DEPARTMENT OF PSYCHOLOGY
NATIONAL LOUIS UNIVERSITY

HANDBOOK FOR THESIS AND DOCTORAL DISSERTATIONS IN COMMUNITY PSYCHOLOGY

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Department of Psychology
122 South Michigan Ave.
Chicago, IL 60603
Phone: (888) NLU-TODAY
Local Phone/FAX: (312) 261-3117
http://www.nl.edu/graduate/psychology-doctoral.cfm
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Introduction

The thesis and dissertation are scholarly independent research projects that incorporate a student’s original research on a subject. The NLU Community Psychology Thesis/Dissertation handbook provides procedures and steps for the entire thesis/dissertation process. There are also Appendices that serve as formatting guides for the different components of the thesis and dissertation.

A doctoral dissertation and a thesis display evidence of an individual's ability to conceptualize, execute, and communicate a research endeavor within a single coherent document. The dissertation, in particular, is a testimony to a candidate’s contribution to a particular field of study. A dissertation should exhibit originality and advancement of research in an area of expertise.

The thesis/dissertation process includes the following general skills historically associated with research: the ability to formulate, pose, and justify a researchable problem, issue, or concern; the ability to theoretically frame and relate one’s research within the existing relevant literature; the ability to develop an appropriate design and methodology; and the ability to interpret, analyze, and synthesize data, and discuss the assumptions, contributions and limitations of existing as well as one’s own, original research.

Students are advised to conduct research that exhibits their methodological skills with ideas that are relevant to their professional and personal interests. Methodology can include both qualitative and/or quantitative aspects.

The thesis and dissertation projects are not merely the effort of one scholar-practitioner working in isolation. Students should benefit from the input and support of faculty members, advisors, cohort members, peers, and family. Both the thesis and dissertation are conducted under the supervision of a graduate faculty member who will serve as their dissertation chair as well as other committee members.

Before beginning the thesis and dissertation process, a doctoral student should become familiar with dissertations previously published in the specific field of study. This will help provide the student with an illustration of the format and styles of accepted dissertations. This handbook is not intended to be an exhaustive manual covering all details of writing a dissertation.

Students are encouraged to begin exploring areas of research and scholarly interests early in the program. Such explorations may include reviews of the literature, attending scholarly presentations, as well as discussions of ideas and research findings with their program advisor, department and college faculty, and peers.

Students are encouraged to register for thesis LAP 599 at the start of the first full term after they have officially been accepted into the program (even if the cohort classes do not begin that term).
Students can begin their Dissertation project only after they have successfully completed the thesis project and have approval from their faculty advisor. Typically this process begins during the dissertation seminar course. The dissertation proposal seminar is focused on researching and writing up the dissertation proposal. At the end of the dissertation proposal seminar, students will orally defend their proposal in order to move on and continue the dissertation work. **Only after the proposal has been approved and NLU Institutional Research Review Board (IRRB) permission obtained can data collection begin.**

**IMPORTANT RESOURCES**

In addition to this guide ALL students **must** consult the Publication Manual of the American Psychological Association (6th ed.) also referred to as the “APA Manual.” In addition, students should find the following resources helpful:

American Psychological Association’s Website: [www.apastyle.org](http://www.apastyle.org).


Center for Academic Development (CAD) at National Louis University: [www.nl.edu/centers/cad/](http://www.nl.edu/centers/cad/)


ROLES AND RESPONSIBILITIES FOR THE STUDENT

Minimum responsibilities include:

• Communicating regularly (at least twice monthly) with the project chair about the project progress.

• Organizing and presenting the paper materials in a clear, coherent, and accurate manner.

• Thoroughly completing edits given by faculty BEFORE sending it back to the professor.

• Writing the thesis/dissertation in a formal writing style appropriate to the research methodology. This includes writing in APA style as well as following examples given in prior coursework (i.e., Quantitative Methods and Qualitative Methods).

• Supplying materials according to established deadlines, many of which are determined through verbal or other agreements between a student and the project chair and/or other committee members.

• Meeting the university graduation deadlines (see defense date information on page 12). For more information about the degree finalization process, please visit: http://www.nl.edu/oar/services/degrees-diplomas.cfm. For more detailed information pertaining to commencement (the ceremony), please visit: http://www.nl.edu/commencement/.

• If a student does not complete the thesis within the first three terms of the program, she/he is required to register and pay tuition each term for thesis continuation (LAP599x) until the project is complete. Please note: Students will receive an X grade each term until they complete the thesis. A grade will be entered for all work AFTER the thesis is completed successfully. Please note: Faculty are NOT allowed to work with students who are not currently registered!

• If a candidate does not complete the dissertation by the time that the courses are over, he or she must continue to register and pay each term for dissertation continuation (LAP 699x) until the project is complete. The registration will allow a student to continue to use the NLU libraries and other services. Please note: Faculty are NOT allowed to work with students who are not currently registered!

ROLES AND RESPONSIBILITIES OF THESIS/DISSERTATION CHAIR

The chair is the leader of the dissertation committee and the liaison between the student, the program, the department, and the university. The thesis chair (sometimes referred to as advisor or director for a thesis) is selected prior to or during the first term of the program. The dissertation chair is selected by the student during or prior to the proposal seminar as a student decides on a research topic. The student’s thesis proposal is approved by his or her thesis chair alone. The dissertation proposal must be approved by the chair AND one other “reader” (member of the dissertation committee).
For the thesis, once the data has been collected and analyzed, the chair will work with other faculty to form a thesis committee of three members (the chair plus two “readers”). For the dissertation, once the focus of the study is defined, a candidate, with the assistance of the chair, typically selects two committee members. More are possible, although four is the maximum. The chair continues to work closely with a candidate throughout the dissertation process.

In conjunction with other committee members, the chair is responsible for providing technical and content advice and assistance. While the chair provides major guidance in the thesis/dissertation process, other committee members supply their feedback on the research-in-progress according to the timetable established by mutual agreement between a candidate and the members.

Please note: The chair’s responsibility is to help the student organize the paper and make sure he or she has covered topics adequately; not to be the editor. Minor edits will be done, but if the paper needs extensive editing, the student is responsible for editing and may hire a private editor.

The Chair should return student drafts back in a timely manner. Depending on many factors, this could take up to three weeks. More commonly, papers are returned within a week.

**ROLES AND RESPONSIBILITIES OF THE “READERS” OF THE THESIS COMMITTEE**

The two thesis committee readers are expected to be responsive to project related questions of the student after they have officially been selected on the thesis committee. They are then expected to thoroughly read the defense draft of the manuscript and provide the thesis committee chair with written feedback. They then attend the thesis defense (in person or on the phone). At the defense, they share feedback and ask questions of the student. They then vote as a committee as to whether the thesis meets the requirements of excellence for the program and suggest any edits needed to finalize the project.

**ROLES AND RESPONSIBILITIES OF THE “READERS” OF THE DISSERTATION COMMITTEE**

The responsibilities of the dissertation committee readers include those listed above in the thesis reader responsibilities as well as offering input to the doctoral candidate earlier in the research process such as advice about the project’s research design, data collection procedures, or use and analysis of data. Ultimately, however, the student remains responsible for the academic integrity of the research.

**ELIGIBILITY CRITERIA FOR SERVING ON DISSERTATION COMMITTEES**

The dissertation committee is comprised of three or four voting members holding Ph.D. degrees, one being the chair. Students are strongly encouraged to have the third or fourth committee member (reader) from another department, university or working in the field. In exceptional
circumstances there may be one committee member who has extensive knowledge of a field, but who does not have a Ph.D. degree.

- To serve as the chair of a committee, a faculty member must be full-time, hold a terminal degree in his or her field, and teach in the Community Psychology program.

- To serve as a voting member of a committee, a faculty member must hold a terminal degree in his or her field and teach in a graduate program. In certain circumstances, exceptions may be made for the third or fourth reader.

- Persons with doctoral degrees from outside the institution, or faculty members who work part-time at the institution, may be eligible to serve as voting members. In these cases, the student must make a request for the person’s inclusion to the dissertation chair providing documentation verifying that the person has relevant expertise in the content area of the dissertation.

- Persons not holding a Ph.D. degree may be eligible to serve on dissertation committees as non-voting members. In these cases, the student must submit a request to the chair for the person’s inclusion, providing documentation as needed verifying that the person has a relevant expertise in the content area.

**General Thesis/Dissertation Planning Timeline**

Every student completes the thesis/dissertation in a different time frame. Some important events to consider:

- Students must complete the thesis PRIOR to beginning their dissertation proposal seminar.

- Students should allow up to three weeks for each round of edits from their chair and other committee members.

- Students should allow their committee members a minimum of 3 weeks to review the full document prior to the defense date.

- Thesis/dissertation projects always take longer than students think. Students should check in with the advisor at least every two weeks to ensure the project is continually moving forward.

