

Delaware State University

It All **MATTERS.**



DELAWARE STATE UNIVERSITY EDUCATION GRADUATE PROGRAMS

THE BLUE BOOK

THE ED.D. CAPSTONE PROCESS

Issued By:

Director of Education Graduate Programs

AY 2021-2022

*****This Bluebook describes the salient features of the entire Capstone process

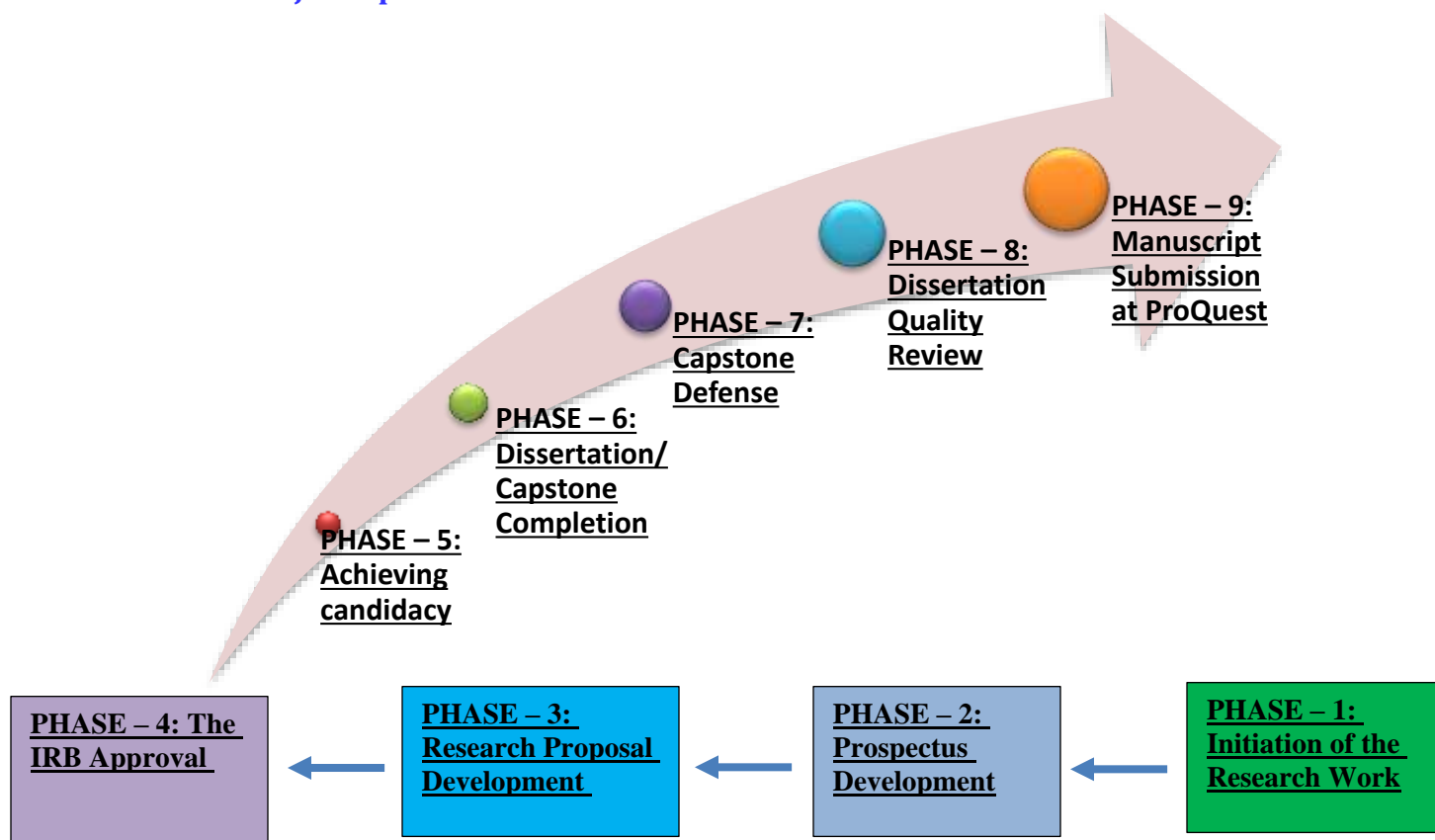
INITIATION OF YOUR DOCTORAL JOURNEY

Familiarize yourself with your Plan of Study:

- **Plan of Study:** Initially, a template of Plan of Study is shared with each student at the time of New Student Orientation.
A Plan of Study for every student is required to be submitted to the School of Graduate, Adult and Extended Studies by the end of the first semester (Year One). This DocuSign document will be initiated by the office of Director, Education Graduate Programs and then signed by the concerned student before its submission online to the Department Chair and the Dean, School of Graduate, Adult and Extended Studies, for its approval.

A Plan of Study signifies that the student has been advised and is aware of all requirements for successful matriculation. This document will be used for audit purposes as the student matriculates through the Program of Study. If any change takes place in a student's course of study, the student must inform the Academic Advisor, and the Director, Education Graduate Programs, so that the change can be reflected in the Plan of Study, and a revised Plan of Study is sent to the School of Graduate Studies for its record.

- **Change of the Provisional Admission Status:** A student who had been admitted to the program provisionally must get the provisional status changed to unconditional well in time before graduation. Otherwise, it may result in a delay in graduation.
- **Meeting with your Academic Advisor – A Mandatory Requirement:** Plan at least two meetings with your Academic Advisor in each semester.
- **Know the Major Capstone Research Transition Points:**



DOCTORAL CAPSTONE COMPLETION STAGES & THE PROCESS: AN OVERVIEW

PHASE – 1: Initiation of the Research Work

Upon entry into the program, each student will be assigned an Academic Advisor who will advise them in academic matters until the appointment of their Advisory Committee Chair.

(i) **Capstone Option Declaration –Year One:** After the completion of 19 credits, the students are required to fill out the Capstone Option Declaration Form. (This online form will be issued by the Office of the Education Graduate Programs).

(ii) **Constitution of the Advisory Committee** – by the end of the 3rd semester i.e. the Fall year 2.

Composition/Requirement of the Advisory Committee Members:

✚ **For Dissertation:** The Advisory Committee will consist of **5 members**

- Chair who must be a full-time faculty of the Department of Education.
- At least 2 members must be from the Department of Education
 - **For Caribbean Cohorts**, one of these 2 members must be a cochair AND from Jamaica
- One member may be from any other department within Delaware State University
 - **For Caribbean Cohorts** this member must be from Jamaica
- One external member who must be from outside of the DSU.

✚ **For Case Study Analysis/Project Study:** The Advisory Committee will consist of **4 members**

- Chair who must be a full-time faculty of the Department of Education.
- One member must be from the Department of Education
 - **For Caribbean Cohorts** this member must be a cochair AND from Jamaica
- One member may be from any other department within Delaware State University
 - **For Caribbean Cohorts** this member must be from Jamaica
- One external member who must be from outside of the DSU.

(iii) All the Advisory committee members must have a terminal degree in Education or in a related field. *(The External Members will be required to upload their CV/resume while signing the Advisory Committee DocuSign).*

In consultation with the student, the Advisory Committee will be constituted, and the DocuSign Form will be initiated by the office of the Education Graduate Programs.

PHASE – 2: Prospectus Development

Prospectus initiation -

(i) **The students should begin developing their Prospectus (outline of the Research) in Year Two, Spring-II** – EDUC 835 will provide the students with information about the scope of their research.

(ii) **The students should complete their Prospectus in Year Two, Summer-I** – as a part of Research Seminar EDUC 840.

(iii) **The students will also initiate their Research Proposal** – as a part of Research Seminar EDUC 840.

PHASE – 3: Research Proposal Development (chapters 1, 2 and 3)

(i) **Proposal completion** – as a part of Research Seminar- II (EDUC 841).

- When the Chair of the Advisory Committee finds that the student has satisfactorily completed the proposal, he/she in consultation with the Director, Education Graduate Programs, will schedule the student's Proposal Presentation.

- The student is required to submit a clean copy of the proposal to the Advisory Committee Chair for onward submission in the office of the Director, Education Graduate Programs, at least 72 hours before the presentation.

(ii) Proposal Presentation (presentation time: 25 to 30 mins.)

