

*Guide for the
Preparation and Submission of
Theses and Dissertations
(Sixth Edition)*



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SECTION ONE

Introduction

The purpose of a thesis and dissertation is to provide an experience in scholarship that will be of enduring value to the student in understanding information and in providing tangible evidence of the student's development as a scholar. The *Guide for the Preparation and Submission of Theses and Dissertations* is designed to assist graduate students, thesis and dissertation advisors, and other members of thesis and dissertation advisory committees at Fayetteville State University in producing a quality product.

Neatness and correctness in form of the thesis and dissertation are second in importance only to accuracy and soundness of research. The *Guide for the Preparation and Submission of Theses and Dissertations* is to be used as a guide to assist the degree candidate in the preparation of an acceptable document. This guide is intended to be used in conjunction with the approved style manual for the student's discipline.

1.1 Student Learning Objectives of a Thesis and Dissertation

The student learning objectives of a thesis and dissertation include the following:

1. To produce original, rigorous, and ethical research, analysis, critical, or creative work that demonstrates knowledge and skills, supersedes proficiency, and contributes to the relevant body of literature; and
2. To produce a written document that accurately reflects the research or focus of study, demonstrates academic integrity, is free from grammatical, spelling, and structural errors, and conforms to the standards established by the student's institution, discipline, department, and committee.

1.2 Resources for Specific Style and Writing Standards

- *ASA Style Guide* (American Sociological Association)
- *A Manual for Writers of Research Papers, Theses, and Dissertations* (Chicago Style for Students and Researchers)
- *MLA Handbook* (Modern Language Association)
- *Publication Manual of the American Psychological Association*

- *Scientific Style and Format: The CSE Manual for Authors, Editors, and Publishers*
(Council of Science Editors)

SECTION TWO

Policies and Procedures

Preparing and evaluating every thesis or dissertation is the joint responsibility of the graduate student, the thesis or dissertation advisor, and the members of the thesis or dissertation advisory committee. Communication and interaction among all of these participants are the keys to producing a thesis or dissertation of the highest possible quality. All theses and dissertations are to be written in English unless the thesis or dissertation advisory committee obtains explicit permission from the college dean, certifies its competence to judge the quality of the thesis or dissertation, and demonstrates that a foreign language is more relevant than English.

2.1 Graduate Student Responsibilities

The graduate student is responsible for all aspects of the preparation of the thesis or dissertation and publications based on the thesis or dissertation research, including the following:

1. Subject matter and content;
2. Quality of data, evidence, and logical reasoning;
3. Organization and format;
4. Editorial, linguistic, and bibliographic quality; and
5. Quality of word processing (typing), illustrations, and duplications.

Additionally, the student has the following responsibilities:

1. Establish an advisory committee that adheres to graduate catalog policies;
2. Understand and adhere to university, graduate catalog, and departmental guidelines, policies, procedures, and deadlines;
3. Understand and adhere to the university's policies regarding the use of humans and/or animals in research;
4. Adhere to the highest ethical standards of research throughout the thesis or dissertation process;
5. Meet/communicate with the advisory committee chair on a regular basis;
6. Consult with advisory committee members and request feedback, as needed;

7. Request a committee meeting, as needed;
8. Maintain continuous enrollment throughout the thesis or dissertation process;
9. Work with the committee chair to establish a timeframe and deadlines for completing each phase of the process;
10. Adhere to established deadlines;
11. Provide advisory committee members with thesis or dissertation drafts, expecting feedback within approximately three (3) weeks;
12. Respond to the advisory committee's feedback in a timely, appropriate, and constructive manner;
13. Establish dates for the oral proposal and thesis/dissertation defense;
14. Revise the thesis or dissertation, incorporating feedback from the oral defense and university editor, before submitting one (1) copy to the college dean for review—although the average turnaround time for review is approximately three (3) weeks, the student should be mindful that during the weeks approaching graduation, several documents may be under review, and thus, the turnaround time may be longer than three (3) weeks;
15. Make the corrections and revisions, and resubmit one (1) copy of the revised thesis or dissertation to the college dean for verification that the corrections have been made;
16. Produce a scholarly thesis or dissertation that is free of errors and that adheres to the *Guide for the Preparation and Submission of Theses and Dissertations*; and
17. Submit four (4) copies of the final thesis or dissertation to the college dean's office—the college dean will notify the student and advisory committee chair when the thesis or dissertation is approved for submission as the final document.

2.2 Advisory Committee Chairperson Roles and Responsibilities

The advisory committee chairperson has the overall responsibility for guiding the student through all phases of the thesis or dissertation process to successful completion. The chairperson is responsible for monitoring the process to ensure that a scholarly thesis or dissertation is produced. Additionally, the chairperson has the following responsibilities:

1. Be able and willing to supervise the student throughout the process;
2. Be accessible to the student and provide adequate and prompt feedback to student;

3. Work with student to establish a timeframe and deadlines for completing each phase of the process;
4. Ensure that all university, graduate catalog, and departmental policies and procedures are followed;
5. Ensure that the university's policies regarding the use of humans and/or animals in research are followed;
6. Inform the student of the university's rule regarding maintaining continuous enrollment throughout the thesis or dissertation process;
7. Inform the student of the appropriate style manual style required by the department;
8. Ensure that all procedures are carried out fairly and without bias;
9. Chair all committee meetings, including the oral defense;
10. Read drafts of the thesis or dissertation and provide adequate and prompt feedback, typically within approximately three (3) weeks;
11. Schedule the oral defense by university, graduate catalog, and department deadlines;
12. Ensure that the student produces a scholarly thesis or dissertation that is free of errors and that adheres to the *Guide for the Preparation and Submission of Theses and Dissertations*.

2.3 Advisory Committee Roles and Responsibilities

The committee's responsibilities begin with the thesis or dissertation proposal and extend through the successful oral defense of the thesis or dissertation. Committee responsibilities include the following:

1. Be able and willing to work with the student throughout the process;
2. Be accessible to the student;
3. Meet and determine appropriateness and feasibility of the student's proposed topic and proposal;
4. Review and approve methodology and any instrumentation to be used in the study;
5. Determine if the proposed research involves human or animal subjects and advise the student of the process required to obtain approval, if needed;
6. Read drafts of the thesis or dissertation and provide adequate feedback in a timely manner, typically within approximately three (3) weeks;

7. Ensure that the student produces a scholarly thesis or dissertation that is free of errors and that adheres to the *Guide for the Preparation and Submission of Theses and Dissertations*; and
8. Participate in and evaluate the student's performance in the thesis or dissertation oral defense.