_A planning timeline template is included in Appendix G of this manual._

**Process Information for the Thesis and Dissertation**

**ACCESS THE NLU UNIVERSITY PORTAL**
Go to [http://serverlp1.nl.edu/cp/home/loginf](http://serverlp1.nl.edu/cp/home/loginf) to set up your personal NLU electronic account. This will allow access to your university email account, the library holdings, information about courses & registration etc.

If there is any trouble figuring out the system you can contact the Help Desk at 1-866-813-1177. The NLU Helpdesk is available 24 hours a day, 7 days a week. Once successfully logged into the portal, click on the “Tutorial” tab (along the top of the screen) and gain greater familiarity with the system.

**REGISTER FOR THE RELEVANT CLASS**
The student must register for the thesis/dissertation courses throughout any term where there is involvement with an advisor. If the thesis or dissertation goes beyond the expected terms, the student must register for a “continuation course.” Please be advised that no grade can be earned for work if there is neglect to register for the relevant course.

**IDENTIFY A THESIS/DISSERTATION ADVISOR**
Although all Ph.D. faculty work with doctoral students on all of their research, the student should ensure that there is one primary advisor (aka chair) for the Thesis/Dissertation project. This advisor will guide you through the process. This guidance will include, but is not limited to, many rounds of edits, guidance related to APA style, structuring of the paper, development and identification of surveys etc. Remember it is a process that the student is leading. It will take much time and effort and is likely to be frustrating at times. The advisor cannot do the work but it is his/her job to ensure the student is as prepared for the defense as possible.

- *Editing the Thesis/Dissertation with Your Advisor:* Students should expect many rounds of edits and allow up to three weeks for each set of edits. Advisors usually return papers sooner, but there are times when it will take up to a few weeks to edit the paper thoroughly. When the Thesis/Dissertation Advisor does edits, they will utilize the *Track Changes* feature in Word. Be sure you are familiar with this feature prior to beginning to write with your advisor. Throughout the revision process, read and understand each comment and the advisor’s edits *before* accepting them. At times the student may be asked to submit revisions as “tracked changes.”

**IDENTIFYING DISSERTATION COMMITTEE MEMBERS**
Once the faculty member has agreed to serve as chair, other committee member(s) will be considered with the chair and secured by the student. The dissertation proposal is approved by a committee of two full-time psychology department members, with at least one faculty member of the Community Psychology Ph.D. program. A departmental adjunct faculty member or someone outside the department may serve only as a third member of the dissertation committee. A total of three or more faculty members are required for the complete dissertation committee. If a student would like to invite someone outside the department or university to serve on the dissertation proposal committee, that outside reader serves in addition to the two departmental members.
NLU RESOURCES AND SUPPORT
In addition to the guidance offered by the thesis/dissertation advisor, it is strongly recommend that students take advantage of the great people and resources available to aid in the literature review are utilized. The National Louis University Library website and staff are very helpful. Online support is also available. Click on the NLU library page link, http://www.nl.edu.proxy.nl.edu/library/index.cfm, to access these resources. Clicking on the left side of the screen and then clicking on articles in the “Find It” section, the student can search through the various databases for psychology articles on the thesis topic.

Also in the “Use It” categories the Libguides for psychology and community psychology (found within psychology Libguide) are helpful. If writing is a weakness, the student should make an appointment with the Center for Academic Development to get some guidance: http://cad.nl.edu/online.htm.

DEVELOPING A RESEARCH TOPIC
It is recommended that students begin developing thesis ideas that might grow into a dissertation topic early in the program. Critical reflections on readings, practice, assumptions and beliefs, formal and informal discussions, participatory discussions with community members, and a variety of other activities can stimulate the process of generating possible topics for a thesis or dissertation. Faculty assistance in contemplating and choosing a research topic will be provided as needed. While research interests and ideas can vary, it is important to keep in mind that thesis/dissertation projects should be manageable in scope and possible to complete with the resources and time available to students. Students should not ask or expect to be assigned a research problem or research hypotheses. On occasion, a student may learn about existing data sets from talking to a faculty member or other professional in the field, and analysis of that data may be appropriate for a thesis/dissertation project.

Once a general problem has been chosen, the student should begin a preliminary survey of the literature. A recent textbook or review article may be consulted as an aid in defining related areas or problems. The student should attempt to categorize the problem in a way that will facilitate the preliminary literature search. The student can review the index listings in the EBSCO Database, noting those topics that appear to be relevant to the problem area or locate a few recent articles in that area. A comprehensive literature review may be premature at this stage. The objective is to develop a fairly general understanding of the nature of theory and research in the problem area.

Important to Consider
• Is the research needed and of interest to the student and others?
• Can the problem be researched within the allotted time frame?
• Will the thesis address some aspect of social aid or change?
• Can the necessary participants be obtained for this research?

Suggestion: Find a thesis or dissertation to model your work after.
Suggestion: Use the thesis as a foundation for the dissertation. This will save much work on the literature review.

Next, the student should attempt a more specific statement of the problem of interest, formulate specific hypotheses or research questions, and begin to consider possible methodological approaches. Due consideration should be given to needs for special equipment, availability of research participants, time limitations, and cost requirements. Research is always limited by considerations of practicality and focus; impractical ideas should be reconsidered or modified.

If the student remains convinced of the feasibility of investigating the problem area, he or she should identify and consult with a faculty member and request that the member serve as the committee chair or ask for advice on who may be the most appropriate chair. Requirements for the use of possible facilities may need to be specified at this time. In general, advice should be consistently sought with respect to (1) basic acceptability of the problem, (2) practicality of the proposed research, and (3) recommendations for further literature search and refinements of hypotheses and methodology. A number of such consultations may be required to accomplish that purpose. Expression of interest or encouragement, or verbal approval of the idea should in no way constitute a definitive acceptance of the whole topic and approach at this stage.

The next stage is a more thorough review of the literature. This can be done by searching an academic journal database, such as PsycInfo or ERIC, to find articles on the subject. Once a useful article has been located, looking at the reference section to locate other studies cited in the article can lead to other relevant articles. As notes are taken from these articles, the student needs to document where the information was found and keep track of sources and full citations to avoid plagiarism.

*Notes on insecurity about dissertation research*

For many students, writing a doctoral dissertation presents psychological challenges in addition to the more obvious logistical demands. Insecurities may emerge about students’ ability, intelligence, worth, knowledge, and sheer capacity to create a major piece of psychological writing. Since the completed dissertation is often the first permanent and universally available record of their scholarship in psychology, anticipating doing such substantive, important work often brings up the self-doubt that has plagued students in the past. Similarly, since most students have never written a dissertation before, or taken on any research project of this magnitude, it may awaken new levels of self-doubt.

Although few, if any, students find the writing of a dissertation easy, anyone who has completed their graduate coursework already has the capacity to complete this final assignment. To reach this point, students must have had many successes along the way. Nonetheless, self-doubt may inspire students to honestly assess their work in a way that is critical without being self-demeaning. It may be helpful to conceive of doctoral research not only as an opportunity to make a contribution to the field, but also as an opportunity for self-knowledge, self-reflection, and self-development.
**Grandiosity in dissertation research**

If insecurity is one potential pitfall for researchers, the opposite, grandiosity—which is common feature of academic life—is just as challenging. For example, many students harbor wishes that their dissertation will change the whole field of psychology and significantly impact culture. Others have difficulty recognizing that their research rests on the contribution of scholars who have devoted entire lifetimes to research in psychology and that eminence in this field, as in so many others, is slowly earned over a lifetime of careful craft. Grandiosity, like insecurity, grows out of longstanding complexes in students’ lives and should be addressed because it can easily inhibit or even paralyze one’s work. A healthy capacity for self-doubt, when balanced with a relatively healthy self-esteem, can serve as a critical psychic asset for the long and arduous work of dissertation research. It is helpful to bear in mind that your work is unlikely to change significantly the field of psychology or any sizeable portion of society at large. However it certainly has the potential for making a modest yet meaningful contribution to the field, particularly within a fairly circumscribed area.

**Misconstruing the intent of dissertation research**

Unfortunately, many students believe the purpose of doctoral research is to defend an idea or position. The intent and tone of such work is polemical rather than exploratory, using rhetoric to demonstrate the researchers’ intelligence, insight, and authority, and to establish the correctness of their point of view. This is fine for an essay or book, but is not appropriate for a dissertation. An exception exists for students whose research approach and philosophy derive from critical theory and any of its sister disciplines (e.g., feminism, Marxism, critical race theory, queer theory, etc.). Still, we suggest students adopt the voice of the Scholarly Researcher, not the Bombastic Preacher.