- The student will present the research proposal before his/her Research Advisory Committee on the day the Proposal Presentation has been scheduled.
 - **Proposal Outcomes:** To be decided by the Advisory Committee Chair and the committee members. The Committee chair will submit the DocuSign of the Proposal Outcomes within one week of the presentation.
 - The students will carry out the changes/modifications, if any, in the proposal as recommended by the committee.
 - The Committee Chair will review the revised proposal, certify that the recommended changes have been carried out and then submit a clean copy of the proposal in the Office of Education Graduate Programs.
 - Review of the research proposal by the Director, Education Graduate Programs.

Note: For review and feedback at each stage, a clean copy of the proposal needs to be submitted by the student through his or her Advisory Committee Chair.

(iii) Proposal Approval Form - to be signed by the Director, Education Graduate Programs, and the Department Chair.

PHASE – 4: The IRB Approval (after the successful Proposal presentation)

- Completion of IRB Application or the IRB Exemption Form – After the successful Proposal presentation, the student, in consultation with the Committee Chair, will fill out the IRB Human Subjects Application for Approval of the Human Subjects Exemption Form, as the case may be, before or during the course Research Seminar- III (EDUC 842).
- The required form is available at the website of Office of Sponsored Programs (<https://sgaes.desu.edu/research/sponsored-programs/forms-library>).
- The student is required to submit the IRB Application/Exemption Form in the Office of Education Graduate Programs for onward transmission to the Office of Sponsored Programs.

Important to Note: The Office of Sponsored Programs displays specified dates each semester for the submission and review of the IRB Application/Exemption forms as mentioned on its website: <https://sgaes.desu.edu/research/sponsored-programs/other-information>

The student must make themselves aware of these meeting dates and plan for submission of their IRB Application accordingly.

PHASE – 5: Achieving candidacy

Submission of the Application for Advancement to Candidacy: The Candidacy application is a DocuSign form to be completed by the concerned student at least one semester ahead of his or her graduation. This DocuSign form is available at the website of the School of Graduate, Adult and Extended Studies at: <https://sgaes.desu.edu/admissions/current-students>

The students are eligible to fill out the Candidacy Form **only after:**

- The successful completion of all academic courses (except the internship and research courses EDUC 842, EDUC 843 and EDUC 844).
- The successful Proposal Presentation; and
- The receipt of the IRB Approval/Exemption letter.

Please note: Each student is required to upload a minimum 10 pages research planning document and the research timeline with the Candidacy DocuSign Form.

Upon the IRB Approval/Exemption, the candidate will proceed with the data collection and will start working to complete the final Capstone document. While completing the research document, a candidate is required to adhere to the guidelines provided in the Delaware State University [Guide for the Preparation of Theses and Dissertations](https://sgaes.desu.edu/sites/sgsr/files/document/6/thesis_and_dissertation_handbook.pdf) issued by the School of Graduate, Adult and Extended Studies at its website: https://sgaes.desu.edu/sites/sgsr/files/document/6/thesis_and_dissertation_handbook.pdf

PHASE – 6: Dissertation/Capstone Completion

- Research Seminar- IV (EDUC 843) will provide appropriate guidance to the candidates to facilitate the writing of chapters 4 & 5 and the completion of their research capstone.

PHASE – 7: Capstone Defense (Once the final capstone document is ready)

A. Graduation Application & Degree Audit

- (i) The Graduation Application DocuSign: Must be completed by the candidate in the graduating semester.
- (ii) This DocuSign form is to be initiated by the candidate before the last date as noted in the Academic Calendar of the Graduate School for a particular semester. This DocuSign form is available at the website of the School of Graduate, Adult and Extended Studies at: <https://sgaes.desu.edu/admissions/current-students>
(If the candidate is not able to graduate in the intended semester, a new Graduation Application must be filled out for the graduating semester).

B. Scheduling the Defense – Steps to be followed:

- (i) Committee Chair will finalize the Capstone Defense date in consultation with the Candidate and the members of the Advisory Committee, and inform the Director, Education Graduate Programs.
- (ii) The candidate will initiate the Capstone Defense Scheduling Form. This DocuSign form is available at the website of the School of Graduate, Adult and Extended Studies at: <https://sgaes.desu.edu/admissions/current-students>
- (iii) The student or the Committee Chair must also submit the copy of Capstone Defense Scheduling DocuSign Form in the office of Education Graduate Programs.

C. The Final Defense (Capstone presentation – Research Seminar- V (EDUC 844)

- (i) The candidate is required to submit a final copy of the manuscript to the Committee Chair at least 10 working days before the date of final Defense.
- (ii) The Committee Chair will circulate a clean copy of the final manuscript among the committee members at least one week (7 days) prior to the date of Defense.
- (iii) The Candidate will defend the Capstone on the date and time scheduled for that purpose.

D. Submission of the Final Defense Outcomes - The Committee Chair will submit the Report of Doctoral Capstone Outcomes DocuSign Form within three (3) working days after the defense. This DocuSign form is available at the website of the School of Graduate, Adult and Extended Studies at: <https://sgaes.desu.edu/admissions/current-students>

Important note: The Dissertation Approval Page is not to be submitted before the below mentioned dissertation review process is complete.

PHASE – 8: Dissertation Quality Review

- (i) The Committee Chair will review and certify that the recommended changes have been carried out in the capstone manuscript and it is error free.
- (ii) The Committee Chair will submit the manuscript to the Director, Education Graduate Programs for its review.
- (iii) The Director, Education Graduate Programs will review manuscript and forward it to the Department Chair and the College Dean for their review.
Note: (i) This quality assurance review is quite comprehensive and may take time. Therefore, the candidates are advised to plan accordingly and prepare their timeline for submission of manuscript at ProQuest by keeping scope for this review in their timeline.
(ii) For review and feedback at each stage, a clean copy of the manuscript will be submitted by the Committee Chair after advising the candidate to carry out the corrections suggested at each stage.
- (iv) Upon the completion of the above review process, the committee chair will initiate the DocuSign Dissertation Approval Page. The DocuSign of this page is available at the website of the School of Graduate, Adult and Extended Studies at: <https://sgaes.desu.edu/admissions/current-students>

PHASE – 9: Manuscript Submission at ProQuest

Approval of the final capstone

- Candidate will upload a copy of the final manuscript for its review and approval by the Dean, School of Graduate, Adult and Extended Studies on or before the Graduate School's due date via **ProQuest** at <https://www.etdadmin.com/main/home?siteId=801>

- The process for submitting the final manuscript at the ProQuest has been provided in the Electronic Submission of Thesis & Dissertation Guidelines at https://sgaes.desu.edu/sites/sgsr/files/document/6/proquest_presentation.pdf
- The candidate will be required to pay the binding charges at the ProQuest for the number of the personal copies of the Capstone as may be requested.

THE CAPSTONE ALTERNATIVES

Ed. D. program at Delaware State University offers the following three capstone options for the final capstone experience:

1. Case Study Analysis
2. Project Study
3. Dissertation

1. CASE STUDY ANALYSIS

Components:

Chapter 1. Introduction

Select a problem that will be the focus of the analysis in the case study and state the purpose of the case study. Usually, this chapter contains: **Background of the Problem; Statement of the Problem; Research Questions; Significance of the Study; Theoretical Perspective/Framework; Definition of the Terms; Limitations of the Study; Delimitations; and Summary.**

Chapter 2. Literature Review

Review of related literature that will provide theoretical base (grounded theory) or conceptual framework to the study (Dependent/Independent Variables, Instrumentation and Logical Progression)

Chapter 3. Methodology

Description of the three selected case studies. Examining the methodologies of the selected case studies, and how the data available in the three selected case studies will be used for the purpose of analysis/investigation. Significance of each case study.

Chapter 4. Comparative Analysis

Undertaking comparative analysis, identifying common themes, specifying the differences and similarities between the three selected case studies and synthesizing the outcomes in relation to the three case studies. Drawing the findings on the basis of analysis.

Chapter 5. Conclusions

Proposing solutions that address the focus problem raised in the case study and linking the solution to the sound research to draw conclusions.

2. PROJECT STUDY

Components: Abstract: It will:

- Describe the overall study problem being addressed and indicate why it is important (e.g. who would benefit if the problem is solved)
- Identify the rationale for the problem and the project
- Identify the theoretical foundations
- Summarize the key research design/guiding question
- Describe the overall research design, methods and specific data analytic procedures

For the final project document, Abstract, Candidates will:

- Identify the key results and recommendations
- Provide main conclusions and implications of the project for the positive social change and applications to the local problem

Chapter 1: Introduction: Provide an overview of the Doctoral Project Study and of the contents of this section.

