these questions is 'yes', the text is likely to be a well-written piece that will not require too many changes. Don't be alarmed, however, if it seems that a lot of changes are needed – editing a piece of text to ensure that it forms a coherent and meaningful whole can sometimes involve making major changes or even rewriting.

After the adjustments from the editing process have been made, the text is ready for proofreading.

Proofreading

Proofreading is not merely casting a glance over what you have written: it requires concentration to disconnect your mind from the content of the text in order to focus on the language and layout. Errors can be difficult to spot, so it is essential to read the text word by word to ensure that you don't miss anything. Proofreading is focused on correcting small errors (some of which can, nevertheless, have a major impact), and it should not require major rewriting. If you are at the proofreading stage and you realize that your paper needs a major re-write, then the editing stage was missed, not completed, or ignored.

The focus of proofreading is to spot and correct errors in:

- Spelling
- Typography
- Grammar, punctuation and use of language

- Style and format
- Anything missed at the editing stage

When proofreading your own work, you are often so familiar with the text, that you see what you think you have written rather than what you actually wrote. For this reason, you will get the best results by asking someone else to proofread your work. Find someone to be your ‘proofreading partner’, with whom you can swap and share proofreading tasks. If this is not possible and you have to proofread your own work, make sure that you take a break of at least an hour (or ideally 24 hours) after writing before you start to proofread. This will help to distance you from the text. One of the most important principles of proofreading someone else’s work is to never make assumptions. If you are unsure what the writer has intended to write, query it rather than jump to conclusions and amend it wrongly.

Print off the text and proofread on paper – it is much easier to spot errors on paper than on-screen. Before you do this, however, it is a good idea to run the spell check on the computer to catch any obvious errors. Don’t rely on this alone to detect spelling and typographical errors, though, as it cannot always be completely accurate. The grammar check is not worth using at all, as a computer cannot cope with all the complexities of grammar and sentence structure, and often ends up being more confusing than helpful.

Use ink that is a different color from the print so that your corrections stand out and can be easily spotted. Read slowly and deliberately using a ruler so that your eyes focus on only one line at a time. Go through the text several times, each time working on a different aspect. This will help you to retain your focus and concentration.

1. On the first read, it is a good idea to focus only on reading rather than on correcting, to get an idea of the overall content and meaning, and to spot anything missed at the editing stage.
2. Then, on subsequent readings, focus on correcting different types of errors each time.
3. To spot typographical errors, you may wish to do one read backwards, to disconnect your mind from the content and focus fully on the text word by word. This will not help for grammar, punctuation or some spelling errors, though, which can only be spotted in the context of the sentence.
4. It is also a good idea to view the whole text from a distance, as some of the errors, especially those in style and format, are difficult to spot close up.

Here are some of the most common mistakes with grammar and language use that you should look for when proofreading:

1. Tense agreement: mixing past and present tenses throughout a piece of text
2. Subject/verb agreement: using plural verb conjugations with single subjects (e.g. ‘one in ten people are ...’ instead of ‘one in ten people is ...’)
3. Pronoun/case agreement: confusing the subject and object of the sentence (e.g. ‘He sat between Bob and I’ instead of ‘He sat between Bob and me’, or ‘Me and John are working on that project’ instead of ‘John and I are working on that project’)

4. Confusing similar words, such as the verbs ‘imply’ and ‘infer’, which describe different angles (‘imply’ is when the speaker/writer suggests something without explicitly stating it, and ‘infer’ is when the listener/reader logically deduces something from the information given by the speaker/writer) – another example is ‘affect’ and ‘effect’ (‘affect’ is normally used as a verb meaning ‘to make a difference to’, and ‘effect’ is used as both a noun and a verb – as a noun, it means ‘a change that results from an action or cause’, and as a verb it means ‘to cause or bring about something’)
5. Misuse of apostrophe before ‘s’ at the end of a word, which is often incorrectly added before the ‘s’ in plural words, e.g. ‘The report’s are finished’ instead of ‘The reports are finished’ – an apostrophe should only be used before ‘s’ to indicate possession (genitive case), e.g. ‘The minister’s cat is black’ or ‘My friend’s desk is tidy’. However, in the case of the pronoun ‘it’, the possessive form is ‘its’ **without** an apostrophe. Adding an apostrophe and ‘s’ to ‘it’ indicates the abbreviated form of ‘it is’ or ‘it has’. Look at the difference between ‘The dog has lost its collar’ (possessive form, i.e. the collar belongs to the dog) and ‘Look over there – it’s the dog without the collar’ (it is). Apostrophes follow the added ‘s’ when indicating possession by more than one person, e.g. Gents’ toilet, the pupils’ classroom.
6. Incorrect conjugation of modal verbs, such as ‘should of’ or ‘would of’ instead of ‘should have’ or ‘would have’
7. Words with similar spelling or pronunciation but different meanings, which cannot always be detected by automatic spelling and grammar checks, such as ‘they’re’/‘their’/‘there’, or ‘where’/‘were’/‘we’re’/‘wear’.