*Taken from Pacifica Graduate Institute’s Depth Psychology Dissertation Handbook 2012-2013.*

**THE PROPOSAL**

The proposal begins with a broad idea, and through many rounds of edits and an extensive review of the literature, it turns into the document that will bring you to your thesis/dissertation proposal defense. The proposal should be written in future tense (e.g., One hundred graduate students will be surveyed). Any National Louis University student who proposes to undertake research involving human subjects is required to receive university Institutional Research Review Board (IRRB) approval for the project **BEFORE** the data collection phase begins. *Please note: the process of proposal approval is different for the dissertation* (See “The Dissertation Proposal Defense” section below).

Both the thesis and dissertation **proposal** must include the following elements formatted appropriately:

- Working title (to focus direction of proposed research)
- Significance of the research to the field of community psychology
- Possible theories or concepts that might be explored to provide a framework for the research
• Literature review relevant to the research as well as inclusion of possible further areas of literature to be reviewed
• Hypotheses and/or Research Questions
• Proposed research design including all components of a Method Section: participants, Instruments, Procedure
• Proposed data analysis plan
• Proposed timeline for completion of the research as a separate document

RESEARCH INVOLVING HUMAN PARTICIPANTS

Research using questionnaires, evaluations, or surveys – mailed or otherwise conducted – or involving personal interviews is included in the category of human-subjects research. National Louis’ Institutional Review Board (IRRB) is in place to ensure that students adhere to the University’s ethical guidelines for conducting research with human participants. See http://nlu.ni.edu/provost/irrb/IRRB-Home.cfm for access to the IRRB website. On the left, you’ll see IRRB Forms. You want to obtain the student research form. **Suggestion:** Save yourself some time and don’t complete this until you have the Method section of your proposal thoroughly edited. Most of the IRRB narrative is taken from the Method section of the thesis/dissertation proposal.

The Report of the National Commission for the Protection of Human Subjects and the Code of Federal Regulations 45 CFR 46 dictate principles of conduct for research with human subjects. In compliance with these dictates, all research projects involving National Louis faculty, staff, or students either as investigators or as participants must be submitted to the National Louis University Institutional Research Review Board (IRRB) for review prior to data collection.

IRRB procedures protect the rights and welfare of research subjects and assure their informed consent to research procedures. **Although some research may, upon examination, be found to be exempt from IRRB review, all proposals must be evaluated and approved.** Procedure, processes and forms are found on the university IRRB website: http://www3.nl.edu/provost/irrb/IRRB-Home.cfm

Throughout the research process, the student, the Chair and the committee members are to maintain ongoing communications. The student may periodically request meetings with the Chair, individual committee members, or full committee meetings. Students are encouraged to send drafts regularly for review and feedback. The committee members provide appraisal of the drafts and determine when the candidate is ready for a defense meeting. Once the revisions are made, the date for the defense meeting is to be agreed upon. The student should work out a date convenient for all committee members and to ensure the committee members have a couple of weeks to review the manuscript and give any important feedback prior to the defense meeting.

Once approved, your advisor will inform you when you may collect data. After data collection, you will write the Results and Discussion sections and change the Method section to past tense.

THE THESIS DEFENSE
The thesis defense is a meeting that is scheduled collaboratively between the student and the committee members. It is expected that the thesis defense meeting will last approximately one hour. At the defense, you should come prepared to present a 10-15 minute presentation of your thesis. Keep in mind, that all committee members have read the document, so a brief overview is adequate. There are always questions, concerns and comments at the defense no matter how well your advisor prepares you, or how great the thesis project. We need to ensure that you have sufficiently met the requirements for the thesis, but we also see it as our duty to continually help you grow academically.

Expect edits and possibly other changes to the thesis after the defense. Your advisor will be there to support you. Often the advisor has a copy of your thesis and incorporates all comments, edits from the committee into one document to ensure the post-defense edits are clear to you after the defense.

Bring 6 copies of the certification page (see formatting section) to the defense for signatures. Your primary advisor will hold the copies until you have made the post-defense corrections. Once your advisor approves of the corrections you have made, you can bind your document.

THE DISSERTATION PROPOSAL DEFENSE
While the Thesis proposal is done informally by the thesis chair, the dissertation proposal is defended prior to data collection. The Chair and at least one additional committee members must be present. It is expected that the dissertation proposal defense meeting will last approximately one hour or less. At the defense, students should come prepared to present an overview of the introduction and methods to the project. Students should have a clear rationale for why the study is important, what the relevant literature says on the topic, how the project is related to community psychology, clear, concise and measurable hypotheses and/or research questions, your plan for data collection including the recruitment of participants, the measures you plan to use and how you plan to analyze the data. The committee members will ask questions and make suggestions for the process moving forward. This meeting is designed for ensuring that students will sufficiently meet the requirements for the dissertation.

DISSERTATION FINAL DEFENSE
The student, the chair and committee members are present for the final defense meeting. It is expected that the meeting will last between one and one-half to three hours. During the defense students give a brief presentation of their research. Following that, the committee asks questions related to the research project, makes suggestions for revisions, and decides whether the student has sufficiently met the requirements for the dissertation.

During the meeting, the responsibilities of the Chair are:
• To determine the scope, character, and progression of the presentation and discussion
• To invite the student to present a summary of the dissertation, with a specific focus on the research questions, process, findings, and interpretation/analysis of findings (~20-30 min)
• To invite the committee members to present questions and discussion
• To facilitate the committee’s final discussion (the Chair asks the student to leave during this discussion) and to record the committee’s decision and recommendations
• To report the results to the student, the appropriate NLU offices and departments, and the program director.

The defense outcome options include the following:
• Approve the candidate without qualification (rare).
• Approve the candidate with specific conditions to be met before the candidate shall be recommended for completion (most common).
• Reject the dissertation and make recommendations for further action.

Formal Approval of the Dissertation
Within two weeks of an approved dissertation, the following steps are taken:
• The student makes final revisions and re-submits to the chair.
• Once the chair approves, the student submits the dissertation for binding. Binding would include approval pages signed by all committee members.
• The student may submit the dissertation to ProQuest for online publication
• The Dissertation sends a copy of the completed signature page to the Registrar
• A copy of the title page, signature page and abstract are retained in the student’s file in the Community Doctoral Program file cabinets
• The Registrar places the title of the dissertation on the student’s transcripts and issues the student a diploma.

GRADUATION
Students must apply for a diploma and pay a graduation fee. There is a final deadline for application for each completion date. These dates are published each term in the class schedules. Students who apply for diplomas after the published deadline will be included as candidates for the next degree completion date. Students should write to obtain a diploma application or to change completion dates for a previous application:
The Graduate Registrar
National Louis University
1000 Capitol Drive
Wheeling, Illinois 60090

Information concerning application for graduation may also be obtained at the Academic Services Office (x5215) at any academic center. There is an additional fee each time a diploma is reordered. All financial and other obligations to the Business Office, Library, faculty or other university offices, must be cleared. No transcript or diploma will be issued if there is any outstanding encumbrance.

To participate in a June graduation ceremony, the final defense meeting must take place prior to May 1. Students planning to graduate in August, December, or March, must have their final hearing no less than four weeks prior to the graduation deadline. Only students who complete all
requirements for the doctoral degree, including the dissertation, prior to May 1 will be eligible to participate in the June convocation and commencement ceremony of that same year. Those who anticipate graduating must apply for their diploma by the commencement deadline (usually around March 1st) in order to receive advance information by mail regarding the commencement ceremony. Those students who wish to participate in commencement will be required to purchase or rent an appropriate cap and gown.

National Louis University holds one commencement ceremony a year, in June. Doctoral students will participate in the NLU commencement ceremony. At this time, the doctoral students are invited to the stage together with their dissertation chair, one at a time. On the stage, the chair places the doctoral hood over the students’ shoulder and the student receives a cover of a diploma from the President of the University (the original diploma is mailed to students within a few weeks) upon graduation.

COPYRIGHT AND DIGITIZATION

Copyright is the legal protection of an author's intellectual property, whether literary, audiovisual, or any other creative work. Copyright privileges now vest immediately upon creation of the dissertation, without the requirement of notice or registration formalities. The student should nevertheless include a copyright notice on the dissertation as it signals to readers that the author acknowledges their legal rights. It also tells the year the dissertation was first published.

The notice must appear centered on the page and precedes all other pages customarily just after the title page. It is neither counted nor numbered. Typical copyright notices take this form:

Copyright 2009, Jane Student

or

© 2009, Jane Student

Dissertation Digitalized – ProQuest

It is a requirement of the Community Psychology program that all dissertations are published in the ProQuest UMI Dissertation Publishing database. ProQuest Information and Learning is the company formerly known as University Microfilms International (UMI) and most recently as Bell & Howell Information and Learning. ProQuest houses and reproduces doctoral dissertations on microfilm and in digital form (PDF).

National Louis University participates in a program sponsored by the Association of Research Libraries and ProQuest. ProQuest retains the master negatives and a copy is given to the Library of Congress. It is the responsibility of the author of a doctoral dissertation to contact ProQuest regarding the agreement authorizing copyrighting and digital publishing of the dissertation.