- **Description of the problem:** What is the local problem that prompted the study? Describe the details of how the problem unfolds both in the local context and the larger population or education situation.

- **Rationale for choosing the problem**
- **Evidence of the problem at the local level:** This subsection discusses what school, district, community, state, nation, and/or international data indicate about this issue.
- **Evidence of the problem from the professional literature:** What does the research literature say about this issue? Clearly demonstrate that the problem exists in a larger context.
- **Definitions of special terms:** Any special terms associated with the problem are defined and cited here.
- **Significance of the project:** This subsection discusses the significance of the problem – why it is important to the local context and to the larger educational context.
- **Guiding/research question:** What is the guiding or research question that will help to determine what the project will be? This would include briefly summarizing past research on the topic specifying the local problem, a gap in past research if applicable and the type of research needed to address the local problem.

Chapter 2: Review of Related Literature

- **Review of literature with theoretical base/conceptual framework:** This section discusses the theoretical base/conceptual framework related to the problem in a manner that justifies the investigation of this problem as a worthwhile scholarly endeavor.
- **Critical review that documents the broader problem associated with the local problem:** It includes a critical review that documents the broader problem associated with the local problem addressed in the study and is drawn primarily from recent articles published in acceptable peer-reviewed journals or sound academic journals and texts.
- **Synthesis that contains a summary of key points of this section.**

Chapter 3: The Methodology

- **Introduction:** Provide a map for the reader, an overview of this section.
- **Research design and approach:** For this section, the details will be different depending on whether a quantitative, qualitative or mixed methods design will be utilized. For all designs, discuss ethical treatment of human participants. Provide appropriate references to support choices of methodology and design.
- **Description of data collection process and data analysis - how data will be analyzed**
If the project is actually an evaluation, the following need to be included in your methodology: (a) description of the type of evaluation that will be conducted (goal-based, outcomes based, formative or summative), (b) justification for using this type of evaluation, (c) the overall goal(s) for a goal-based evaluation or the outcomes and performance measures that will be utilized as indicators (for an outcomes-based evaluation), (d) the overall evaluation goals, and (e) the limitations of the evaluation.

Note: Data, if any, may not be collected until the proposal presentation and the IRB Approval/Exemption.

Chapter 4: The Project Solution, Implementation, and Discussion

- Provide a map for the reader, an overview of this chapter.
- **Description of type of evaluation and stakeholders.**
- **Discussion of needed resources, barriers; proposal for implementation with roles and responsibilities**
- **Project evaluation process:** How will you know what works and what does not? After completing the project how would you follow up or determine the next steps?

Chapter 5: Reflections, conclusions, recommendations and implications

- **Reflections:** How does this project address the needs of learners in your local community? What will its importance be to Candidates, families, instructors, administrators and community partners? How might your work be important in the larger context?
- **Conclusions:** Provide conclusions of the study
- **Project strengths:** What are the project's strengths in addressing the problem?
- **Recommendations for remediation of limitations:** What are the project's limitations in addressing the problem? What recommendations can you make for the remediation of the limitations? How can you address the problem differently? What alternatives might be considered in addressing this type of problem?
- **Leadership and change:** What did you learn about leadership and change?
- **Analysis of self as scholar and practitioner:** What did you learn about yourself as a scholar and practitioner?
- **The project's potential impact on social change:** The discussion includes an overall reflection on the importance of the work and what was learned. What is the project's potential impact on social change at the local level and beyond?
- **Applications and directions for future research:** Reflect on the importance of the work and what was learned. What

are the project's implications for future research? What applications can be made to the educational field? Reflect on the directions for future research.

- **Implications:** Discuss the implications for possible project directions based on the analysis and the findings of the study.

References: Follow the APA style (7th Edition) for the in-text citations and for formatting the references.

3. DISSERTATION

Chapter 1: Introduction.

The introduction chapter of the thesis/dissertation is the first chapter and it sets the stage for what will be presented in the pages that follow it. The introduction chapter of a dissertation should include:

- A statement of the problem,
- A brief overview of the study,
- A discussion about the significance of your study, and
- A description of the various dissertation chapters.

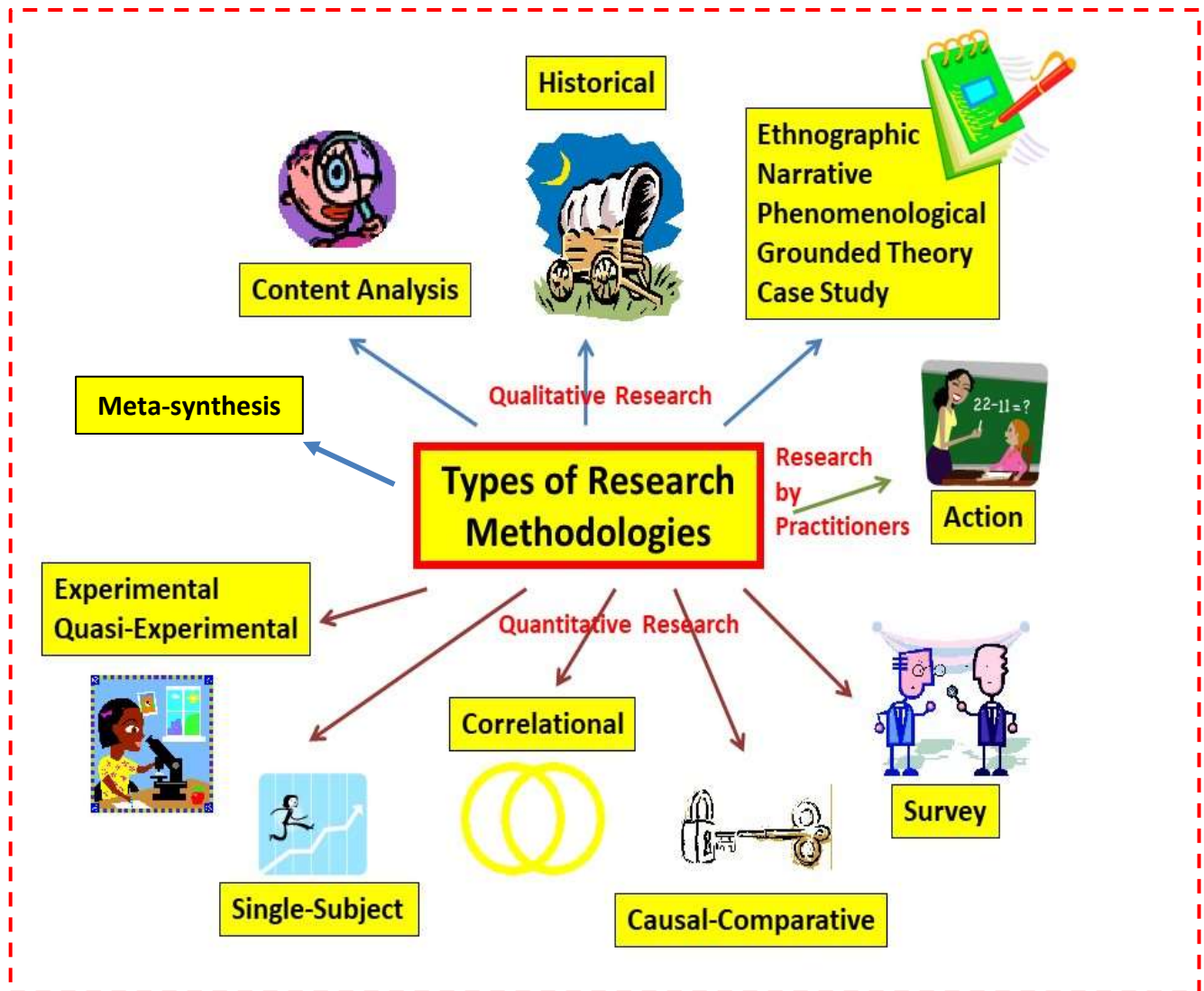
Most introductions include the statement of the problem, objectives, hypotheses, and assumptions/limitations of the study.

Chapter 2: Review of the Literature.