2.4 Formation of an Advisory Committee

The student must choose a thesis or dissertation committee in consultation with the major advisor. When selecting committee members, the following guidelines must be adhered to:

1. The committee will consist of a minimum of three (3) graduate faculty—one (1) must be the advisory committee chair, and one (1) must be from outside the student's major department;
2. All committee members must be approved by the department chair/associate dean and the college dean—the membership and application forms are accessible from the graduate school website; and
4. If the approved committee membership changes, a new form indicating the proposed new membership must be submitted for approval.

2.5 Thesis and Dissertation Proposal

The thesis and dissertation processes begin with a proposal, which must be approved by the advisory committee chair, department chair, and college dean. The proposal specifies what the student expects to do and how it will be accomplished. The student should consult with the advisory committee chair regarding the expected content and format of the proposal.

Generally, a proposal consists of the following parts:

1. Introduction: Provides general background information that addresses the significance of the proposed study;
2. Objective of the Study: A concise and specific statement of the purpose of the study;
3. Literature Review: Review of the theoretical and empirical literature;

4. Methodology: Includes design, procedures for collecting data, instrumentation, description of sample, validity and reliability of instruments, and a plan for IRB review and approval, if relevant;
5. Timeline: A plan for the progress of the study through each phase; and
6. References: Using the appropriate style guide, list all references cited in the proposal.

After the proposal has been approved by the full committee, the student should submit the proposal to the advisory committee chair with the Thesis/Dissertation Proposal Approval Form.

2.6 Institutional Review Board (IRB) Approval

All research involving human or animal participants or subjects conducted by students, faculty, and staff at FSU must be approved by the FSU Institutional Review Board (IRB) **before** the study is conducted. If the proposed study involves subjects from an external agency (e.g., public school, another university), approval must be obtained from the external agency prior to requesting IRB approval from FSU. Documentation of the approval from the external agency must be attached to the FSU IRB application packet. **No surveys, test administration, or data collection of any type is to be conducted before FSU IRB approval has been granted.**

Persons involved in research are expected to be committed to the highest standards of integrity and ethical behaviors. Persons involved in any phase of research are expected to be knowledgeable of and abide by the university's Human Subjects Policy. Failure to comply with the policy will be considered a violation and will be dealt with accordingly. Students are advised to discuss with their advisory committee chair any questions or concerns they have regarding the implementation of their research according to the policy. **For forms and more information on the IRB process, please see the FSU Office of Sponsored Research Programs (OSRP) website.**

The request for IRB approval must be submitted with either **the prospectus or full proposal**. It is recommended that the request be submitted after the theoretical

framework of the study has been agreed on by the full committee. Persons conducting research are required to complete the computer based training located at <https://about.citiprogram.org/en/homepage/> **before** submitting requests to OSRP. A copy of the Certificate of Completion received after completing the training must be submitted with the IRB application. Make and retain a copy of your completed application packet with signatures for your records.

The appropriate completed and signed forms are to be submitted to the department chair for approval before being submitted to the OSRP for review by the IRB. The department chair will return the approved forms to the thesis or dissertation advisory committee chair for submission to the OSRP. **Students must submit a copy of the IRB approval letter to the advisory committee chair, department chair, and college dean before they begin conducting the study. Therefore, students should plan to submit the application for IRB approval as soon as their proposal is approved.**

2.7 Thesis and Dissertation Oral Defense

Once the thesis or dissertation is completed, a Thesis/Dissertation Oral Defense Scheduling Form must be filed by the thesis advisory committee chairperson in accordance with university, graduate catalog, and department deadlines, policies, and procedures. The defense must be scheduled at least four (4) weeks before graduation.

The oral defense is an academic evaluation of the thesis/dissertation by the committee. The thesis defense is open to the committee members, university faculty, and approved guests, and the dissertation defense is open to the committee members, dissertation students, and FSU faculty.

During the defense, the thesis/dissertation advisory committee may ask the candidate questions. Once the dissertation committee has completed its questions, members of the audience may raise questions.

After the defense, the Thesis/Dissertation Oral Defense Results Form must be sent within three (3) days of the defense to the college dean. A student may defend the thesis or dissertation a maximum of two times.

2.8 Degree Time Limit

All master's and doctoral degree requirements, including the thesis and dissertation, must be completed according to the degree time limit requirements in the graduate catalog.

2.9 Thesis and Dissertation Binding – Personal Copies

Binding of copies of theses and dissertations, beyond the required copies submitted to the department, is the responsibility of the candidate. Additional copies can be ordered when submitting the required four (4) copies by completing the optional form provided by University Microfilms, Inc. (UMI) and submitting it in addition to the paperwork required for processing thesis and dissertation documents. The total amount of the order should be included in the form of a money order. Assistance in locating other bindery vendors for personal copies can be obtained by contacting the Charles W. Chesnutt Library.

2.10 Copyrights

Candidates have the option to register their theses or dissertations for copyright and should consult with their advisory committee chair and the Charles W. Chesnutt Library reference librarian concerning the desirability and the usefulness of copyrighting. The copyright form can be completed and submitted when submitting the required four (4) copies. UMI will act as the agent with the Library of Congress Copyright. If candidates wish to handle the copyright registration directly themselves, they may write the Copyright Office, Library of Congress, Washington, D.C. 20559 or call (202) 707-9100.

2.11 Ethical Considerations for Writing and Publication

Adherence to ethical principles helps to support the integrity, originality, validity, and reliability of empirical and creative academic work. Each phase of preparation and

presentation requires scrupulous attention to the details of ethical conduct. Ethical writing incorporates the following qualities:

1. Authenticity, characterized by facts, honesty, accuracy, and the avoidance of false or exaggerated claims or implications;
2. Transparency or clarity of source, purpose, procedures, and findings;
3. Thoroughness or the inclusion and objective critique of contrasting and dissenting arguments and literature and the identification of limitations of studies;
4. Proper and accurate referencing of all sources and information used in the thesis or dissertation; and
5. Disclosure or the clear declaration of funding, employment, relationships, or sources of personal gain that might present or imply a conflict of interest.

For more complete guidelines related to academic honesty, research, confidentiality, storage of data, and work with live participants, the student must consult with the advisory committee and review university policies and discipline-specific ethical principles. The student should note that a lack of knowledge cannot be considered a reasonable defense to the violation of ethical standards and that violations can result in rather weighty penalties to include dismissal or the rescinding of a conferred degree.