In order to access the paperwork/agreement form booklet, please visit the following website: http://www.il.proquest.com/dissertationagree
Students who are interested in submitting their dissertations to the database called ERIC should inquire as to the paperwork at:

ERIC Processing and Reference Facility
Acquisitions Department
Operated for the US Dept. of Education by Computer Sciences Corporation
4483-A Forbes Blvd
Lanham, MD 20706
99-ERIC or (800) 799-3742
ericfac@inet.ed.gov

BINDING THE COMPLETED THESIS OR DISSERTATION
Binding does not occur until after the thesis or dissertation has been defended and any required revisions have been approved by the thesis director. Students are required to make five copies of your completed thesis. One of the finished copies must be hard-bound for presentation to the NLU library. Many NLU students choose the following company to bind their master’s theses: A&H Bindery, 2600 Lexington Street, Broadview, IL 60155, 708-344-3300. Call for hours and directions.

RESEARCH PUBLICATIONS
Students are encouraged to submit their study for presentations at conventions, symposia, workshops, or other professional gatherings. Students are also encouraged to convert their theses and dissertations for submission as a journal article or a book. Students may collaborate with co-authors, such as a dissertation chair, or submit as a single author, depending on various contributions to the project, and the student typically takes the lead on such discussions with collaborators. In most circumstances, the student is to be first author.

ACADEMIC INTEGRITY POLICY
The Community Psychology program subscribes to the principle that academic quality and learning environment are inextricably linked to academic honesty. We have expectations regarding academic integrity on the part of students enrolled in the program, faculty, staff, and professional people at all levels of academic activity. The concept of academic dishonesty includes plagiarism, receiving improper assistance (such as others doing writing or data analysis for you), falsification or sabotage of research data, destruction or misuse of the university’s academic resources, alteration or falsification of academic records and academic misconduct. Persons found to have engaged in academic dishonesty are subject to disciplinary action and may
be dismissed from the university. Students are required to familiarize themselves with the NLU Academic Integrity Policy through the following website:
http://www3.nl.edu/StudentServices/studentaffairs/StudentHandbook
Appendix A: Thesis/Dissertation Outline Tool

NOTE: This is a tool to use as you begin to develop your ideas for the project and not headers that will go into the actual thesis or dissertation papers.

I. The Topic

II. Working Title

III. Questions to answer

IV. Databases to search in

V. Key words to use to search the literature based on your topic and title

VI. Type of literature to identify
   a. Fields of Study
   b. Scholarly Journals I plan to pull articles from
   c. Books/Manuals/Dissertations/Guides
   d. Popular Media

VII. Definition(s) of the problem

VIII. Relevant Theories

IX. Independent and dependent variables
   a. Independent:
   b. Dependent:

X. Participants

XI. Data collection methods

XII. What will the participants do?

XIII. How is the data analyzed?

XIV. How will I interpret, and use results?
Appendix B: Sections of the Thesis/Dissertation Document

SIGNATURE/CERTIFICATION PAGE
Each copy of the dissertation must have a Signature Page using the exact wording and format shown in the appendix of this manual. Like all other pages, this sheet must be on the same brand and weight of cotton paper and be in the same font as the remainder of the manuscript. The name used on the Signature Page and title page must be that under which the student is registered at the institution. Although the original Signature Pages may be copies, the committee signatures must be original. Black ink is recommended for the original signatures. The number of signature lines must equal the number of committee members.

The major and degree to be awarded must be exactly those to which the student was admitted officially by the university. As part of the cover pages, the Signature Page is neither counted nor numbered. To save time, students should print the Signature Page on cotton paper to be signed at the defense meeting.

Included on the title page must be the following:

- Complete dissertation title in capital letters, centered between the margins and double-spaced. The title should begin 1 1/4 inch from the top of the page. If the title is more than one line in length, it is arranged as an inverted pyramid.
- The degree being sought.
- The name of the candidate as it appears on the candidate's record in the Registrar's Office.
- The month and year the degree will be conferred or the date of defense.

TITLE PAGE page 1
The title of the manuscript should be as brief and concise as possible and should be used consistently in every respect. Word substitutes should be used for Greek letters and symbols that appear in the title. Abbreviated terms should be spelled out. Phrases such as “An Examination of” or “A Study of” should be avoided. The official designation of the degree (i.e., Doctor of Philosophy) must be used on the title page.

The name on the title page must match exactly the name under which the student is registered at National Louis University. The date used on the title page must be the month and year of the commencement at which the degree will be awarded.

Title and author centered (top to bottom) and placed in the center of the page (left to right).

Running Head: (in the header ALL CAPS abbreviated title of paper which then appears in the upper right-hand corner with page number on all subsequent pages.) See page 41 of 6th edition manual.
1. Select a title that is consistent with the research hypothesis and summarizes the main idea of the thesis simply and succinctly.
2. Create a manuscript header from a few words in the title.
3. The manuscript header will appear on the top right of every page followed by five spaces and a page number.
4. Create the running head, an abbreviated title of 50 characters or less, which is typed flush left at the top of the title page only. The manuscript header and running head may be identical.

**PRELIMINARY PAGES (i, ii, iii, etc.)**

Preliminary pages of every manuscript must include an abstract and a table of contents. The copyright page, dedication page, and acknowledgements are optional. If five or more tables appear in the manuscript, a list of tables should be included in the preliminary pages. If five or more figures appear, a list of figures should be included. If necessary, a list of symbols and/or abbreviations may be included either in the preliminary pages or as an appendix, consult the appropriate style guide for directions.

**Copyright Page (optional)**

This page is included only if the manuscript is being formally copyrighted through ProQuest. A fee is required for the registration of a copyright.

**Dedication Page (optional)**

The Dedication is brief. It appears immediately after the signature page and is numbered using lower case Roman numerals as explained earlier in this manual. A heading on this page is optional. However, if one is used it is centered in all capitals following the required 1 1/4 inch top margin. Text begins a double space below the heading.

**Acknowledgements Page**

Acknowledgements, if included, must be written in complete sentences. On this page a student might thank those who have helped in the process of obtaining the graduate degree. Permissions to quote copyrighted material are also listed here, as well as any acknowledgements for grants or special funding.

It is conventional, but not obligatory, to include an expression of gratitude to individuals and organizations of particular help in the production of the dissertation. The page is numbered using lower case Roman numerals as explained earlier in this manual. The heading, "ACKNOWLEDGMENTS," is centered and typed in all capital letters, without terminal punctuation, following the required 1 1/4 inch top margin. Text begins a double space below the heading and the page is double spaced.

**ABSTRACT page 2**

An abstract is a comprehensive, yet brief, summary, providing an overview of the research. The abstract is only written after all other sections have been completed and should be 250 words or less (consult the newest version of the APA manual).
The word “Abstract” should be centered at the top of the page. There are no indentations or paragraphs in an abstract. Clearly state the topic you are writing about.

The successful abstract should:
- Include a statement of the problem and/or the research hypothesis.
- Present a brief summary of the methodology.
- Highlight the most important findings.
- Summarize conclusions and implications.

TABLE OF CONTENTS (i, ii, iii, etc. in order it appears in reference to other preliminary pages)
Headers and sub-headers should be listed in the Table of Contents exactly as they appear in the text. A page number should be supplied for each item listed.

The Table of Contents must include all headers and sub-headers, the List of References, and any appendices. Each subheading level is indented more than the previous with all of the same levels having the same indentation. A line of periods (dot leaders) extends after the last word of each entry to the page number.

The heading, "TABLE OF CONTENTS," is typed in all capital letters without terminal punctuation following the required 1 1/4 inch top margin with the first entry beginning a double-space below the heading. It should list all major elements that follow it but should not list any item that precedes it. Each subheading level is indented more than the previous with all of the same levels having the same indentation. A line of periods (dot leaders) extends after the last word of each entry to the page number.

INTRODUCTION (this is NOT a sub-header. Open with the title of the document centered on the first page of the Intro – pg2)
After the title on the first page of the document, you will begin your Introduction. In this section, clearly state the topic you are writing about. If you can think of a way to make this interesting that is great. If not, make sure to at least be clear and direct. Include some content that will convince the reader that this topic is important, worth studying, and worth reading about. The reader should not be thinking “so what?” or “who cares?”

Within the introduction, you will use sub-headers to provide a theoretical framework and a complete review of the literature. The sub-headers in the Introduction need to reflect an orderly progression of the various aspects of the topic leading to the purpose of the study (the final sub-header in the Introduction).

There is no one set of sub-headers in the introduction, however we offer suggested elements below. The literature should be analyzed critically, summarized coherently and organized logically. In other words, past research should not be simply rewritten and described. The literature should not be presented as a summary of each article used, but should be integrated according to your own presentation of topics. You should concentrate on noteworthy details,
look for related variables, and close this section with a comprehensive summary followed by the purpose of the current study (your study) and, finally, the research hypothesis/research question.