The important thing is to understand that your literature review should not simply be a summarized description of the works that others have published. It should take the form of a critical discussion, showing insight and an awareness of differing arguments, theories and approaches, linked at all times to your own purpose and rationale. The literature review is an assessment of a body of research that addresses a research question. The purpose of the literature review is to identify what is already known about an area of study. It may also identify questions a body of research does not answer or make a case for why further study of research questions is important.

Chapter 3: Methodology.

This section is commonly referred to as the Research Design or Methodology. This section provides a detailed outline of how an investigation will take place. A research design will typically include how data is to be collected, what instruments will be employed, how the instruments will be used and the intended means for analyzing data collected.



Candidates have various options for qualitative studies to carry out. Graduate students consulting with their chair/dissertation committee generally consider one of them. It is important that candidates do a very in-depth study of the research approach and design they are using. They should present their grasp of the chosen method/approach consulting with their chair/committee.

- Meta-Synthesis
- Phenomenology
- Grounded Theory
- Narrative Research
- Case Study Research
- Ethnography

Meta-synthesis

Qualitative meta-synthesis is a broad term that encompasses many types of investigations wherein qualitative research findings are analyzed across primary research studies. The term meta-synthesis is a gold standard research study that brings the results of many related qualitative studies together to bring a new understanding of the topic. Researchers may specify different designs of meta-synthesis (e.g., meta-ethnography, theory generating/grounded theory, thematic synthesis, meta-narrative, critical-interpretive, or other emerging design) or they call it a meta-synthesis in a generic way. In general, the research process includes five steps; setting the focus of the study, locating research studies to synthesize, appraising the articles, systematic coding and analysis of data, and presentation of comprehensive thematic findings and new knowledge. The number of minimum research articles to be included may vary according to the subject area, and delimitation set by the researcher. Commonly published meta-synthesis

contains 15 or more qualitative research articles included. Since data comes from the published reports, the ethical risk is minimal. The primary ethical question remains following the robust and rigorous process by the researcher. IRB will be exempt.

Phenomenology

Phenomenology is one of the major approaches to a qualitative study. The primary source of data in this study comes from phenomenological interviews (e.g., "what" and "how" they have experienced). The researcher aims to describe the collective meaning for several individuals of their lived experiences of a concept or a phenomenon. The researcher collects data from many (5-25, more than 10 is typical) individuals. These interviews are, open-ended and research participants provide the essence of the experience. Researchers ask probing questions but should be extra careful not influencing the participants thinking. So, the researcher applies "bracketing." There are two main approaches to phenomenology: hermeneutic phenomenology (van Manen, 1990, 2014) and transcendental (Moustakas, 1994). Hence, a phenomenological dissertation is a systemic and descriptive research paper that discusses the essence of the experience for individuals incorporating "what" they have experienced and "how" they experienced it. The "essence" is the culminating aspect of a phenomenological study.

Chapter 4: Data and Results/Research Findings.

Results, Interpretation of results, Discussion, and research findings

Chapter 5: Conclusions and Future Recommendations.

Summary, General conclusion, Explanation of findings, Implications of the study, recommendations, and suggestions for future research.

RESPONSIBILITIES OF THE ADVISORY COMMITTEE CHAIRPERSON & THE MEMBERS

COMMITTEE CHAIRPERSON:

The role of the Advisory Committee Chairperson is to be the doctoral candidate's mentor and advisor throughout the Capstone completion process. The Chairperson should maintain a close working relationship with the doctoral candidate and have professional expertise and interest related to the doctoral candidate's Capstone topic.

Specific responsibilities of the Advisory Committee Chairperson include:

- To provide timely and thorough guidance to a student on the various elements necessary for the planning and execution of the final capstone.
- To recommend appropriate members to serve on the committee and to approve the timeline when the student may circulate the manuscript to members of the committee.
- To advise on the research proposal and final defense protocols, to ensure that the candidates' manuscripts are adequately prepared for the proposal presentation and the capstone defense; to facilitate the presentation/defense; to take notes at the time of presentation/defense and to discuss the revisions that may be required after the proposal/defense.
- To advise/remind candidates on the deadlines as well as post-proposal or final defense time needed to get a manuscript ready for review by the Director, Graduate Programs, Department Chair and the College Dean prior to the manuscript being sent to the School of Graduate Adult & Extended Studies.
- To be accessible to candidates for dialogue and formal meetings as needed.
- To read the drafts and ensure that the manuscripts are free from grammatical errors and to respond to candidate's drafts in a timely basis. A reasonable guideline is no more than 10 working days turnaround time upon receipt of a draft or a response to a student within that 10-working day window if more time is needed.
- To be intimately familiar with the materials found in the Graduate School's Thesis and Dissertation Handbook, the Education Graduate Student Handbook, and the 'Blue Book' - the core documents that describe what is expected in a Capstone's manuscript. This would include all post-proposal and post-final defense steps that are required of Candidates.
- To advise the candidate on the execution of the research, data collection and its analysis; and to assure that the research, data collection, data analysis and writing of the Capstone document represents the doctoral candidate's own work. The doctoral candidate will not be allowed to engage or seek outside expert services for data analysis or for proofreading/editing except in the case of a candidate having language barriers.
- To assure that the research proposal and final Capstone document that are submitted to the Office of the Director, Education Graduate Programs, are procedurally error free and conform to the policies and guidelines of the University and the Department of Education.
- To chair the meetings of the Advisory Committee, and to mediate and facilitate the resolution of any conflicts in advice or opinions that may arise within the doctoral candidate's Advisory Committee.
- To coordinate with the Office of Education Graduate Programs for the scheduling of Proposal presentation and the Final Capstone Defense.
- To complete and submit the Defense Outcome Form in the Office of Education Graduate Programs.
- To respect the power differential that exists between student and chair and not to abuse the trust placed in him or her as a member of the Graduate Faculty for the appropriate conduct of a Capstone project.

Note: An Advisory Committee Chairperson who feels that he or she can no longer provide collaborative guidance to the student, for whatever reason, should inform the Department Chair and the Director of Education Graduate Programs in writing of his or her inability to act as Advisory Committee Chairperson.

ADVISORY COMMITTEE MEMBERS:

The role of Advisory Committee members is to provide the doctoral candidate with technical support and advice in the development of the research Proposal and the final Capstone document. While not as intensive a working relationship as that of Committee Chairperson, the committee members are expected to provide timely feedback when the doctoral candidate requests comments on drafts of their Research Proposals or chapters of their final Capstone document.

Specific responsibilities include:

- To work in collaboration with the Advisory Committee Chair to provide a timely and thorough guidance to a student on the development manuscript drafts.
- To respond to student drafts in a timely basis and provide feedback. A reasonable guideline is no more than 10 working days turnaround time upon receipt of a draft, or a response to a student if more time is needed within that 10-working day window. It is also important to keep the Chair informed of feedback being provided to Candidates outside of the formal defense settings.
- To participate in the research Proposal presentation and approval processes.
- To participate in the Final Capstone Defense meeting and approval deliberations.
- To respect the power differential that exists between student and a committee member and not to abuse the trust placed in them as a member of the Graduate Faculty for the appropriate conduct of a Capstone research.

Note: Any Advisory Committee member who feels that he or she can no longer provide collaborative guidance to the student, for whatever reason, should inform the Department Chair and the Director of Education Graduate Programs in writing of his or her inability to act as an Advisory Committee member.

DUTIES AND RESPONSIBILITIES OF DOCTORAL CANDIDATES

The responsibility of successful completion of the Capstone process ultimately resides with the doctoral student. It is incumbent upon him or her to make judicious use of the University's resources to meet the requirements for degree completion. The doctoral student must adhere to the Delaware State University dissertation policies and guidelines for completion of all required elements of the Capstone process.

In general, the doctoral candidates have the responsibility:

- To inform themselves of the requirements of their program and meet all these requirements.
- To uphold the ethical responsibilities of their profession and discipline. This includes honesty in academic coursework and scholarship, and the upholding of ethical norms in the conduct and reporting of research methods and results.
- To treat all members of the University community in a respectful and professional manner.
- To contribute to the intellectual life of the University and to the advancement of education and scholarship.
- To understand and fulfill their role in developing and maintaining a professional relationship with their faculty advisor and chairperson of their Advisory Committee. This includes the responsibility for communicating regularly with them, maintaining a mutually agreed upon schedule of meetings, and informing them of such things as: the current status of their degree work; any expected deviations from the agreed upon program of studies; and any unanticipated absences.
- To fulfill their research commitments and duties in a responsible manner.
- To abide by the established rules and policies of their program, Department and the University.