2.12 Copyright or Trademark Protected, Licensed, and Limited Use Materials

It is the student's responsibility to comply with any legal obligations for any information employed in development and conduct of research and in the writing and publishing of a thesis or dissertation. Some materials, instruments, and images have legally protected restrictions on their use, duplication, quotation, modification, or distribution. For example, tests, scales, and survey instruments and their instructions or protocols may require the advance and specific written permission of the author and/or publisher.

Product or corporate names may require inclusion of a symbol (™ © ®) designating ownership or registry of the brand or intellectual property. The student may not assume that any material, no matter how familiar, is in the public domain for unrestricted use.

The student must fully understand any contractual stipulations or agreement in that some

may require specified acknowledgements or sharing of data with the original author or publisher.

2.13 Cultural and Gender Competence

Fayetteville State University has established high standards for cultural and gender competence and fairness. These values must be reflected in the documents produced at this institution. Use of disparaging, biased language and assumptions are unacceptable.

SECTION THREE

Organization Guidelines

3.1 General Structure

Title Page

Abstract

Acknowledgement (Optional)

Dedication (Optional)

Table of Contents

List of Tables (If applicable)

List of Figures (If applicable)

List of Abbreviations (If applicable)

Chapter I (Introduction, Statement of Problem, Hypotheses, Key Variables, Population of Interest, Study Samples, Terms and Definitions, Limitations)

Chapter II (Literature Review)

Chapter III (Method)

Chapter IV (Results)

Chapter V (Discussion, Conclusions)

References (Based on style manual, labeled: References, Works Cited, or Bibliography)

Appendix/ Appendices (Must include evidence of IRB approval, if applicable)

Note: All elements listed above are required unless otherwise stipulated or as exceptions are made by the committee or style manual.

3.2 Sample Qualitative Template

TITLE IN ALL CAPS (No more than 12 words)

by

STUDENT NAME

A Thesis or Dissertation submitted to the Graduate Faculty of

Fayetteville State University

in partial fulfillment of the requirements

for the Degree of Master of _____

or

for the Degree of Doctorate of Education

DEPARTMENT OF _____

FAYETTEVILLE, NORTH CAROLINA, USA

Month/Year of Expected Graduation

APPROVED BY:

Chair of Thesis/Dissertation Advisory Committee

Thesis/Dissertation Committee Member

Thesis/Dissertation Committee Member

ABSTRACT

Name, Title, (under the direction of [thesis/dissertation chair's name])

The text goes here. This usually is not completed until the thesis or dissertation is completed. Key search terms are placed at the end.

ACKNOWLEDGEMENT

The text goes here.

DEDICATION

The text goes here.

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CHAPTER I – INTRODUCTION

Introduction

Broadly describes your research focus and explains why the focus is worthy of study. This section identifies the problem and then discusses your proposed solution (i.e. the title/focus of your study). Then, it should clearly discuss the gap in the literature (a need or opportunity that has been identified by other scholars and researchers in the literature – not your personal opinion) and states how your study (your proposed solution) will further existing research. All statements of fact and statistics should be attributed to the appropriate source and be the most current (i.e. National Center for Education Statistics, National Assessment of Education Progress, relevant state regulatory agencies, federal agencies such as the United States Census Bureau). The overwhelming majority of citations should be **from within the last five years**.

The minimum length is anywhere from 1 ½ pages to four pages. Make sure each paragraph contains at least three sentences (topic sentence, supporting details, and conclusion) and make sure each paragraph properly transitions to the next. Also remember that there is only one space after every period. Make sure educational jargon is defined at the time it is introduced and that the word also appears in the Definition of Terms (i.e. achievement gap, students of color). Make sure all racial terms are capitalized (i.e. Black, White, African American).

Please note that single source citations can indicate a lack of rigor. Make sure you have at least two to three citations for your statements of fact. Make sure you have at least three or four for major points or to indicate an issue is a long-standing concern. Moreover, do not reference “recent studies” with citations that are more than three years old.

Statement of the Problem

Using declarative statements, explain the problem and how and why it has developed over time. It should include the significance, magnitude, and importance of the problem to educational leadership, social justice, and transformative leadership (these are the tenets of FSU's doctoral program). Previous studies in this area that indicate the gap, identify the gap, and justify your study should be included. Remember, the problem is not your opinion. The problem is identified and supported by other researchers and scholars. This means this section must contain citations. The recommended length can be anywhere from three paragraphs to three to four pages.

Purpose of the Study

This section discusses the purpose of your study and who the purpose will benefit (i.e. practitioners, policymakers, administrators, educator preparation programs, etc.). If this is a qualitative study, you should have language that is consistent with the following: The purpose/intent/objective of this qualitative [narrative, ethnography, case study, phenomenological] study is to (describe, understand, explore, deepen, develop) _____ (the phenomena you are studying).

Significance of the Study

Identifies and describes why the study is important to the field of educational leadership/social justice/transformative leadership and states the practical implications of the potential results. It also discusses how the research may extend or contribute to existing research, models, or theories. Again, this section is not opinion. It should align with existing research, models, or theories or explain unexplored research. The recommended minimum length is one page.

Theoretical Framework

Frameworks are required components of dissertations at FSU. The framework (theoretical = theory or conceptual = model) is the lens through which your study is viewed. It lays the foundation for your research questions and are reflected in your research questions. You cannot develop your research questions without your framework. Before you select it, make sure you discuss with your chair to ensure what you are using provides the best lens for your research aims.

State clearly and forthrightly which framework you are using. Provide history and background that includes the leading scholars and researchers associated with the framework. Explain its tenets, assumptions, and where relevant, its evolution. Most importantly, explain why it is best for your topic and why it is central to understanding the phenomenon under study. Minimum length should be at least two pages.

Research Questions

Research questions are **not** the same as interview questions that you will ask. Research questions are developed from your framework and are greatly influenced by your Statement of the Problem. For example, if your framework is Bandura's self-efficacy, then your research questions will center around the elements of Self-Efficacy Theory. If your framework is Critical Race Theory, your research questions will reflect the elements of CRT. For qualitative studies, there is generally a guiding question with related questions. While there is no set number of questions, four to five are relatively standard for qualitative studies. **Please note that research questions must not be formulated as yes or no questions.**

Researcher's Perspective

This section is included if this is a qualitative study. It explains your interest in the topic and any bias you bring to the study. Including it is also an accepted strategy for validation of your study. Although is a highly personal part of your research any facts should be backed up with citations. The suggested minimum length is 1 to 1 ½ pages.