**Things to keep in mind for the Introduction section:**
- Is the literature review an integrative, analytical and comprehensive discussion of previous methodologies and findings?
- Is it clear how this study will differ from previous studies?

**Important Components of the Introduction Section:**
- **Put the topic in Context:** Provide a brief history of your topic and explain how it relates to your current research.
- **Summarize Previous Research:** The second task of your introduction is to provide a well-rounded summary of previous research that is relevant to your topic. So, before you begin to write this summary, it is important to thoroughly research your topic. Finding appropriate sources amid thousands of journal articles can be a daunting task, successful students make a little progress each week. You cannot complete this type of work at the last moment.

- **Summary** (1 paragraph): Make sure that you make clear the connection between the past research you review and the current project you are proposing. Sometimes this can be combined with the Purpose of this Study.

- **Purpose of this Study:** Provide Your Hypotheses (or research questions). Once you have summarized the previous research, explain areas where the research is lacking or potentially flawed. What is missing from previous studies on your topic? What research questions have yet to be answered? Your own hypothesis/research questions should lead from these questions. Offer your hypothesis and describe what you expect to find in your experiment or study. If you are including a hypothesis, make sure that it is a testable statement or set of statements. Remember to use terms that are operationally defined. The final paragraph usually contains a statement which clearly and explicitly states why the study was/will be performed, such as The purpose of this study is/was to... or The present study was/is designed to investigate the... But be especially careful not to use a sentence of this type earlier in your introduction. Remember to ask yourself the following questions:

  - Does the hypothesis indicate what will actually be studied?
  - Is the hypothesis expressed clearly, succinctly and in a single sentence?
  - Does the hypothesis name the variables and the expected relationship between them?

**METHOD**
This section focuses on how the study will be conducted. You should describe the design of the study, the participants, the instruments and the procedures and these sections should overlap only minimally. You should explain who the participants will be, how they will participate and how
they will be selected. Any materials that will be used and their intended function need to be described. Finally you should summarize the anticipated process of obtaining data and proposed data analysis procedures and techniques.

**Important things to keep in mind:**
- Is the research design thoroughly described as to population, instrumentation and experimental procedure?
- Has the design and proposed analyses been stated clearly?
- Are all essential aspects of the research design sufficiently described to enable replication of the study?

*Note:* The method section is written in past tense for the final thesis/dissertation (e.g., “participants were recruited”). The same ideas, however apply for the dissertation proposal, which would be written by the student in the future tense (e.g., “participants will be recruited”):

Describe in detail how the study was conducted. This detail allows the reader to critically assess issues such as rigor, reliability, validity, and generalizability of the results and should be provided with enough detail to allow readers to replicate the study with other samples. In the first section describe the overall design, and methods of data collection (interviews, surveys, fieldwork, etc.). Then use subsections to describe the study details. For more information on how to organize and what to include in each section of a research-based, psychological manuscript, see the most recent edition of the Publication Manual of the American Psychological Association.

**Participants**
- Who was and was not included in the study sample with an explanation of why and why not.
- Basic descriptive information about the expected participants (numbers, demographics)

**Procedures**
- Procedure: Summarizes each step in the execution of the research. Includes the instructions to be given to participants, how the groups will be formed, and what is to happen during the study, with enough detail so that the study could be run by someone other than the student.

**Apparatus/Materials/Measures/Instruments**
- Describes the setting and tools to be used for the study.
- Explain why and how each measure (e.g., survey, interview protocol etc…) was chosen and or developed or how will they be developed. An entire copy of any surveys or protocols will be included in the appendix but they will be described and referred to in this section.
- Forms of data to be collected (narratives, documents, images, test scores, etc.)

**RESULTS**
As indicated by the section’s title, this is the portion of the paper where the results of your study will be reported. Sub-headers for your results section should always include the following: 1) Demographics/Descriptives, 2) Research Question/Hypothesis 1: state it, 3) Research Question/Hypothesis 2: state it. Additional sub-sub-headers may include specific analyses, or a break down of qualitative versus quantitative analysis. Also, a post-hoc analysis may be included.

Sample

Results

Descriptives
Basic information describing the sample, or measurement tools (means, frequencies, etc.)

Research Question 1: It is hypothesized that A will impact B in such and such manner.

The relationship between A and B was examined with both qualitative and quantitative analysis.

Quantitative analysis of the impact of A on B.

The relationship between A and B was analyzed by using a (name of statistical analysis). Then describe what you found.

Qualitative analysis of the impact of A on B.

This is where you would describe the coding process and how you developed your themes. Tables are often useful for displaying qualitative results.

Tables and figures should be utilized if they will make the results more intelligible. For the sake of brevity, in the text, simply highlight the important points presented in tables and figures.

Statistical presentations should report inferential statistics, such as t tests and f tests, and descriptive statistics, such as means and medians. Statistical significance should also be indicated generally as alpha levels, such as .05 and .01. Avoid reporting scores or raw data of individual participants. It is also not necessary that statistical formulas or calculations be shown, or computerized statistical programs be named.

In qualitative research, statistical data are generally not reported. Special attention should be given to subjective analysis of raw data, such as interviews, and their organization into logical, comprehensive patterns or trends.

Important things to keep in mind:
• Have the findings been described generally and supported by specific examples?
• Have all relevant outcomes been mentioned, including those not supported by the hypothesis?
• If tables have been used, are they clearly explained and integrated into the text?
• Include an explanation of data analysis techniques (coding schemes, inferential statistics, etc.)
• Report the findings of data analysis
• Include forms of representing conclusions (textural, visual, etc.)

The proposal should include references for each citation. APA (6th ed.) is required as a format for references and all other sections of the proposal.

DISCUSSION
The discussion section should bring closure to all previous sections. Begin by stating whether the current research supported the hypothesis or not. Speculate and report on consistencies or inconsistencies between the current findings and those reported in the literature review of the introduction.

Continue by examining, interpreting and stating the strengths and implications of the study (research, practice and/or policy). Discuss the limitations of the current study and make suggestions for improvement and specific recommendations for future research.

Important things to keep in mind:
• Is there a logical flow throughout the thesis, from the research hypothesis to the conclusion?
• Have you speculated on the research findings and related them to the previous research reported in the literature review?
• Have important strengths and implications been mentioned?
• Have limitations to this research been identified?
• Have specific recommendations been made for future research?

REFERENCES
At the end of the thesis text, begin a new page with the word “References” centered at the top. All scholarly papers include references. In an 8-10 page paper, 9 or more references seem appropriate. Double-space each line and use the hanging indent format (indent every line except the first line of each entry). A reference entry should not be split at the bottom of the page.

APPENDICES
The appendices include material inappropriate to the body of the main text. Original data and supplementary materials are usually placed in the appendix.

Typical material found in appendices includes the following:
• Surveys and questionnaires
• Informed consent forms
• Letters of permission to collect data within an organization or setting
• Transcriptions of interviews
• Relevant, supporting statistics
• Protocols
• IRRB approval letter
All appendix material must conform to the margin and font requirements observed in the rest of the manuscript.

If diverse materials are included, they should be grouped into categories and each category labeled as a separate appendix: Appendix A, Appendix B, etc. Each appendix should be titled and listed with its title in the Table of Contents. The appendices follow the reference entries and are paged continuously.

Begin each appendix on a new page. Each appendix is labeled Appendix A, Appendix B, Appendix C, and so forth, in the order in which it was mentioned in the text. Each appendix should be placed on a separate page. If there is only one appendix, identify it as Appendix without an identifying letter.

**TABLES AND FIGURES**

Tables and figures are an effective way of conveying large amounts of data. Tables and figures included in a thesis or dissertation must be mentioned in the text. Whenever possible they should appear within the narrative and close to the text they represent, rather than in the appendix. Informative tables and figures should supplement and not duplicate the text. Consequently, narrative text should present and highlight the most salient points in a table or figure.

Tables are generally used to convey exact values of a large amount of quantitative comparison data, although they can also present qualitative comparisons. Figures are generally eye-catching visual aids that illustrate an overall pattern of results.

Tables should be numbered consecutively and in the order in which they are mentioned in the text. When inserting a table into the narrative, type the word “Table” and an Arabic numeral flush left. Next, double-space and type the title of the table in title case, flush left and in italics. If the title runs longer than one line, double space between lines and continue the title underneath the previous line, flush left. An example of a table is listed below.

**Table 1**

*Mean Time to Write Graduate Thesis After Different Types of Training and Prior Experience*

<table>
<thead>
<tr>
<th>Training Type</th>
<th>Prior Written Theses</th>
<th>None</th>
<th>Counseling Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>20.5</td>
<td>15.3</td>
<td>7.8</td>
</tr>
<tr>
<td>1</td>
<td>15.4</td>
<td>0.6</td>
<td>6.1</td>
</tr>
</tbody>
</table>

*Note.* Times are reported in hours. *n* = 12 in each condition.