Specific responsibilities include:

- Take personal initiative to move the research forward and to discuss with the Chair any problems that may arise.
- Be intimately familiar with the information found in the Thesis and Dissertation Handbook as well as the Education Graduate Student Handbook, the core documents that describe what is expected in a final document. This would include all post-proposal and post-final defense steps that are required of Candidates.
- **Be aware of and accountable to meet the deadlines for submissions of various forms and the manuscript.**
- Conform to content and format requirements as defined in the Thesis and Dissertation Handbook.
- Coordinate the review and obtain approval of the research Prospectus, research Proposal and final Capstone document with the Advisory Committee Chairperson and the members.
- Submit the necessary forms such as the Advisory Committee Form; Application for Candidacy; Application for Graduation; and Defense Scheduling Form.
- Schedule an appointment with the Director, Education Graduate Programs, to complete the Graduation Audit Application.
- Provide the Advisory Committee Chairperson and the members with drafts of all required written products to read with ample time (up to two weeks) prior to meeting with them to obtain comments. It is incumbent upon the doctoral candidate to stay in close contact with the Committee members and to follow their suggestions. The Advisory Committee Chairperson will typically wish to read multiple drafts of each chapter of the Capstone document during the course of the student's development. Other committee members may ask to read drafts of the document but are only required to read the research proposal and final written document prior to each defense. The research Proposal and the final document should be provided to all required reviewers at least three weeks prior to the scheduled oral presentation/defense.
- Assure that the research, data collection, data analysis and writing of the final document represents

the doctoral candidate's own work. Doctoral candidates will not be allowed to engage or seek outside expert services for data collection, its analysis or for proofreading/editing except in the case of a candidate having language barriers. The doctoral candidate will be held accountable for fully understanding all aspects of the data analysis and interpretation of statistics.

- **Maintain continuous enrollment in the University while completing the capstone.** If a doctoral candidate does not complete the research process and oral defense within the prescribed time frame, the doctoral candidate must enroll in EDUC- 829 every semester until the final document is approved and the oral defense is successfully completed.

Note: Candidates who feel that they can no longer sustain a collaborative working relationship with either their Committee Chair or a committee member should inform the reasons for it to the Director, Education Graduate Programs, in writing. The change, if any, will be allowed only after the approval of the Director, Education Graduate Programs.

LIST OF THE FACULTY MEMBERS WILLING TO JOIN AS THE ADVISORY COMMITTEE CHAIR & THEIR RESEARCH INTERESTS

Name	Research Interests/Areas of Research	Contact Information
Dr. Joseph Falodun	Curriculum Development, Literacy Development, Language Acquisition & Cultural Diversity	jfalodun@desu.edu 302-857-6578
Dr. N. K. Rathee	Educational Leadership Development; Diversity Issues in Hr. Ed. and K-12; Ethics & Accountability in Leadership; Emotional & Cultural Intelligence; Women Empowerment & Leadership; Curricular Innovations	nrathee@desu.edu 302-857-7170
Dr. Richard Phillips	Educational Technology and leadership, postsecondary education programs and transition programs.	rphillips@desu.edu 302-857-7569
Dr. Chetanath Gautam	<ol style="list-style-type: none"> 1. Educational Leadership & Administration 2. Curriculum Leadership 3. Qualitative Research 4. Program Evaluation and Mixed Method Studies 	cgautam@desu.edu 302-857-6959
Dr. SaeYeol Yoon	<ol style="list-style-type: none"> 1. Scientific Literary 2. Argumentation in learning and teaching science 3. Informal Science Learning & STEM 	syoon@desu.edu 302-857-6726
Dr. Yvette Pierre	Multicultural Education/Educational Equity Student Achievement/Retention Teacher Education/Pedagogical Practices Urban Education Reform	ypierre@desu.edu 302-857-7570
Dr. Keun Kin	Early Childhood Education & Father Studies	keunkim@desu.edu 302-857-6744
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APPENDIX A



GUIDE FOR THE PREPARATION OF THESES AND DISSERTATIONS (Revised June 2018)

INTRODUCTION

The detailed instructions in this handbook are intended to lend a uniform appearance to theses and dissertation projects at Delaware State University and must be followed by all disciplines. While it is recognized that documents from divergent areas of study will exhibit differences, certain requirements of format are necessary.

Candidates should begin preparing to write the Thesis/Dissertation early in their graduate program. It is the responsibility of the student to acquire the necessary skills to produce the Thesis/Dissertation documents that fall into compliance with the physical format requirements of Graduate Studies and Research. It is critical that the Thesis/Dissertation be prepared correctly in order to convert easily to a Portable Document Format (PDF).

Without exception, no Thesis or Dissertation is accepted by Graduate Studies and Research until it is in compliance with formatting requirements and the printing and publication has been arranged through ProQuest.

THESIS/DISSERTATION POLICIES AND PROCEDURES

Each student who elects or is required to complete a Thesis or Dissertation in partial fulfillment of his or her graduate degree must assemble and receive approval of a committee one semester prior to beginning work on the proposed project. More stringent program requirements should be adhered to, but minimally, the research project undertaken in partial fulfillment of the degree should begin no later than the end of two (2) semesters of full-time enrollment for master's Candidates and four (4) semesters of full-time enrollment for doctoral Candidates. The responsibility of this committee is to guide and support the research of the student to completion. As such, the selection of committee members is one of the most important decisions a student will make during his or her graduate matriculation and therefore should only be made after much deliberation with the primary advisor. Some programs may formalize this process by requiring Candidates to perform laboratory rotations with Departmental faculty prior to selection of a project, development and defense of a research prospectus for a grade, or approval of a research proposal as a candidacy requirement. Whatever the process, once the research project and primary research advisor (henceforth referred to as the Committee Chairperson) are determined, committee members should be selected based upon the academic expertise of the faculty member and the project focus.

Additionally, committee members should also be willing to participate fully in the process. Once

selected, the committee is subject to the review and approval of the Department Chairperson or designee. This information is captured on the Delaware State University Appointment of an Advisory Committee for the Master's/Doctoral Degree form and should be submitted to Graduate Studies and Research as a part of the student's file adhering to the timelines as described. This and all graduate matriculation documents may be found at <https://sgaes.desu.edu>.

Minimum Committee Requirements:

It is not the intention of Graduate Studies and Research to supersede Departmental or College committee requirements, but rather provide guidelines for minimum committee composition. In cases where these requirements are more stringent, Graduate Studies and Research will defer, but at a minimum all committees will meet the following standards. A Thesis Committee (MA or MS) shall consist of four (4) members at the rank of Assistant Professor or above, one of whom is external to the Department in which the work was completed. A Dissertation (Ed.D. or Ph.D.) Committee shall consist of five (5) members at the rank of Assistant Professor or above, one of whom shall be external to the University. A doctoral student completing a case/project study may have (4) members at the rank of Assistant Professor or above, one of whom shall be external to the University.

Thesis/Dissertation Defense

The oral defense, also known as the oral examination, shall be scheduled in adherence with the University's calendar (approximately 8 weeks before the end of the semester) and as noted at Graduate Studies and Research's website: <https://sgaes.desu.edu>. The student is **required** to submit the final document to the committee for review at least one week (7 days) prior to the scheduled defense. The Chair of the committee, however, should schedule periodic committee meetings to gauge the student's progress. It is also strongly recommended that the committee **require** periodic submissions of the document as it is developed and provide timely feedback, thus allowing the student adequate time to defend his or her research, make corrections following the defense, receive feedback and approval from committee members and the Dean of Graduate, Adult and Extended Studies, as well as submission of the final document for printing and publication, **all of which are graduation requirements**.

Registration for Thesis/Dissertation Research Credit

While the style manual selected for the Thesis or Dissertation is designated by the Department or College in which the program resides, page layouts and margin requirements as described by Graduate Studies and Research must be adhered to. Candidates must register for Thesis/Dissertation research credit while conducting the required research, and when ready to devote focused time to the writing **and completion** of their research document. In cases where programs have segmented the development of the Thesis or Dissertation across several courses, the student should follow this protocol. It is strongly recommended that the Committee Chair develop a timeline in consultation with the student and committee members in order to assist the student in meeting the required milestones for a successful outcome. Candidates must remain registered for Thesis/Dissertation sustaining credit while "active" work on their research documents continues or until the Thesis/Dissertation is approved by the Advisory Committee and Graduate Studies and Research. Any student utilizing University resources while working on their Thesis/Dissertation including faculty assistance or University facilities are required to enroll for the Thesis/Dissertation course. A lapse of two or more semesters of continuous enrollment (not including summer) will require reapplication to the School of Graduate, Adult and Extended Studies.