Definition of Terms (in Alphabetical Order)

All terms specifically relevant to the topic under study should be defined in text as they are used and in this section. Note that generally understood terms do not meet this threshold. Terms are defined according to how they are used in the literature, not how they are defined in dictionaries. For example, secondary education can mean 9th to 12th grade or 10th to 12th grade in the literature. You, as the researcher, get to decide but you must define it according to its specific use for your study and your use of terms must be consistent.

Word: definition with citation at the end

Word: definition with citation at the end.

Word: definition with citation at the end.

Word: definition with citation at the end.

Word: definition with citation at the end.

Word: definition with citation at the end.

Organization of the Study

Explain how the dissertation is organized in this section. Stay consistent with roman numerals for chapter headings (i.e. do not use Chapter One since our chapters are written as “Chapter I”). Remember to have at least three sentences per paragraph. Minimum length is one paragraph.

CHAPTER II – LITERATURE REVIEW

The introductory paragraph to the literature review restates the purpose of your study. Next, it explains what you are reviewing and its significance to your topic. The literature review should cover some or all of the following (again, check with your chair first): (1) overview or historical background of your problem, (2) analyzes and synthesizes literature related to the foundation, theories, and existing knowledge (this must include research studies with findings – not just journal articles) related to your problem and purpose, and (3) analyzes and synthesizes the literature related to the justification of your study.

Before you begin your literature review, develop your list of headings and sub-headings and get them approved. For suggestions, look at other dissertations on your topic to see what areas they covered. Getting approval up front will ensure you are moving in the right direction. You should be reviewing the most recent literature available and that must include other dissertations. You can group the literature according to theoretical perspectives, time periods, reform efforts, or methodology (quantitative or qualitative). Unless specifically requested by your chair, your literature review does not have to include your theoretical or conceptual framework. Your literature review should be between 25 and 50 pages. Literature reviews that are less than 20 pages can signal that you do not have a complete grasp of your topic and the related literature. Be careful that your review does not read like a book report.

Topic One

Sub-topic. This is level three heading

Topic Two

Sub-topic. This is level three

Sub-topic of Sub-topic. This is level four heading

Summary

Use one or two paragraphs to summarize the findings from the literature review.

CHAPTER III – METHODOLOGY

The introductory paragraph can briefly restate the purpose of the study in narrative form with your research questions. Then, explain what the chapter will cover. This includes the research design, the study participants, sampling method used, an explanation of data collection and analysis, measures to ensure credibility and trustworthiness, and ethics and risks.

Research Design

The research design is the one of the most important decisions you make. It is directly influenced by your research questions. Since this is a qualitative template, discuss specific features that illustrate its suitability. These should include philosophical assumptions such as epistemology, ontology, and axiology. Make sure to address at least three features and make sure you are citing at least five different researchers. The recommended minimum length for this section is 1 ½ to 2 ½ pages.

Qualitative Inquiry

(Narrative, Phenomenology, Grounded Theory, Ethnography, Case Study)

For any study, it is highly recommended that you purchase a book on the specific research design you are conducting in order to easily discuss the features of your research approach. This is especially relevant for qualitative studies. You want to demonstrate a thorough understanding of the features of your particular approach. For example, there are two kinds of phenomenological studies that are commonly used in qualitative research, descriptive and interpretative. If you are conducting a phenomenological study, you need to know the differences between them and discuss which one you are using and why.

Also, make sure you are familiar with the researchers who are identified with each approach. You should pull at least five or six sources that are different from the ones you used in the previous section on research design. Here again, familiarize yourself with the epistemology,

ontology, and axiology perspectives. This will give your methodology depth. You should have at minimum three pages. Creswell (2013) explicates the characteristics of the five most common qualitative approaches on pages 104-105. See the following for sample language: (1) If I could discover the meaning of one person's or a group of person's lived experiences, I would ask him/her about xxx = narrative; (2) If I could discover the shared lived experiences of one quality or phenomenon in others, I would want to know xxx = phenomenology; and (3) If I could discover what actually occurred and was experienced in a single lived event, that event would be xxx = case study.

Study Participants

Describe the criteria you will establish or established for your participants and justify with citations from the literature. For example, if you plan to interview teachers, explain the level (elementary, middle school, secondary), whether not they needed to have a specific length of time in the classroom, the gender if it is pertinent, etc. If you plan to use or used pseudonyms, state that here.

The second part to this section is where you discuss your sampling procedures. Make sure you are not using quantitative terms (i.e. surveys, instrument). Instead, you should be using qualitative terms (i.e. interviews, recruitment strategies) for qualitative studies. Do not forget to state that before your study commences, you will secure the proper approvals from the relevant entities (e.g. Institutional Review Board, school district, etc.). For your dissertation, demographic data is best illustrated in a table. The minimum length is one page.

Data Collection Procedures and Management

Describe step by step how you intend to collect your data (for quantitative studies this includes where and how you will collect your data). If data is collected in parallel, be sure to

state and explain. Keep in mind that you want to be specific in case other researchers want to replicate the steps. Again, use quantitative terms for quantitative studies and qualitative terms for qualitative studies. For example, typical collection procedures for qualitative studies are observations, field notes, interviews, and review of documents. However, there are different types of observations and different types of interviews. Know the terms/differences and state specifically which ones you will employ. For data management, state how data will be kept, where it will be kept, and how long it will be stored.

Data Interpretation and Analysis

Describe step by step how you intend to analyze your data. Remember, you will begin with raw data. There are some researchers who have established credible data analysis steps for different qualitative approaches. For instance, there is an extensive body of literature on analyzing data for phenomenological studies and case studies. You can identify such methods by Guba and Lincoln or Creswell, or Yin, or another scholar. Just make sure you cite them properly.

You want to make sure you address the transcription process in detail for interviews, focus groups, and even observations and field notes. It is not enough to simply state the data will be coded for emergent themes. Specifically address whether you are using content analysis, thematic analysis, narrative analysis, constant comparative analysis, inductive/deductive reasoning (or some variation thereof), and the various coding procedures. Read as much as you can about qualitative data analysis to ensure this section communicates rigor. If you are describing this section after you have collected your data, make sure you explain how your techniques aligned with your research questions and your research design. Finally, if you are using a qualitative (i.e. NVivo) or quantitative (SPSS) software management program, explain it and cite it.