**Figures**
Figures should be numbered consecutively and in the order in which they are mentioned in the text. Figure captions are typed in italics and placed under the actual figure. Begin with the word “Figure” and an Arabic numeral. The caption should be double-spaced and typed, in italics, beside the number and in sentence case. A brief descriptive phrase will suffice.

Common types of figures are:
- Graphs - line, bar, circle (or pie), scatter and pictorial
- Charts
- Dot Maps
Appendix C: Formatting Thesis and Dissertation Manual

GENERAL FORMAT AND STYLE


Body of Paper
1. Typed
2. Double spaced
3. 12 point font
4. Text aligned left (not justified)
5. Paragraphs indented 5 spaces
6. Only one space after punctuation at the end of a sentence
7. Running head and page number placed in upper right hand corner of every page.
8. Headings following APA Style
9. In-text citations within the body of your paper
10. No contractions (cannot vs. can’t)

The format of the pages of the text should contribute to the continuity for the reader. Most 12-point non-italicized fonts are acceptable for text. Generally, Times New Roman and Arial fonts in 12-point are the appropriate choice. The font must be consistent throughout the manuscript.

Regardless of the printing/copying process used, the final copy must be clean and suitable for microfilming, and duplicating, with uniform darkness and a sharp imprint, and with all letters and symbols fully legible.

Exceptions
The font size used in tables and figures may be different and smaller for the purpose of improving readability and formatting. Script type is not acceptable. Italic or boldface is acceptable for occasional and appropriate use—refer to the APA Manual. Underlining must be done with a solid line.

MARGINS AND LINE-SPACING

The left margin on each page of the final copies should be 1½ inches to allow for binding. All other margins (top, right, and bottom) are 1 inch. Use left justification throughout the entire manuscript.

Double-spacing is required throughout most of the manuscript. The reference material is single-spaced within each reference and double-spaced between references.

HEADINGS

The APA system of headings must be used throughout the thesis. All five levels of
headings need not be used. The following is an ordered list of headings to be used, depending on the length and needs of each individual paper.

Heading levels must be used in order. For instance, it is not permissible to skip from a fourth-level heading to a second-level heading. An example of each level and corresponding position and format can be found below.

The following is an example in which all 5 levels are used. (The order is: 1-2-3-4-5.)

**Method**

**Participants**

*Sleep-deprived group.*

*Adolescents.*

*Adults.*

*Middle-aged.*

*Elderly.*

Consult the APA Manual (page 62) for more information on organizing headings.

Major headings and minor headings and divisions ordinarily do not begin a new page. Headings should not appear at the bottom of a page with no textual material following. **At least two lines of text must follow a heading at the bottom of a page.**

**COLOR PRINT IN THE TEXT**

Color print may be used on a limited basis, if the writer feels a compelling need to do so. It is important to keep in mind that color print is much less stable than black. Color is likely to fade over time and be less effective in defining the emphasized areas of graphs, figures, etc. Also keep in mind that microfilms will be in black and white. If distinctions are made with color, the distinctions should also be described in the text. It is preferable to limit the use of color to the Appendix.

**QUOTATIONS** (Consult the APA Manual for additional information on quotations.) Material quoted directly from another work, containing fewer than 40 words must be enclosed in double quotation marks. Display the author’s last name, date of publication and page number within parentheses following the end quotation mark and before the period.

**Block Quotations**
Material quoted directly from another work, containing 40 words or more should be displayed in the following block format.

This is an example of a free-standing block quotation. It starts a new line and is double-spaced throughout. The left margin is indented five spaces while the right margin retains its regular, unjustified border. Quotation marks are always omitted in block quotations. Remember to conclude with the author’s name, year, and specific page citation enclosed in parentheses (Name, year, page).

**PAGINATION**

**Suggestion:** USE SECTION BREAK to separate the i, ii, iii pages from the 1, 2, 3 pages. Or save three separate files: the certification page is unnumbered and is one file, the pages requiring lower case Roman numerals are a second file and the pages requiring Arabic numerals are the third file.

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Pagination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature/Certification Page</td>
<td>Do not count/ Do Not number</td>
</tr>
<tr>
<td>Preliminary Pages</td>
<td>Lower Case Roman Numerals</td>
</tr>
<tr>
<td>Title Page</td>
<td>Page 1</td>
</tr>
<tr>
<td>Copyright Page (optional)</td>
<td>Lower Case Roman Numerals</td>
</tr>
<tr>
<td>Dedication Page (optional)</td>
<td>Lower Case Roman Numerals</td>
</tr>
<tr>
<td>Acknowledgements (optional)</td>
<td>Lower Case Roman Numerals</td>
</tr>
<tr>
<td>Abstract</td>
<td>Page 2</td>
</tr>
<tr>
<td>Preface (optional)</td>
<td>Lower Case Roman Numerals</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>Lower Case Roman Numerals</td>
</tr>
<tr>
<td>List of Tables (if 5 or more)</td>
<td>Lower Case Roman Numerals</td>
</tr>
<tr>
<td>List of Figures (if 5 or more)</td>
<td>Lower Case Roman Numerals</td>
</tr>
<tr>
<td>List of Symbols and/or Abbreviations</td>
<td>Lower Case Roman Numerals</td>
</tr>
<tr>
<td>Text</td>
<td>Page 3</td>
</tr>
<tr>
<td>Body of Dissertation</td>
<td>Arabic Numbers</td>
</tr>
</tbody>
</table>
List of Tables (if 5 or more) and List of Figures (if 5 or more)

Unless there are five or more tables within the manuscript, this list should not be included. Any tables appearing in the appendix must be included in this list. The title of each table should be unique, and all titles must be entered in the list exactly as they appear in the manuscript. A page number should be supplied for each table listed.

Unless there are five or more figures within the manuscript, this list should not be included. Any figures appearing in the appendix must be included in this list. The title of each figure should be unique, and all titles must be entered in the list exactly as they appear in the manuscript. A page number should be supplied for each figure listed.

The List of Tables follows the Table of Contents, and the List of Figures follows the List of Tables. Each begins on a separate page. The heading is centered, between the margins, typed in all capitals following the 1 1/4 inch top margin. The first entry begins a double space below the heading (See Appendix for example). The List of Tables and the List of Figures include all items of each appropriate category in the dissertation. Each title must be presented exactly as it is worded in the table or figure, except that parenthetical information within the title that has meaning only in reference to the table/figure, or explanatory material, should not be carried over to the List of Tables/Figures. If there are numbered tables or figures in an appendix, these should be included in the lists. Tables and figures should be numbered in the order in which they appear in the paper. Additional guidelines on numbering tables and figures are included later in the handbook.
Appendix D: Common Errors

Common Errors to Avoid

Common Error 1: Not citing enough.

Many students try to write their research paper as the expert and put in far too few citations. Your job as the researcher is to look at existing research and expert opinion and integrate it into a review of the literature. There will be few paragraphs in the Intro and Lit Review without a citation.

Common Error 2: NOT citing the source the first time you mention it.

Another common mistake is to cite the sources at the end of a paragraph. You need to cite your source in the first sentence you mention it. Then, use segues to continue through the paragraph if it is the same source. DO NOT cite the same source multiple times in the same paragraph. Most paragraphs of a thesis will begin with a sentence that has a citation. For example, Johnson (2000) stated… Or According to Johnson (2000)… If the whole paragraph is from that source, you can state “Johnson goes on to explain” or “He further notes”, etc.

Common Error 3: Improper In-text citations

Remember only include the page number(s) when citing in-text when you are quoting verbatim.
Appendix E: APA Style Tips

Citations
It is imperative that to always cite the original source from which information is originally found in. Doing so acknowledges that many of the concepts that you will be presenting in your paper are not your own. Failing to properly cite sources is considered plagiarism – even if the failure to do so was unintentional – which will result in disciplinary action. It is your responsibility to familiarize yourself with the university’s policy on plagiarism. Below are helpful hints about how to properly cite in-text:

In-text Citations
When the author’s name is used as part of the sentence, is followed immediately by the date of the publication in parentheses.

Example: Johnson (1979) in his study of rats running mazes…

When one or more studies are referred to in the body, the name and date follows immediately.

Example: Research indicates that in the U.S.A. the average person who writes… is an American who is literate (Tyson & McNeil, 1983).

Standard footnoting using superscripts and footnotes at the bottom of the page is generally not used in APA style.

Quotations
Material quoted directly from another work, containing fewer than 40 words must be enclosed in double quotation marks. Display the author’s last name, date of publication and page number within parentheses following the end quotation mark and before the period.

Block Quotations
Material quoted directly from another work, containing 40 words or more should be displayed in the following block format. This is an example of a free-standing block quotation. It starts a new line and is double-spaced throughout. The left margin is indented five spaces while the right margin retains its regular, unjustified border. Quotation marks are always omitted in block quotations. Remember to conclude with the author’s name, year, and specific page citation enclosed in parentheses (Name, year, page).