Some other common errors relating to typography, style and format are:

1. Double spaces between characters, especially after a full stop
2. Wrong or missing headings or titles in a table, or captions
3. Misaligned columns or rows in a table
4. Misaligned margins
5. Incorrect text references
6. Inconsistent bullet formatting
7. Incorrect fonts/font sizes
8. Incorrect capitalization
9. Footnotes or endnotes not matching references
10. Interchanging small words such as: of/off/on, and/an/as, or it/is/if
11. Incorrect use of trademarks
12. Missing numbers in a numbered sequence/list
13. Incorrect dates
14. Inconsistent use of abbreviations
15. Incorrect line spacing
16. Using the space bar instead of tabbing for indentions

Also look out for dashes. There are three types:

1. (–) **hyphen**: smallest dash, normally used to join words that combine together to form a single meaning or that are linked together as an expression, such as ‘decision-making’ or ‘problem-solving’
2. (–) **en dash**: in typesetting, approximately equal to the width of the type size being used—normally used to join two words that are separate but related (en dash can be thought of as substitutes for ‘and’ or ‘to’), for example ‘work–life balance’
3. (—) **em dash**: in typesetting, approximately equal to the height of the type size being used – the least common type of dash, normally used to form parenthetical phrases, for example: ‘parenthetical phrases — such as this one — are separated from the main clause by dashes’, although the en dash is often used instead

It is a good idea to use standard proofreading marks, as they will enable you to make corrections neatly and concisely. This is especially useful if you are proofreading for a colleague. Try to avoid squeezing too many marks into a small space, as it will become difficult to interpret. For example, if a word/sentence needs several corrections, strike through it and rewrite it completely rather than amending each individual error. Also, try to keep the original text visible, so that the writer can clearly see the error and why it needs to be changed.

Finally, never take for granted that anything in a piece of text will be correct – be sure to check everything. This includes any parts that have originated from templates, as well as marginal parts of the text such as headers and footers, titles, subtitles and footnotes.

DPS in the Business Center is here for your typing and proofreading needs. We are more than happy to help you and provide proofreading services for your papers. Below is a guide to use when determining if your paper is ready for submission to DPS.

1. Follow your department’s handbook for how they would like your document prepared and written. If DPS feels this has not been followed, we reserve the right to return your paper to you without further review. In fact, the Education department has requested that we do so in such instances. You would need to go back to this step and follow the instructions from your department’s handbook.
2. Follow the style guide that your department has chosen for you to use in formatting your paper. If DPS feels this has not been followed, we reserve the right to return your paper to you without further review. In fact, the department has requested that we do so in such instances. You would need to go back to this step and follow the instructions within the style guide that your department has chosen.
3. After writing your first draft, take the time to do the editing process and correct what should be corrected before submitting the document to DPS.
4. DPS provides proofreading services only. We do not offer editing services.
5. If you have followed and adequately performed steps 1, 2 and 3, then we will accept your paper for proofreading.

6. DPS reserves the right to return your paper to you without further review if it is deemed “not ready” for the proofreading stage. This would mean the editing stage was not properly done.
7. After reading the proofreading process and steps above, you will better understand why we ask for at least 3 days for proofreading with changes on a smaller paper or a complete chapter. Following this process ensures that we do the best possible work in proofreading your paper.
8. Rushing a paper or chapter to be proofed within a short amount of time means we have to cut some of the steps and are not able to do our work with the thoroughness needed to achieve complete accuracy in your writing. Thus, we cannot guarantee our work when we are forced to rush proofing your paper.
9. For larger papers and documents, we will require more time to do a thorough and accurate proofing process (with changes).
10. Please follow the processes outlined in this guide so that we can better meet your expectations and provide the services we offer with clear understanding and purpose.

Notes on Verb Tenses in Dissertations

Updated July 2015

The Graduate School of Education is seeking to follow standard academic practice in the writing of dissertations. Though a review of current dissertations, university handbooks, and dissertation how-to books indicates a variety of standards and acceptable practices, the following reflects the most common approach. Consult with your committee for specific guidance.

Conclusion

There is general agreement that it is appropriate for much of a dissertation to be written in the past tense (simple past or present perfect), though some portions may be in present tense.

Sources

Glatthorn (1998), in a discussion on writing Chapter 1 notes “First, in referring to your study in this and subsequent chapters, use the past tense. Write as if the study is concluded, even though it might not be when you are writing the first chapter.”

The *Publication Manual of the American Psychological Association*, 6th Edition indicates the following:

Use the past tense to express an action or a condition that occurred at a specific, definite time in the past, as when discussing another researcher’s work and when reporting your results.

Correct: Sanchez (2000) presented similar results (p. 78).

In addition, the present perfect tense should be used “to express a past action or condition that did not occur at a specific, definite time or to describe an action beginning in the past and continuing to the present” (p. 78).

Correct: Since that time, several investigators have used this method. (p. 78).

Applying the correct verb tense to each section of the dissertation:

Introduction - Though the references to specific studies will be in the past tense, much of this chapter may be in the present tense in that it reflects “ongoing issues and current realities” referred to above. **When you refer to your study and what you did, it will be in the past tense, because the study is already completed.**

However, when you refer to the document itself with which the reader is currently interacting, it is in the present tense. i.e. “The review of literature is organized chronologically...”

Review of Literature - References to studies and writings should be in the past tense, however the *content* of these references *may* reflect “ongoing issues and current realities.” If the reference gives information specific to a certain time, then the information may be in the past as well.

Methods - This chapter should be in the past tense, reflecting what has already been done.

Results - This is typically in the past tense. A review of quantitative dissertations indicated that they were all in the past tense. Results of qualitative studies were reported in past or present. A present tense presentation seems to be more immediate, reflecting the current thinking of the participants. On the other hand, a past tense presentation along with a present report of ongoing realities (which may constitute a large portion of the results section) may also bring that immediacy.

Discussion - Use past tense for references to the study itself (it has already been carried out), however, because the discussion considers ongoing realities, large portions may be in present tense. APA indicates that the conclusions are in present tense.

References

- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Glatthorn, A. A. (1998). *Writing the winning dissertation*. Thousand Oaks, CA: Corwin.

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