Credibility and Trustworthiness

This section is one of the more important ones in this chapter. For qualitative studies, the more common terms are credibility and trustworthiness. In either event, this section needs to detail the measures employed. Here as well, you need to make sure you are citing more than one source. The recommended minimum length is 1 to 1 ½ pages.

Risks

First, define risks for the type of study you are conducting. Second, address how risks are inherent in all research endeavors. Next, discuss any risks or potential harm your participants will face and how you will mitigate them. Recommended minimum length is one page.

Ethics

Explain why principles and ethics are important to research. Then discuss how your study will meet or met an acceptable standard of ethics regarding protecting the privacy and confidentiality of your participants. Here is where you address the informed consent process, strategies to prevent coercion, and any potential conflicts of interest. Make sure you know the document retention policy of FSU. The recommended minimum length is 1 to 1½ pages. Reference your IRB approval letter and Informed Consent in Appendices.

Summary

Use at least one paragraph to summarize this chapter.

CHAPTER IV - FINDINGS

Restate purpose of your study here with your research questions. In your second paragraph, introduce your findings. Note that findings are determined from your research questions, not your interview questions. Qualitative studies can have a few as three themes or as many as five or six themes. In general, qualitative studies do not have themes that number in excess of nine or ten.

Description of Study Participants

Give a brief one to two sentence description of your participants. You want to include demographic information that is relevant to your study. For instance, if your study does not mention or is not related to the time period in which your participants were born (i.e. Baby Boomer, Generation X), then you should not include that notation here. Two examples in Level 3 headings are listed below. Please note that pseudonyms are used.

Example 1 - Participant One. Mary is a White second semester freshman enrolled at a public university in the southeastern region of the United States. She was involved with the xxxxxx program while in high school.

Example 2 - Participant Two. Kayla is an African American first semester freshman enrolled at a public university in the southeastern region of the United States. She was involved with xxxxx while in high school. Kayla is a first-generation college student.

Next, discuss themes. Themes are derived from your research questions, not your interview questions. They should be represented by the majority of your participants to meet the threshold of a theme. If you interviewed 10 persons, then you should be able to cite from at least six of their interviews to support your themes. Minor themes or sub-themes are also typically generated from the data. You can organize the themes according to your research questions. Here

again you can get an idea of how to organize them from looking at similar dissertations. If your themes particularly resonate with your framework, you can note so here although further explication will occur in the next chapter.

Themes should be treated as proper nouns and written as such. Themes should also be discussed within the context of the literature although again, deeper explication occurs in the next chapter. When using quotes from participants to explain and justify themes, make sure they are cited according to APA guidelines (personal communication, date of interview). Sample headings are below.

Theme 1: XXXXXXXX

Subtheme: xxxxxxxxxxxxxxxxxxxx.

Subtheme: xxxxxxxxxxxxxxxxxxxx.

Theme 2: XXXXXXXX

Subtheme: xxxxxxxxxxxxxxxxxxxx.

Summary

Summarize chapter findings here. This can be accomplished in one to two paragraphs at minimum. There is no recommended minimum length for this chapter.

CHAPTER V – DISCUSSION AND CONCLUSION

Overview of Study

Restate the purpose of your study with your research questions. Next, restate the findings of your study with the themes. Finally, explain what will follow next.

Discussion

This is where you tie your problem, purpose, importance, and findings together. You essentially answer, “What does this mean and how does it extend existing research? What implications does your findings portend for social justice and transformative leadership? Be expansive as possible and discuss consistency or non-consistency with current literature. You should have a good three to four pages in this section.

Discussion of Theoretical/Conceptual Framework

This section specifically addresses your findings in relation to your framework. How does your themes relate to your framework? Are they aligned in part or in whole? In what ways do they contrast with existing literature?

Implications for Teachers, Educational Leaders, and Policymakers

This section addresses implications for practitioners and decision-makers. Be as specific as possible and when appropriate, make connections to the existing literature. Try to have at least three substantive recommendations. Remember, all text in a dissertation should be in narrative form. This means the recommendations should not be numbered or bulleted.

Suggestions for Future Research

This section is for additional research. You may suggest different research designs such as longitudinal studies. You may suggest focus on different gender or racial/ethnic perspectives. Again, you have at least three to four substantive recommendations. Remember, all text in a

dissertation should be in narrative form. This means the recommendations should not be numbered or bulleted.

Limitations of the Study

Limitations refer to factors that can impact a study that are beyond the control of the researcher and they exist in all research endeavors (Simon, 2011). In some instances, this section may not be completed until after you have collected and analyzed data. In any event, only discuss aspects of the study that you, as the researcher, did not direct or control.

Delimitations of the Study

Unlike limitations, delimitations result from specific choices made by the researcher (Simon & Goes, 2013). Delimitations are those that the researcher imposes on the study thereby narrowing the focus of the studied phenomenon or topic (Irby, Lunenburg, Lara-Alecio, & Tong, 2015). For instance, the researcher decides if participants will be one gender or another or both, whether the participants, if they are teachers, have three years' experience or ten years' experience. A plethora of decisions are determined solely by the researcher. Explain those here.

Concluding Thoughts

This can also serve as your summary. Permit yourself to be more reflective here on your research, what it means to you and what you hope it means for educational leaders and educational leadership. The recommended minimum is one paragraph.

3.3 References

Irby, B., Lunenburg, F., Lara-Alecio, R., & Tong, F. (2015). Qualitative critique: A heuristic tool for doctoral students to use in improving their research skills.

Journal of Education and Literature, 147-158.

Simon, M., & Goes, J. (2013). Scope, limitations, and delimitations. *Dissertation and*

scholarly research: Recipes for success. Seattle, WA: Dissertation Success LLC.

SECTION FOUR

Submission and Editing Procedures and Standards

Using this *Guide for the Preparation and Submission of Theses and Dissertations*, an appropriate style manual, and the Thesis/Dissertation Checklist included in this guide, the student, in consultation with the advisory committee chair, will draft, revise, edit, and proofread the thesis or dissertation.

All theses and dissertations should be reviewed to ensure they adhere to the *Guide for the Submission of Theses and Dissertations*. After the student has made the revisions requested in the thesis/dissertation oral defense, the student must submit one (1) copy of the thesis/dissertation to the college dean for review by university, graduate catalog, and department deadlines. The thesis must be submitted with the Thesis Approval Form with all the required signatures.

Once the review is complete, the college dean will send feedback to the student and the advisory committee chair. The student, in consultation with the advisory committee chair, should make the necessary corrections and submit one (1) copy of the revised thesis/dissertation to the college dean for verification that the corrections have been made.