Consult the APA Manual for additional information on quotations.

ELECTRONIC SOURCES
Citation styles for Internet publications are still evolving. Even so, a lengthy section on citing online sources is presented in APA’s section on Electronic Media. The purpose of any reference is to credit the author and enable the reader to find the document. Referencing of an Internet source should contain, at minimum, the following information:
• Author(s) Name
• Publication Date
• Document Title
• Retrieved from URL (Uniform Resource Locator)

URLs are the most critical element in Internet-only citations. If they don’t work, readers won’t be able to find the source. For this reason, URLs must be transcribed or typed correctly. Test them regularly because Internet documents are occasionally moved or deleted. URLs do not end in periods, commas or semicolons. Do not attempt to type any punctuation marks at the end of reference entries ending with URLs. A few guidelines and examples for citing Internet sources are listed below.

1. For Internet versions of print articles (journals), add “Electronic version” after the title of the article as in the following fictitious example.


2. For Internet-only journals, indicate the month, day and year the article was retrieved followed by the source (URL).


*If a URL should run onto the next line, always break after a slash or before a period. Do not insert a hyphen at the break.*

3. “DOI as article identifier, a unique alphanumeric string assigned by a registration agency to identify content and provide a persistent link to its location on the internet. All DOI numbers begin with a 10, contain a prefix and suffix separated by a slash. The DOI is typically located on the first page of the electronic journal article near the copyright notice” (APA, 2010, p. 189).

Appendix F: A Short Guide to Handling Numbers and Statistics in APA Format


Please note: page 118-123 of the Publication Manual detail formatting of statistical symbols. Most are in italics.

1. The preferred method of reporting p-values is to use an exact number, with two or three significant digits (see note on significant digits), rather than as a range (e.g., $p > .05$ or $p < .05$). The principle here is that not everyone takes a strictly Pearsonian view of probabilities as strictly significant or strictly non-significant. Additionally, when evaluating the strength of an effect, in the absence of other measures of effect size, the p-value can convey the strength of the finding. For instance, a p-value of 0.054 is more encouraging as a line for further study (say, with a larger sample size) than a p-value of 0.67. Additionally, a p-value of 0.012 indicates a stronger effect than a p-value of 0.049. Many journal editors and reviewers continue to insist upon the range method of reporting p-values for tests to make the a priori significance level more obvious, but because most researchers do not, in actual practice, select their supposedly a priori criterion for how unlikely a result has to be to be deemed significant, it is more honest to report the exact probability.

2. Scientific convention stipulates that, when rounding numbers, numbers should be rounded up as often as they are rounded down. To round a number to a given precision, examine the first digit to be truncated. If this digit is 1, 2, 3, or 4, round the number down. If this digit is 6, 7, 8, or 9, round the number up. If this digit is a 5, then you should look to the remaining digits to see if they are all zeroes. If they are not all zeroes, then the number does not end in an exact 5 and should be rounded up. If all remaining digits to the right are zero (or there are no additional digits available to the right of the 5), then the number (in its current precision) is an exact 5. The number should be rounded either up or down so that the last reported digit is positive. Consider these examples:

<table>
<thead>
<tr>
<th>Number</th>
<th>Rounded to 2 decimal places</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.23499999</td>
<td>1.23</td>
</tr>
<tr>
<td>1.6762124</td>
<td>1.68</td>
</tr>
<tr>
<td>1.4256398</td>
<td>1.43</td>
</tr>
<tr>
<td>1.4250001</td>
<td>1.43</td>
</tr>
<tr>
<td>1.4250000</td>
<td>1.42</td>
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<tr>
<td>1.6750000</td>
<td>1.68</td>
</tr>
<tr>
<td>1.6850000</td>
<td>1.68</td>
</tr>
</tbody>
</table>
3. Note that when we encounter an exact 5 in the last significant digit, we have a 50% chance of having the digit to the left be even, suggesting 50% of the time we will round the number down. Likewise, we will also have a 50% chance of the digit to the left of an exact 5 being odd, suggesting 50% of the time we will round the number up. Thus, this procedure will have two consequences: (1) half of the rounding of exact fives will be rounded up and half down and (2) each scientist would obtain the same rounded result (which would not be the case if we flipped a coin).

4. Numbers less than 10 are typically spelled out (e.g., five, seven), but numbers greater than 10 are typically represented with digits (e.g., 452). One exception is that numbers that start a sentence are always spelled out. "Forty-seven participants refused consent."

5. Statistical abbreviations (e.g., M, SD) are only to be used within parentheses or at the end of sentences (i.e., when the abbreviation is not being used as a part of speech within the sentence). When the statistic in question is functioning as a part of speech in the sentence (e.g., as the subject of the sentence or the object of a prepositional phrase), then the statistic name must be spelled out as a word and not abbreviated, such as mean or standard deviation.

6. The guiding principle for determining which information to include with a statistical test is that the reader should have enough information to verify the computations. The following list summarizes which information is necessary and provides an example of how it is typically presented.

A. Descriptive Statistics
Descriptive statistics are the building blocks used to augment other findings. The most frequently reported descriptive statistics are the mean and standard deviation because they are usually the basis for computing inferential statistics. When means are reported, standard deviations should always be reported as well, "A mean without a standard deviation is like a day without sunshine!" In addition, it is important to include the sample size on which the mean has been computed.

Examples
- The average reaction time for the 12 participants was 820 ms (SD = 192) in the treatment group, but the mean reaction time was only 642 ms (SD = 183) for the 11 participants in the control group.
- The 16 teenagers who volunteered for the pilot study were younger than expected, M = 14.2 years, SD = 1.3.

Note that abbreviations are only used for statistics when the statistics are reported within parentheses or at the end of a sentence. Note that there are no periods used in these abbreviations. Also note that when one or more statistics interrupt the sentence to provide supporting information, these statistics are placed within parentheses to separate them from the rest of the sentence. When the statistical information is included at the end of the sentence, then this material is separated by a comma, and the parentheses are not typically used.
Chi-Square tests
The results of all chi-square tests are reported in a similar way. The degrees-of-freedom are identified, with the sample size, within parentheses, and the p-value should be reported precisely as noted above. The descriptive statistics necessary to support the chi-square test vary according to which specific test was performed, but the frequencies of each category or combinations of categories are typically sufficient. For instance, for the chi-square test of fixed proportions, we need to know the frequencies of each category. For the chi-square test of independence (of two categorical variables), we need to know the frequencies in the cross tabulation.

Examples
- The sample included 30 respondents who had never married, 54 who were married, 26 who reported being separated or divorced, and 16 who were widowed. These frequencies were significantly different, $\chi^2 (3, N = 126) = 10.1, p = .02$.
- As can be seen by the frequencies cross tabulated in Table xx, there is a highly significant relationship between marital status and depression, $\chi^2 (3, N = 126) = 24.7, p \leq .001$.

Correlations
When correlations are reported, we need to know the sample size used to compute the correlation (which is not the same as the general sample size when there is missing data). When there are more than a few correlations, they are often displayed in a correlation matrix, which is a structured table, rather than being (laboriously) listed within the text. When correlations are listed in text, it is typical to include the degrees of freedom (n-2) and the significance level, expressed as an exact probability (or p-value). When correlations are listed in tables, one or more asterisks are often used to flag correlations significant at noted significance levels (e.g., * for $p < .05$, ** for $p < .01$). It is typical to present means and standard deviations with just about every statistical analysis, so if these descriptive statistics have not already been reported in the results section, it is typical to include them.

Examples
1. In order to determine whether there was a relationship between motivation for public service and past volunteer experience, a two-tailed Pearson correlation analysis was run. The analysis revealed a strong positive correlation ($r[61]=.67, p=.02$). However, there was only a weak yet significant association between variable past volunteer experience specific to social justice versus education ($r[59]= .12, p=.03$). Further correlation analyses found a moderate negative correlation between gender and public service motivation ($r[61]= -29, p=.04$) such that women scored higher than men.
2. The positive correlation of peer reports ($M = 4.2, SD = 2.1, N = 367$) and self reports ($M = 5.8, SD = 2.3$) of victimization was highly significant, $r(365) = .32, p = .01$.
3. Table 1 presents correlations for study variables.
Table 1: Intercorrelations between measures of victimization

<table>
<thead>
<tr>
<th>Measure</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>1. Peer</td>
<td>--</td>
<td>.80**</td>
<td>.21*</td>
<td>.26**</td>
<td>.34**</td>
</tr>
<tr>
<td>2. Peer</td>
<td>--</td>
<td>.32**</td>
<td>.21*</td>
<td>.22**</td>
<td></td>
</tr>
<tr>
<td>3. Self report</td>
<td>--</td>
<td>.34**</td>
<td>.07</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Diary</td>
<td>--</td>
<td>.08</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Observer</td>
<td>--</td>
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</tr>
</tbody>
</table>

* p < .05, ** p < .01

**Regression**
Regression is often reported to characterize the degree of linear relationship between one or more predictor variables and a criterion variable; thus, the standardized regression weights (betas) and their associated probabilities (p-values) are of primary importance because the beta-weights allow one to compare the strength of each predictor. The multiple correlation coefficient ($R^2$), which describes the overall proportion of variance in the criterion that can be explained by the linear regression equation, is reported to assess the regression equation overall in a more global sense than the individual beta-weights. It is important to note, however, that there is no clear consensus in the literature about the exact specifics on presenting regression.