Thesis/Dissertation Grades

A grade of Q is submitted for the student while a Thesis or Dissertation research is in progress and proceeding satisfactorily. If the Thesis or Dissertation is not proceeding satisfactorily, a U grade is submitted. If a U grade is submitted, the committee should monitor the student's progress very closely. If a second U grade is received, the committee should meet with the student regarding progress and submit a memorandum to the Graduate School summarizing the outcomes of the meeting:

- (1) Date and time the committee convened?
- (2) Can the project be revised or changed in scope?
- (3) Was there a recommendation to change committee members?
- (4) Was there a recommendation to change programs (MS to MA, Ph.D. to MS, thesis to non-thesis)?
- (5) Was the student dismissed from the program due to lack of progress?
- (6) Was the decision of the committee unanimous?

ProQuest Process and Specifications

Upon completion of the oral defense, the Committee Chair should forward the defense outcomes to Graduate Studies and Research by the posted deadline. Additionally, the outcomes should precede submission of the final Thesis/Dissertation for approval. The final Thesis/Dissertation should be submitted to Graduate Studies and Research following approval of the Advisory Committee by the posted deadline. This document should include all changes and/or updates resulting from the oral examination along with the appropriate approvals on the Thesis/Dissertation Approval Page. These corrections should be given to the student in writing preferably at the defense but no later than 5 business days following the defense. The finished document must be submitted online to ProQuest at www.Etdadmin.com/desu. Prior to submission, all Candidates will be required to view the ProQuest Submission Tutorial. The distribution of bound copies will be as follows at the expense of the student:

- One bound original (8.5' x 11.0") to the University Library;
- Personal copy(ies) at the student's discretion

The Committee Chair will submit the appropriate letter grade (A, B, C, D, F) following approval of the final document by the Dean, School of Graduate, Adult and Extended Studies, and submission to ProQuest. This grade will replace (the maximum allowed) previously received Thesis/Dissertation Q grades for the degree.

Copies of the Thesis/Dissertation must be reviewed according to the regulations outlined by Graduate Studies and Research. The Thesis/Dissertation binding process is required and will be provided by ProQuest after the student has completed the following steps:

1. All formatting corrections have been made and approved by the ProQuest Administrator for Graduate Studies and Research.
2. All forms and documents including the Defense Outcomes form, the Revisions for Thesis/Dissertation and Signature Approval pages have been submitted and signed by the Dean, School of Graduate, Adult and Extended Studies.
3. The required number of bound copies of the Thesis/Dissertation have been paid online via ProQuest.

USE OF COPYRIGHTED MATERIAL

The law permits the limited use of extracts and quotations for purposes of illustration and criticism. This provision covers most quotations in Theses and Dissertations. In most instances, it is not necessary for candidates preparing Theses/Dissertations to obtain permission to quote from professional journals in their fields or from copyrighted books.

Copyrighted items, such as photographic copies of pictures and charts, tests, forms and questionnaires, no matter how short, should never be reproduced without permission.

Graduate Candidates are advised to receive permission, from the author or publisher, to quote any extensive information from copyrighted materials. In most cases, the author or publisher is willing to grant permission with the condition that acknowledgments are included in the document. If a student chooses to copyright his or her Thesis/Dissertation, copies of the written letters must accompany the copyright registration.

Candidates should consult with their Thesis/Dissertation Committee Chair and members concerning the desirability and the usefulness of copyrighting the document.

REPRODUCTION

The Thesis/Dissertation may be duplicated or reproduced by photocopying, printing additional copies, or a comparable process. In all cases, the printing must be of high quality – completely free of smudges, gray cast, or any extraneous marks. It is recommended that a laser printer be used.

STYLE

Style, footnotes, citations, and bibliographical form of the Thesis/Dissertation should conform to the conventions prescribed by a standard style manual appropriate to the student's major field. In some cases, the style employed in major research publications may be appropriate for use in a Thesis/Dissertation. Footnotes in the Thesis/Dissertation should be placed in the document according to the respective style manual.

Note: The student must select the latest edition of the style manual approved by his or her department, and must consistently conform to the instructions of that manual. However, in cases of conflict and when no specific guideline has been selected, this Thesis/Dissertation Handbook takes precedence. A word of caution -- never use another Thesis/Dissertation as a model.

Examples taken from another Thesis/Dissertation may be out of context, out of date or incorrect. The existence of a particular style or usage in a previously approved Thesis/Dissertation does not establish a precedent for its continuation.

FORMAT REQUIREMENTS

Typeface

A Times New Roman, 12-point black font is the preferred type. Another font may be substituted if specified in the guidelines of the respective program. Word processing quality must be consistent throughout the document; nonstandard fonts are unacceptable. Features such as boldface, underline and italics that improve the readability are acceptable; however, a quality printer must be used in black print, but may also include color print where appropriate. The manuscript must be neat and easily readable, with the same form used throughout. A student in doubt regarding acceptable fonts or prints should consult with the Graduate Student Support Specialist. The manuscript should be proofread, and corrected errors should not be detectable.

The following common errors must be avoided:

- Sentences ending a paragraph should not end as a partial line at the top of the next page.
- All chapters, sections, subheads and table headings of more than one line should be single-spaced.
- All large material requiring the use of a landscape page orientation should face to the right.
- A period or a comma is placed inside quotation marks; colons and semicolons are placed outside quotation marks.
- If two words are omitted from a quotation, three spaced periods (called an ellipsis) are inserted at the beginning, middle, or end of the sentence to reflect the omission.
- Table titles should not be restated on continuous pages.
- All references cited in the text must be listed in the References section.

Margins

The entire document should have uniform margins of 1 inch around all four sides of the paper.

Spacing

The body of the Thesis or Dissertation must be double-spaced using only one side of the sheet. Long quotations, typed as block quotes, should be single-spaced with triple space before and after. Tables and figures, captions as well as descriptions, footnotes, references, and bibliographic information may use single spacing.

The chapter title on the first page of each chapter also has specific spacing requirements. There shall be a double space between the chapter, the section title, and the text.

Footnotes, if any, shall be numbered consecutively throughout each chapter, indented for the first line, single spaced and separated from the text by a solid line of 18 spaces. A double space shall be left between footnotes.

Pagination

The pages in the Preliminary material must be numbered consecutively with lower-case Roman numerals, centered at the bottom 1 inch margin. The title page has no page number typed on it, but it is understood to be page "i." If a copyright page is included, it is not counted in the numbering.

Arabic numbers (1, 2, 3) should be used for the remainder of the paper, including the

reference materials. These numbers shall begin with page one of the text, which bears the number centered at the bottom of the page, with succeeding page numbers at the 1 ½ " top right margin.

All pages are numbered in sequence, including the first pages of chapter, full-page tables or figures, and appendices. All Arabic numbers should be placed consistently throughout the document.

Paragraphs

Each paragraph should be indented. A new paragraph should not begin at the bottom of the page unless there is adequate space for at least two lines.

Illustrative Material – paper submission

For best optic quality, computer generated or digital photos should be laser printed directly onto white 25%-100% cotton paper. High color photocopies may also be used.

ORGANIZATION OF THE TEXT

In most cases, a Thesis/Dissertation consists of four major parts – abstract, preliminary materials, text, and the references/bibliography. Some documents may also include appendices. The following is a list of all the major and minor parts, in their usual order of placement.

Sequence of Parts of the Thesis or Dissertation

The parts of the Thesis/Dissertation or project must be arranged in the following sequence:

- Title Page
- Copyright Page (if used)
- Dedication Page (optional)
- Acknowledgement Page (optional)
- Preface (if discipline requires it)
- Abstract (Required)
- Table of Contents (Required)
- List of Tables (recommended if tables are present)
- List of Figures or Illustrations
- List of Abbreviations (if used)
- Text (main body of Thesis/Dissertation beginning with introduction as first chapter)
- References
- Appendices
- Glossary (if used)
- Index (optional)
- Back Flyleaf (blank page)

****Please draw your attention to the examples provided at the back of this guide book****

The parts to be included in any Thesis or Dissertation should be determined by mutual agreement between the student and his or her committee. Each part of the document is described below in detail.