The advisory committee chair will notify the college dean after the final review and approval of the edited thesis/dissertation. After reviewing the final (edited) thesis/dissertation, the college dean will notify the student and advisory committee chair that the thesis/dissertation is approved for submission as the final document.

Once the final document is approved by the college dean, the student must submit four (4) copies of the thesis/dissertation in final form (with original signatures of all advisory committee members on the title page) along with the ProQuest Form to the college dean. The student must pay the thesis/dissertation processing fee at FSU's Cashier's Office and attach a receipt with the final submission of the thesis/dissertation copies to the college dean. The completed Dissertation Approval Form must be attached to the final dissertation submission.

The goal of the editing process is to enhance the overall quality of the completed document. Please expect that the editing process may be lengthy and may require multiple

rounds of review and revision. Therefore, the student is encouraged to have the oral defense and make the required revisions from the advisory committee as soon as possible so that the document can be submitted for final review as soon as possible.

4.1 Thesis and Dissertation Editor Responsibilities

The thesis and dissertation editor responsibilities include the following:

1. Conduct thesis/dissertation preparation workshops; and
2. Conduct an editorial review of the thesis/dissertation and provide written feedback on the thesis/dissertation.

4.2 Spelling, Grammar, Punctuation, and Word Usage

The overall quality and credibility of a thesis or dissertation may rest with the fundamentals of composition and grammar. A thesis or dissertation must reflect the work of an academic expert and thus must be free of spelling, grammar, punctuation, and word usage errors. Writing errors can create skepticism about the rigors and worth of the entire work. Before submission to the department, a thesis or dissertation should be physically and electronically proofread by the student and reviewed and cleared by the advisory committee. In the oral defense and editing process, it is quite likely that errors will be identified. The successful student will be objective and diligent when considering and implementing recommended revisions.

4.3 Paper Quality

The final document must be printed on 8½ x 11-inch white bond paper. The paper must contain no less than 25% rag content and be of no less than 20-pound weight. All elements of the document, including graphics and appendices must be placed on the same quality of paper as the text. Submission(s) for review by the thesis/dissertation editor should be on regular paper.

4.4 Duplication

The document must be printed on one side of the paper only. Print and images must be legible, permanent, sharp, and of high contrast. Black ink is required (except as permitted

by the advisory committee or style guide for items such as specified graphics, images, or default Internet addresses). Color and B&W photographs, drawings, diagrams, or maps must be clear, sharp, and reflect high-quality duplication. Such images must be properly referenced and must comply with copyright laws.

4.5 Photographs and Prints

Direct reproduction or reprinting is preferred. Attached materials must be mounted firmly, flat, and dry with good quality rubber cement, casein glue, or dry mounting tissue. Photo mounting corners, transparent tape, or staples are not acceptable.

4.6 Spacing

Each section within the document should be double-spaced unless otherwise specified in the style guide that governs the standards for the document. Some variance in spacing may be permissible such as in the placement of tables, figures, or reprints or with some lengthy quotations, tables, footnotes, multi-line captions, and bibliography entries may be single spaced.

4.7 Typeface/Font

The consistent use of standard typeface or font such as 12 point Times New Roman is required unless otherwise permitted by the advisory chair and committee or style guide. Please refer to the applicable style manual for guidelines on the proper use of boldface, italics, and underlining.

4.8 Margins

For each page, one-inch (1-inch) margins are required for the top, right, and bottom margins and to facilitate binding, and one and one half-inch (1 ½ - inch) and margins are required for the left margin.

4.9 Page Numbering

Page numbers should be typed at the top or bottom right margin of the page, one-inch (1-inch) from the edge of the paper OR page numbers should be centered at the top or bottom of the page one inch (1-inch) from the edge of the paper.

Use lower case Roman numerals (iii, iv, v...) for pages prior to the first page of chapter one, and use Arabic numbers (1,2,3,4...) starting on the first page of chapter one through to the final page of the document. All numbers must be in sequence. The title page and abstract generally are not numbered but their numbering is assumed. Therefore, the acknowledgment and dedication usually are found on pages iii and iv, and the table of contents usually begins on page v.

No punctuation is used with page numbers. There should be no blank pages within the document. Decisions about numbering the abstract and inclusion of headers or footers must be made in consultation with the advisory committee and the style manual.

4.10 Abbreviations and Symbols

The use and format of any abbreviation or symbol must be uniform throughout the document and must conform to the style manual used to prepare the document. A full name or brief explanation should accompany the initial use of any abbreviation or symbol. Some abbreviations have multiple references. For example, APA can refer to the American Psychological Association, the American Psychiatric Association, the American Pediatric Association and so forth. Writers must allow for a readership that expands beyond their region. For example, NC may not readily mean North Carolina to an international reader, and the name Georgia may identify more than one place. When several abbreviations and/or symbols are used, a separate list with appropriate definitions, must be included.

4.11 Format and Placement of Tables, Figures, and Reprints

Tables, figures, and reprints are designed to present in a condensed or graphic format data, graphs, models, and other complex information. A table contains tabulated data and

may include computer printouts. Figures and reprints can consist of photographs, charts, graphs, plates, drawings, and diagrams. To avoid disruption of writing, lengthy or expansive tables, figures, or reprints should be placed as an appendix rather than in the text of the paper.

The format and placement of tables, figures, and reprints must conform to the style manual used to prepare the document. General standards for a table, figure, or reprint include the following:

- Within the text directly following the first reference to it, insert the table, figure or reprint;
- Tables, figures, or reprints that are half a page or less may appear on the same page as text separated above and below by triple spacing;
- Each must have an identifying number and must be numbered in a separate series;
- Each must have a concise and accurate title and/or caption;
- The number and title, or caption for each table must be placed two lines below the top line of the table; and
- The number and title or caption of each figure or reprint must be placed two lines below the last line or bottom of the figure or reprint.

4.12 Correction of Errors

Corrections using white-coated paper, correction fluids, or erasures are not permitted. Since it is the student's responsibility to save copies of documents, the use of hard drive and back-up portable memory devices is strongly advised.

4.13 Common Errors and Frequently Misused Terms

Excellence in writing is difficult and even professional writers make mistakes. The following list has been derived from observations based on the review and editing of several theses and dissertations. It is suggested that during all phases of the writing process, the student consult (a) the style manual used to prepare the document, (b) an excellent collegiate dictionary, (c) a graduate level manual or textbook on grammar and

composition, and/or (if applicable) (d) a graduate level manual or textbook on terms related to statistics and data analysis.