**Examples**
1. A linear regression analysis revealed that social skills was a highly significant predictor of aggression scores ($\beta = .40$, $p = .008$), accounting for 16% of the variance in aggressive behavior.

2. Achievement test scores were regressed on class size and number of writing assignments. These two predictors accounted for just under half of the variance in test scores ($R^2 = .49$), which was highly significant, $F(2,289) = 12.5$, $p = .005$. Both the writing assignment ($\beta = .46$, $p=.001$) and the class size ($\beta = .28$, $p = .014$) demonstrated significant effects on the achievement scores.

**t-Tests**
There are several different research designs that utilize a t-test for the statistical inference testing. The differences between one-sample t-tests, related measures t-tests, and independent samples t-tests are so clear to the knowledgeable reader that most journal editors eliminate the elaboration of which type of t-test has been used. Additionally, the descriptive statistics provided will identify further which variation was employed. It is important to note that we assume that all p-values represent two-tailed tests unless otherwise noted and that independent samples t-tests use the pooled variance approach (based on an equal variances assumption) unless otherwise noted.

**Examples**
1. The 36 study participants had a mean age of 27.4 ($SD = 12.6$) were significantly older than the university norm of 21.2 years, $t(35) = 2.95, p = 0.01$.

2. The 25 participants had an mean difference from pre-test to post-test anxiety scores of -4.8 ($SD = 5.5$), indicating the anxiety treatment resulted in a highly significant decrease in anxiety levels, $t(24) = -4.36, p = .005$ (one-tailed).

3. The 36 participants in the treatment group ($M = 16.6, SD = 2.0$) and the 25 participants in the control group ($M = 18.8, SD = 2.5$), demonstrated a significance difference in performance ($t[59] = -3.12, p = .01$); as expected, the job training group that had 10 sessions performed better than the group that had 4 sessions.

ANOVA tests
The results of both one-way (one factor) ANOVAs and multi-way (more than one-factor) ANOVAs are reported with the same format and same descriptive statistics. The only difference is that for one-way ANOVA models, we only have the effects of one factor to report, but for multi-way ANOVA models, we need to report the effect of each MAIN effect and all INTERACTION effects included in the modeled analyses. Despite the practice of many journal editors and authors of excluding the non-significant effects, the fifth edition suggests these effects should be reported and substantiated regardless of the significance status. We need to report the observed F-ratio, the numerator and denominator degrees of freedom, and the exact p-value. Additionally, we need means, standard deviations, and sample sizes for each cell (i.e., condition) in the study as the supporting descriptive statistics. From this information, we can confirm the ANOVA computations.

Examples
1. The 12 participants in the high dosage group had an average reaction time of 12.3 seconds ($SD = 4.1$); the 9 participants in the moderate dosage group had an average reaction time of 7.4 seconds ($SD = 2.3$), and the 8 participants in the control group had a mean of 6.6 ($SD = 3.1$). The effect of dosage, therefore, was highly significant, $F(2,26) = 8.76, p = .012$.

2. The cell sizes, means, and standard deviations for the 2 x 3 factorial design are presented in Table 1. The main effect of Dosage was marginally significant ($F[2,17] = 3.23, p = .067$), as was the main effect of diagnosis category, $F(3,17) = 2.87, p = .097$. The interaction of dosage and diagnosis, however, has highly significant, $F(6,17) = 14.2, p \leq .001$.

Example with one-way ANOVA with Tukey’s HSD Post hoc
After splitting people in three categories of scoring (Low, Med, High) on the Loyola Generativity Scale (LGS) Analysis of variance showed a main effect of generativity on motivation for public service $F(2, 127) = 6.15, p = .02$. Posthoc analyses using Tukey’s HSD indicated that motivation was lower for participants with low LGS than for participants with medium LGS ($p = .014$) and high LGS ($p = .004$), but motivation for public service did not differ significantly between participants with average and high SRA ($p = .82$).
Appendix G: Sample Pages

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Certification Page
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List of Figures
NATIONAL LOUIS UNIVERSITY

TITLE OF THE DISSERTATION
ALL IN CAPITAL LETTERS

A DISSERTATION SUBMITTED TO THE
GRADUATE SCHOOL IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE

DOCTOR OF PHILOSOPHY

COMMUNITY PSYCHOLOGY DOCTORAL PROGRAM
IN THE COLLEGE OF ARTS AND SCIENCE

BY

YOUR FULL NAME

© Your Full Name 2011
Chicago, Illinois
Month Year
Community Psychology Doctoral Program

Dissertation Notification of Completion

Doctoral Candidate ____________________________

Title of Dissertation ____________________________

_____________________________________________

Dissertation Chair ______________________________

Dissertation Committee ____________________________

_____________________________________________

_____________________________________________

Other Committee Members _________________________

Date of Final Defense Meeting _______________________

The above named candidate has satisfactorily completed a dissertation as required for attaining the Doctor of Philosophy degree in the Community Psychology Doctoral Program.

Signature Date

_____________________________________________  _______________________

_____________________________________________  _______________________

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Appendix H: Timeline of the Thesis

- **Weeks 1-2:**
  - Meet with thesis director to narrow down topic
  - Consider potential participant pools
  - Review thesis manual and other support materials
  - Complete thesis outline tool (Appendix A)
  - Start looking for and summarizing articles related to your research project
- **Weeks 3-4**
  - Make final decision on specific topic
  - Continue to find and review articles on your topic and related topics on your outline
  - Start to put article summaries into an outline for literature review
- **Week 5**
  - Continue working on literature review
  - Decide on participant pool and get “ok” from thesis director
- **Week 6**
  - First draft of introduction section due
- **Week 8**
  - Second draft of Intro due
- **Week 10**
  - Third draft of Intro including hypotheses/research questions and identified measurement tools
- **Week 11**
  - First draft of Method section due
- **Week 13**
  - Second draft of Method section due
- **Week 14**
  - Draft of IRRB forms due
- **Week 15**
  - Final IRRB due
- **Week 17**
  - Begin data collection and data entry
- **Week 20**
  - Finish data collection and entry
- **Week 22**
  - Draft of Results section due
  - Search for additional articles based on findings to incorporate into Discussion section
- **Week 24**
  - Second draft of Results and first draft of Discussion due
- **Week 25**
  - Set defense date
- **Week 26**
  - Defense ready copy of entire document
- **Week 28**
- Defense (Bring 6 copies of certification page to defense)
  - Week 30
    - Hand in defense corrections
    - Get signed signature page from your Director
    - Have thesis bound (see below).
    - Submit a bound copy to every member of your committee as well as the library.
    - AFTER bound copies have been submitted, work with psychology department administrative assistant to have grade changed.
Appendix I: Timeline for the Dissertation

- Week 1:
  - Meet with director to narrow down topic
  - Consider potential participant pools
  - Review thesis manual and other support materials
  - Complete thesis outline tool (Appendix A)
  - Start looking for and summarizing articles related to your research project

- Weeks 2
  - Make final decision on specific topic
  - Continue to find and review articles on your topic and related topics on your outline
  - Start to put article summaries into an outline for literature review

- Week 3
  - Continue working on literature review
  - Decide on participant pool and get “ok” from thesis director

- Week 4
  - First draft of introduction section due

- Week 5
  - Second draft of Intro due

- Week 6
  - Third draft of Intro including hypotheses/research questions and identified measurement tools

- Week 7
  - First draft of Method section due

- Week 8
  - Second draft of Method section due
  - Draft of IRRB forms due

- Week 9
  - Final IRRB forms due

- Week 10
  - Proposal defense

- Week 11
  - Post proposal defense edits

- Week 13
  - Begin data collection and data entry

- Week 24
  - Finish data collection and entry
  - Select at least two committee members

- Week 27
  - Draft of Results section due
  - Search for additional articles based on findings to incorporate into Discussion section

- Week 30
  - Second draft of Results and first draft of Discussion due

- Final items to be completed AT LEAST 1 month prior to graduation
o Set defense date
  o Week
    ▪ Defense ready copy of entire document
  o Week 28
    ▪ Defense (Bring 6 copies of certification page to defense)
  o Week 30
    ▪ Hand in defense corrections
  o Get signed signature page from your Director
  o Have thesis bound (see below).
  o Submit a bound copy to every member of your committee as well as the library.
  o AFTER bound copies have been submitted, work with psychology department administrative assistant to have grade changed.