Title Page

The title page should follow exactly the spacing and use of capitalization shown in the sample at the end of the guide. The top margin is 1 inch and the information is centered. The title can be typed in all capitals or the first letter of each word can be capitalized (with the exception of articles). If the title is more than one line in length, it is arranged in an inverted pyramid. The date on the title page should be the month and year the degree is to be granted. The name of the degree sought, and the major department or field of study, is included here. (See sample at the end of the guide) The title page has no preliminary page number typed on it, but it is counted as preliminary page “i.” Following the date, type all committee members whose names will appear on the top portion of the signed approval page (left justified). Begin the name with the title of the person as Dr. James Doe, followed by role on your committee (Committee Chairperson, Committee Co- Chairperson (if applicable), Committee Member and External Committee Member), Department and University. The approval page must also be submitted to Graduate Studies and Research with wet signatures for the final approval of the Dean, Graduate, Adult and Extended Studies.

Copyright Page (if used)

If Candidates elect to have the Thesis/Dissertation copyrighted, please review the ProQuest website at <http://www.Etdadmin.com/desu> for details with this process. For more information about copyright, visit the U.S. Copyright Office via the Library of Congress website at www.copyright.gov. Keep in mind that if you choose to copyright, you must include a copyright page in your document. The copyright page appears on the verso of the title page and legally protects the property of the author's Thesis or Dissertation. There is an additional charge for copyrighting. If a copyright page is used, it is not counted in the numbering.

Dedication (Optional)

A dedication gives special tribute to a specific person(s). Most dedications are short, beginning with the word, "To..." The dedication is typed alone on the page, usually centered. This page should have a 1 inch top margin, or the dedication may be typed in the middle of the page (top to bottom). The text of the dedication is double-spaced. The preliminary page number should be centered at the 1 inch bottom margin.

Acknowledgments (Optional)

When included, acknowledgments should be brief, simple and free of sentimentality or trivia. It is customary to recognize the assistance of the Advisor and/or Committee Chair, all other members of the committee, and only those organizations and/or persons who actually added to the research. If financial support was provided to make the study possible, credit for such assistance should be given.

The heading ACKNOWLEDGMENTS is typed in the center at the 1 inch top margin. The text is double spaced with the appropriate preliminary page number centered at the bottom margin.

Preface (Optional)

A preface is a statement that either explains the author's reasons for pursuing this subject matter or provides a personal comment about the subject that would not otherwise be included in the document. The heading PREFACE is centered at the 1 inch top margin. The text is double-spaced with the appropriate preliminary page number(s) centered 1" at the bottom margin.

Abstract

An abstract must be included with each Thesis and Dissertation submitted to Graduate Studies and Research. The abstract should be a brief summary of the paper, stating only the problem, procedures used, and the most significant result and conclusions. Explanations and opinions are omitted. The abstract must be approved by the student's Committee Chair.

The abstract margins are consistent with the text of the paper: 1 inch top; 1 inch left; and, 1 inch right and bottom.

Please note that the name and title used on the abstract should be the same as used on the title page. The faculty Advisor or Committee Chairperson should follow the title and student name.

(See sample at the end of the guide)

The text of the abstract is typed double-spaced in paragraph form with the first paragraph of

the text beginning one triple-space beneath the advisor/committee chairperson. The first word of each paragraph should be indented, consistent with the rest of the paper.

Table of Contents

The Table of Contents is placed immediately after the acknowledgments or preface and contains a listing of all the items that follow. The Table of Contents lists only the items that follow it. *It does not include the pages that precede it.*

The heading TABLE OF CONTENTS is centered at the 1 inch top margin. One double-space down from the heading, the words "List of Tables" is typed flush with the left margin. Page numbers for each chapter title/heading and each subtitle/subheading are listed on the Table of Contents and should be left flush, beneath the word "List."

The contents begin at the left margin, one double-space below the title. Preliminary items, such as LIST OF TABLES, are typed flush with the left margin, followed by a series of dots, known as dot leaders, and the page number typed flush with the right margin. Please note that the Title, Copyright, Dedication, Acknowledgement, and Abstract pages are not listed on the Table of Contents.

Following the preliminary items, the word CHAPTER stands alone on a line, centered. Chapter headings are numbered with Roman numerals, aligned by their decimals. The chapter titles are typed in capital letters and are worded exactly as they appear in the text.

When a title or subheading must exceed one line, the subsequent line(s) should be single-spaced and indented two spaces. Double-spacing is used between each chapter title. If there are subheadings included, these should be typed single-spaced with a double-space separating them from chapter titles above and below. All subheadings must include subheading numbers which must also be included in the text of all chapters preceding the subheading (See sample at the end of the guide).

List of Tables (Recommended if tables are present)

The list of tables follows the Table of Contents and begins on a separate page. The heading LIST OF TABLES is centered at the 1 inch top margin. The remainder of the page is set up basically the same as the Table of Contents, double-spaced, with the list of table numbers and titles. Each table title should be followed by dot leaders and the page numbers. All table titles must be listed in order using the exact title (as it appears on the actual table) and the appropriate page number.

Tables should be numbered in the order they appear in the paper, using the numbering system provided in the style guide selected. Titles of more than one line are single-spaced with second and succeeding lines indented two spaces. Double-spacing is used between table titles. Only titles, not explanatory notes, should be included on the list of tables.

Tables and Figures/Illustrations

Statistical information is usually set up in tabular form. Tables may be placed on a page with text or on separate pages. Tables are numbered consecutively and table captions should be in accordance with the selected style guide. The table is then typed beginning one double space below the last line of the caption, either single or double-spaced.

Illustrative material such as graphs, diagrams, photographs, drawings and maps are

referred to as figures. Some of these items may be best included as multimedia files. If the illustration is included in the text, it should be inserted as closely as possible to its first reference. Figures are numbered sequentially throughout the text in Arabic numbers. The placement of figure titles, either above or below the figure, must be consistent throughout the paper.

Nothing should be typed on a facing left-hand page. If the table or figure is landscape format, the top should be placed at the 1-inch left-hand margin. Please note that the page numbers on the landscape pages must appear in the same position and direction as the page numbers on portrait pages. All tables and figures must conform to the specified margin requirements.

CHAPTERS

The division of the main text of the paper should be appropriate to the character of the work and in accordance with the practices in the student's field of study. Normally, the text includes an introductory chapter, a documentation of previous work in the field, the specific problem to be investigated, a complete explanation of the methodology used, a discussion of the results and their significance, and a summary. Each major division, usually called a chapter, should begin on a new page. The first page of each chapter has a very specific format.

- One-inch top margin
- The heading is centered, typed in all capital letters, and uses standard Arabic designations or Roman Numerals (ex: CHAPTER 1 or CHAPTER II).
- Double-space (the equivalent of three single-spaces)
- The chapter title is centered and typed in all capitals
- Triple-space (the equivalent of three single-spaces)
- First subheading or begin text (See Sample at end of guide)

Chapter 1: Introduction

The introduction chapter of the Thesis/Dissertation is the first chapter and it sets the stage for what will be presented in the pages that follow it. The introduction chapter of your dissertation should include:

- 1) A statement of the problem,
- 2) A brief overview of the study,
- 3) A discussion about the significance of your study and
- 4) A description of the various dissertation chapters.

Most introductions include the statement of the problem, objectives, hypotheses, and assumptions/limitations of the study.

Chapter 2: Review of the Literature The important thing is to understand that your literature review should not simply be a summarized description of the works that others have published. It should take the form of a critical discussion, showing insight and an awareness of differing arguments, theories and approaches, linked at all times to your own purpose and rationale. The literature review is an assessment of a body of research that addresses a research question. The purpose of the literature review is to identify what is already known about an area of study. It may also identify questions a body of research does not answer or make a case for why further study of research questions is important.

Chapter 3: Outline of Procedures This section is commonly referred to as the "Research Design or Methodology." This section provides a detailed outline of how an investigation will take place. A research design will typically include how data is to be collected, what instruments will be employed, how the instruments will be used and the intended means for analyzing data collected.