Affect (vs. effect, effects)

Abbreviations (i.e., e.g., etc.)

Criteria vs. criterion

Data vs. datum

Dependent and independent variable(s)

Etc.—avoid due to lack of specificity

Impact (variations used as a verb)

Noun-pronoun agreement (number, gender)

Participants (vs. subjects)

Principle (vs. principal)

Subject-verb agreement

That (vs. which)

That (vs. who)

Who, whom, and whose

Verb tense

SECTION FIVE

Acknowledgement of Sources and References

5.1 Acknowledgement of Sources

As a revision, this document contains significant portions of prior versions. It is acknowledged that information and formats contained in former versions and carried forth to this current version have been obtained or adapted from other institutions of higher learning and more specifically from the *Fayetteville State University Department of Educational Leadership and School Administration Dissertation Writing Manual*, the *North Carolina State University Preparation of Theses*, and the *University of North Carolina at Chapel Hill Guide to the Preparation and Submission of Theses and Dissertations*.

5.2 References

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Cone, J. D., & Foster, S. L. (2006). *Dissertations and theses from start to finish: Psychology and related fields* (2nd ed.). Washington, DC: American Psychological Association.
- Galvan, J. L. (2004). *Writing literature reviews: A guide for students of the social and behavioral sciences* (2nd ed.). Glendale, CA: Pyczak Publishers.
- Gibaldi, J. (2009). *MLA handbook for writers of research papers* (7th ed.). New York, NY: Modern Language Association of America.
- Strunk, W., Jr., & White, E.B. (2000). *The elements of style* (4th ed.). Needham Heights, MA: Pearson.
- Turabian, K.L. (2007). *A manual for writers of research papers, theses, and dissertations: Chicago style for students and researchers* (7th ed.). (W.C. Booth, G.G. Columb, & J. M. Williams, Eds.). Chicago, IL: University of Chicago Press.
- Zinsser, W. K. (2006). *On writing well: The classic guide to writing nonfiction* (30th Anniversary ed.). New York, NY: HarperCollins.

SECTION SIX

Appendices

A Thesis and Dissertation Checklist

- *After the student has made the revisions requested in the oral defense*, the student must submit one (1) copy of the thesis/dissertation to the college dean—the thesis must be submitted with the Thesis Approval Form with all required signatures.
- *Once the review is complete and the college dean has sent feedback to the student and the advisory committee chair*, the student, in consultation with the advisory committee chair, should make the necessary corrections and submit one (1) copy of the revised thesis/dissertation to the college dean for verification that the corrections have been made.
- *After the college dean has notified the student and advisory committee chair that the thesis/dissertation is approved for submission as the final document*, the student must submit four (4) copies of the thesis/dissertation in final form (with original signatures of all advisory committee members on the title page) along with the ProQuest Form and receipt of payment at the FSU Cashier's Office for the thesis/dissertation processing fee to the college dean—the final dissertation documents must be submitted with the completed Dissertation Approval Form.

Student's Name: _____

Title of Thesis or Dissertation: _____

	Status	Descriptions/Guidelines	Comments
Paper and Duplication	Required	<ul style="list-style-type: none"> • 8 ½ x 11-inch white bond paper. • No less than 25% rag content and no less than 20-pound weight. • All duplication must produce permanent, sharp, high-contrast, black image. • Color photographs, maps, and charts should be of high contrast. Avoid blue colors. Print on one side of paper only. 	
Spacing	Required	<ul style="list-style-type: none"> • Double-spaced. • Long quotations, table footnotes, multiline captions, and bibliographical entries may be single-spaced. 	
Type Face	Required	<ul style="list-style-type: none"> • Appropriate type face, such as Times New Roman, must be used consistently throughout. 	
Title Page	Required	<ul style="list-style-type: none"> • Original signatures of all committee members on all copies. 	

		<ul style="list-style-type: none"> Title must be identical to that on abstract. Is not numbered but is considered to be first page (i) of preliminary pages. Date is the date the committee accepts the thesis/dissertation. 	
Margins & Page Numbering	Required	<ul style="list-style-type: none"> Page numbers: Typed one inch from the top/bottom and one inch from the right side of the paper OR centered on top/bottom of page one inch from top/bottom. Margins: Top, bottom, and right should be one-inch wide. Left should be 1 ½ inches wide. All tables, figures, reprints, etc. must adhere to these requirements. Lowercase Roman numerals used to number preliminary pages beginning with the title page. Arabic numerals used to number text beginning with first page. No punctuation is used with numbers. Every page, except the abstract, should be numbered. 	
Table of Contents	Required	<ul style="list-style-type: none"> List all sections following it. List all headings and subheadings as they appear in the body of document. No material preceding T of C is listed. Spacing and indentation of T of C should indicate unity and coherence of study. 	
Abstract	Required	<ul style="list-style-type: none"> Should state the research problem, the most significant findings, and methods used in the study. Maximum length for a thesis: 150 words. Maximum length for a dissertation: 350 words. Is preceded by the name of the student, the title of the study, and the name of the advisory committee chair. Double spaced. Page is totally unnumbered. Precedes title page. 	
Dedication, Biography, Acknowledgements	Optional	<ul style="list-style-type: none"> Personal to student and may contain any appropriate information. 	
List of Tables, Symbols, Figures, and Abbreviations	Required	<ul style="list-style-type: none"> Must be included if any tables or figures appear in the document. Descriptive titles in the lists must be identical to those in the text. Each list appears on a separate page. 	
Reference Documentation	Required	<ul style="list-style-type: none"> Appropriate documentation or references for original literature presented in the document. 	