Chapter 4: Data and Results/Research Findings (General conclusions, explanation of findings, recommendations for further study)

Chapter 5: Conclusions and Future Recommendations (Summary, conclusion, discussions, suggestions for future research)

Quantitative Dissertation Outline

Chapter 1: Introduction

- Background of the Problem
- Statement of the Problem
- Purpose of the Study
- Theoretical Framework
- Research Hypotheses
- Importance of the Study
- Scope of the Study
- Definition of Terms
- Limitations and Delimitations
- Summary

Chapter 2: Review of

Literature Chapter 3:

Research Methods

- Research Design
- Participants
- Instrumentation
- Research Procedures and Pilot Testing
- Data Analysis
- Assumptions of the Study
- Summary

Chapter 4: Research

Findings Chapter 5:

Conclusions

- Summary
- Final Conclusions
- Discussion
- Suggestions for Future Research

Qualitative Dissertation Outline

Chapter 1: Introduction

- Background of the Problem
- Statement of the Problem
- Purpose of the Study
- Research Questions
- Importance of the Study
- Scope of the Study
- Definition of Terms
- Limitations and Delimitations

Chapter 2: Review of the Literature (in qualitative studies, often reviewed after rather than before data collection)

Chapter 3: Research Methods

- The Qualitative Paradigm
- Qualitative Methods
- The Researcher's Role
- Data Sources
- Data Collection

- Data Analysis
- Verification
- Ethical Considerations
- Plan for Narrative or Pilot Study

Results Chapter 4: Research Findings

Chapter 5: Conclusions

- Summary
- Final Conclusions
- Discussion
- Suggestions for Future Research

Post Chapter Submissions

References or

Bibliography Appendices

Glossar

y Index

Subheadings

For complex theses, the use of multiple “levels” of subheadings may be necessary. The use and placement of subheadings should be consistent throughout the entire document. Each new “level” should be distinct from the others in placement and/or structure and numbered (in chapter 1 subheadings would include 1.1, 1.2, 1.3, etc.). Subheadings with numbers are listed in the Table of Contents and text of the Thesis or Dissertation under each chapter by which they are included.

Reference Materials (Required)

The Thesis and Dissertation should contain the appropriate references to original literature relevant to the research presented in the paper. For specific formatting details, please refer to the style guide recommended by the Thesis/Dissertation Committee.

All bibliographical references should clearly show the sources of the writer’s information. When primary sources are not available, reference to a source known only through a secondary reference must be noted so as to provide readers with the means to check original sources.

The bibliography must include **all references cited**. Useful references not cited in the text, but highly relevant to the investigation, may also be listed in the bibliography.

The first page of the reference materials should immediately follow the last page of the text, paginated continuously with the page number placed in the same position as throughout the text. The first page of the reference material should contain the word REFERENCES centered at the page. All items must meet specified margin requirements and follow the format of specified style guide (i.e., MLA, APA, etc.).

List of Abbreviations

When abbreviations are used in the Thesis/Dissertation, a list of abbreviations is included to detail nonstandard acronyms.

Glossary (if used)

The glossary contains terms with definitions of unfamiliar or uncommon words, acronyms, phrases, or abbreviations used throughout the text. The terms and definitions provided allow the reader to gain deeper insight and clarity while reading the Thesis or Dissertation.

Index (optional)

An index is an alphabetical list of words, phrases, or subjects to where useful material relating to that heading can be found in a document. The index can be found near the end of the Thesis or Dissertation.

Appendices (Optional, as needed)

The appendices may contain tables of data that would interfere with the easy reading of the text, development of mathematical treatments, very long quotations, schedules, forms, interviews, inventories, samples of test items, surveys, illustrative materials, and any other supplementary material considered worthy of recording or too detailed to be included in the text. If diverse materials are included, they should be grouped into categories and each category labeled as a separate appendix (ex: Appendix A. Tables; Appendix B. Consent Forms; etc.) Each appendix should have a lettered heading and descriptive title typed on the actual appendix and listed in the Table of Contents.

The appendices follow the reference materials and are paginated continuously, with the page number placed in the same position as throughout the text. All items must meet the specified margin requirements.

Proofreading and Editing

After final approval by the Committee Chair, and final typing, the text should be proofread carefully by the student or other interested persons for editorial accuracy. Spelling, grammar, punctuation, and sentence structure should be consistent with the rules of formal Standard English, and the citation method should be consistent with the appropriate style guide.

PHYSICAL REQUIREMENTS

Margins

Each page of the document shall have the following margins: Top:

1" for the first page of each chapter or division

Bottom: 1"

Left: 1"

Right: 1"

The first page of Preliminaries and Chapters are to begin one (1) inch from the top and **numbers are centered one (1) inch from the bottom of the page**. Page numbers for succeeding pages are placed at the bottom center **within (inside)** the one (1) inch margin. All page numbers must be **inside** the required margins. No numbers should fall outside the margins (i.e., the **numbers** will be placed one (1) inch from the bottom of each page requiring one (1) inch margins.)

Paragraphs

Each paragraph should be indented. A new paragraph should not begin at the bottom of the page unless there is adequate space for at least two lines.

Title Page

The title of the Thesis or Dissertation shall begin one (1) inch from the top of the page. The title page should bear the following information: (a) the title of the Thesis or project in full caps; (b) the name of the candidate; (c) the following statement; A Thesis (or Dissertation) Submitted to the Faculty of Delaware State University in Partial Fulfillment of the Requirements for the Degree of _____ in the Department of _____. At the bottom of the page the words: Dover, Delaware (followed by the month and year the degree will be conferred on the next line, i.e., May 2014).

Following the date, type all committee members whose names will appear on the top portion of the signed approval page (left justified). Begin the name with the title of the person as Dr. James Doe, followed by the role on your committee (Committee Chairperson, Committee Co-Chairperson (if applicable), Committee Member, and External Committee Member), Department, and University. The approval page must also be submitted to Graduate Studies and Research with wet signatures for the final approval of the Dean, School of Graduate, Adult and Extended Studies. (See sample at the end of the guide)

The title of the Thesis or Dissertation shall be typed in full capital letters; double spaced (if two lines or more); and use the reverse pyramid style. (See sample at the end of the guide)

Preliminaries

The Acknowledgment, Dedication, Abstract, Table of Contents, List of Tables, List of Illustration, List of Figures, References (Bibliography), and Appendix shall be numbered at the bottom of the page and centered with Roman numerals. Double-space between page and title and text.

The Acknowledgments, Dedication, Abstract, Table of Contents, List of Tables, List of Illustrations, and List of Figures, shall begin one (1) inch from the top of the page and be numbered bottom center. The remaining parts of the manuscript should be numbered at the bottom center margin.

Small Roman numerals (ii, iii, iv, etc.) shall be used for the preliminaries. **These numbers are placed bottom center, leaving the one (1) inch margin below the number.** The numbering shall begin with “ii.” The title page counts as page i, but the number does not appear; Roman numeral ii will begin with the Dedication page, etc.

A page shall be used for a statement of the Table of Contents, giving the chapters in Roman numerals, the References (Bibliography), the Appendices, and Illustrations, if any, with the page number at which these divisions begin.

The word ABSTRACT (full caps) should be centered and printed one (1) inch from the top of the page. The abstract must contain, briefly: (a) the statement of the problem; (b) the procedure or methods used; (c) the results; (d) the conclusions.

Body of Text

The arrangement of the text shall follow Department guidelines or those of the manual chosen if Departmental guidelines have not been issued.

All chapter titles designated must be in Roman numerals or Arabic numerals, centered, and typed in full capital letters (ex: CHAPTER II or CHAPTER 2-select one format for all chapters). Each chapter should begin at the top of a new page with a top margin of 1 inch. The title of the section should be centered and typed in full capital letters. The first line of the text begins a double space below the section title.

Symbols

Most symbols such as Greek letters or mathematical signs are available on the computer. In special cases, symbols may be drawn with black ink.

References (Bibliography)

A title page for References (Bibliography) shall be printed in FULLCAPS, center page – with the number centered 1” from the bottom. The next page should also bear the title “References” with the page number placed top right at the 1” margin.

All Theses/Dissertations must include a list of works cited and/or references. References or the Bibliography shall be appended to the Thesis or Dissertation. It shall list all references, alphabetically by authors, consulted by the student.

Journal citations shall be consistent with the style acceptable to a scholarly journal in the student’s research field.

Appendices

A title page for the Appendices shall be printed in FULL CAPS; center page – with the page number entered 1” from bottom. If more than one appendix is included, they should be titled Appendix A, Appendix B, Appendix C, etc., beginning at the top margin.