		<ul style="list-style-type: none"> • Use one citation format consistently throughout the document according to the style manual used. 	
Appendices	Optional	<ul style="list-style-type: none"> • Used for material used but not appropriate for inclusion in the text of the document. 	
Abbreviations and Symbols	Required	<ul style="list-style-type: none"> • Any abbreviations and symbols used must be uniform throughout the document and must be consistent with the style manual used to prepare the document. • When many abbreviations and/or symbols are used, a separate list with appropriate definitions must be included. 	
Spelling, Grammar, Punctuation	Required	<ul style="list-style-type: none"> • Entire document must be free of spelling, grammatical, and punctuation errors. 	
Correction of Errors	Required	<ul style="list-style-type: none"> • Corrections using white-coated paper, correction fluids, or erasures are not permitted. 	
Photographs and Prints	Optional	<ul style="list-style-type: none"> • Must be placed on same quality paper as the text. • Must be mounted firmly with good quality rubber cement, casein glue, or dry-mounting tissue. • Photo mounting corners, transparent tape, or staples are not acceptable. 	
Placement of Tables, Figures, and Reprints	Required	<ul style="list-style-type: none"> • Table: Tabulated data including computer printout sheets. • Figure: Photographs, half-tone prints, charts, maps, graphs, plates, drawings, and diagrams. • Consult style manual for design and organization of tables and figures. • Insert in the text directly after the first reference to the table/figure. • Tables/figures on half page or less may appear on same page as text, separated from text below and above by triple spacing. • Each table/figure must have an identifying number and must be numbered in separate series. • Each table/figure must have a caption. • Number and caption for each <u>table</u> must be placed two lines below top line of the table. • Number and caption for each <u>figure</u> must be placed two lines below last line or bottom of figure. 	

Signature of Thesis/Dissertation Editor: _____ **Date:** _____

B Thesis Progress Log

The master's candidate maintains this log. The log contains important tasks that are essential to the successful completion of a scholarly thesis in a timely manner. The candidate should sign and ask the committee chair or appropriate committee member to sign upon the completion of the task. A signature below confirms that the task has been completed. Several tasks listed may need to be repeated numerous times. Additionally, the committee chair may request that other tasks be added to the log.

Task	Date Completed	Candidate's Signature	Chair/Committee Member's Signature
Decide the issue you are considering researching and develop a short conceptual framework paper (no more than five pages).			
Discuss the conceptual framework with each prospective thesis advisory committee member. A copy of the paper must be provided to each prospective member.			
Select the thesis advisory committee, and submit the Thesis Advisory Committee Membership Form: all committee members must have current graduate faculty status.			
Meet with the full advisory committee for an orientation to thesis committee processes and a preliminary discussion of the research proposal.			
Discuss the proposal draft with the advisory committee chair.			
Present the proposal to the full advisory committee.			
Receive proposal approval by the full advisory committee.			
Submit the signed Thesis Proposal Approval Form with a copy of the proposal to the advisory committee chair.			
Receive proposal approval from the college dean.			
Obtain the advisory committee chair's signature on the IRB application to use human subjects, if applicable.			
Request approval from an external agency to use human subjects, if applicable.			

Receive written documentation of approval from an external agency to use human subjects, if applicable.			
Submit the IRB application for approval to use human subjects to the OSRP with written approval documentation from an external agency, if applicable.			
Receive FSU IRB Approval to use human subjects, if applicable.			
Collect data.			
Meet with the advisory committee chair concerning the thesis.			
Meet with the full advisory committee concerning the thesis.			
Analyze and interpret the data.			
Obtain feedback on the interpretation of data from a research expert.			
Complete a full draft of the thesis.			
Present a revised final draft of the thesis to the full advisory committee			
Obtain approval of the thesis for oral defense from the full advisory committee.			
Submit the Thesis Oral Defense Scheduling Form to request an oral defense.			
Defend the thesis at the oral defense.			
Complete all required revisions from the oral defense.			
Submit one (1) copy of the revised thesis to the college dean for review with the Thesis Approval Form with all the required signatures.			
Make the necessary corrections, and submit one (1) copy of the revised thesis to the college dean for verification that the corrections have been made.			
Submit the following to the college dean: four (4) copies of the thesis in final form (with the signatures of all advisory committee members on the title page); the ProQuest Form; receipt of payment to the FSU Cashier's Office for payment of the thesis processing fee.			

C **Dissertation Progress Log**

The doctoral candidate maintains this log. The log contains important tasks that are essential to the successful completion of a scholarly dissertation in a timely manner. The candidate should sign and ask the committee chair or appropriate committee member to sign upon the completion of the task. A signature below confirms that the task has been completed. Several tasks listed may need to be repeated numerous times. Additionally, the committee chair may request that other tasks be added to the log.

Task	Date Completed	Candidate's Signature	Chair/Committee Member's Signature
Decide the K-12 or HE issue you are considering researching and develop a conceptual framework paper.			
Discuss the conceptual framework with your dissertation chair. A copy of the paper must be provided.			
Select the dissertation advisory committee, and submit the Dissertation Advisory Committee Membership Form: all committee members must have current graduate faculty status.			
Meet with the full advisory committee for an orientation to dissertation committee processes and a preliminary discussion of your research proposal.			
Review the research design with a research expert; a research center is available.			
Discuss the proposal draft with the advisory committee chair.			
Present the proposal to the full advisory committee.			
Receive proposal approval by the full advisory committee.			
Submit the signed the Dissertation Proposal Approval Form with a copy of the proposal to the advisory committee chair.			
Receive proposal approval from the college dean.			

Obtain the dissertation chair's signature on an IRB application to use human subjects, if applicable.			
Request approval from an external agency to use human subjects, if applicable.			
Receive written documentation of approval from an external agency to use human subjects, if applicable.			
Submit an IRB application for approval to use human subjects to OSRP with written approval documentation from an external agency, if applicable.			
Receive FSU IRB approval to use human subjects, if applicable.			
Submit a copy of IRB approval to the department and dissertation chair.			
Mail or distribute the data collection instrument.			
Meet with the advisory committee chair to finalize chapters 1-3.			
Meet with the full advisory committee concerning chapters 1-3.			
Meet with the advisory committee chair concerning chapters 4-5.			
Meet with the full advisory committee on a draft of chapters 4-5.			
Analyze and interpret data.			
Obtain feedback on interpretation of data from a research expert.			
Complete a full draft of chapters 4-5.			
Present a final revised draft to the full advisory committee.			
Obtain approval of the dissertation for oral defense from the full advisory committee.			
Submit the Dissertation Oral Defense Scheduling Form to the department to request an oral defense.			
Defend the dissertation at the oral defense.			
Complete all required revisions from the oral defense.			
Submit one (1) copy of the revised dissertation to the college dean for review.			
Make the necessary corrections, and submit one (1) copy of the revised thesis to the college dean for verification that the corrections have been made.			

Submit the following to the college dean: four (4) copies of the dissertation in final form (with the signatures of all advisory committee members on the title page); the ProQuest Form; receipt of payment to the FSU Cashier's Office for payment of the dissertation processing fee; and the completed Dissertation Approval Form.			
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Note: All information in this guide is subject to review and revision. Please consult with your advisory committee chairperson and department as well as the university website for current and degree-specific guidelines.

Revised: February 2020