



Ph.D. Program Handbook

School of Education

Notre Dame of Maryland University



NOTRE DAME
OF MARYLAND
UNIVERSITY

SCHOOL OF EDUCATION

Revised 2023

Table of Contents

Introduction	4
Part I: Doctoral Program Requirements	5
Ph.D. Program in Instructional Leadership for Changing Populations	5
Core Courses	5
Comprehensive Exams	5
Research Core Courses (9 credits)	6
Eligibility to Begin Dissertation Process	6
Online Ph.D. Program in Leadership in Higher Education for Changing Populations	7
Coursework	7
Comprehensive Exams	7
Research Core Courses (9 credits)	8
Eligibility to Begin Dissertation Process	8
Dissertation Seminars	9
Timeline for Forming Committee	10
Quantitative or Mixed Methods Dissertation	10
Historical Dissertation	10
Part II: Proposal Development	12
Purpose and Format	12
Quantitative, Qualitative, and Mixed Methods Dissertations Developing the Proposal	12
Historical Dissertations Developing the Proposal	13
Format for Proposals (Quantitative, Qualitative, Mixed Method, and Historical)	13
Proposal for Quantitative Dissertation	13
Proposal for Qualitative Dissertation	14
Proposal for Mixed Methods Dissertation	15
Proposal for Historical Dissertation	16
Style and Formatting	17
Proposal Approval Process	17
Submission of the Proposal to the University Ph.D. Committee	17
Meetings of the University Ph.D. Committee and IRB Committee	17
Part III: Dissertation Development	18
Qualities of a Successful Dissertation	18
Building on the Proposal	18
Quantitative, Qualitative, and Mixed Methods	18
Components of Chapters 4 and 5 (Quantitative, Qualitative, and Mixed Methods).	19
Historical/Philosophical Dissertations	19
Dissertation Format	21
Opening Pages	21

Approval Page	21
Copyright Page	21
Title Page	21
Abstract	21
Dedication	22
Acknowledgments	22
Table of Contents	22
List of Tables and List of Figures (if applicable - separate lists)	22
Formatting Overview	22
Attribution of Quoted Material	22
References	23
Appendices	23
Formatting the Manuscript	23
Process and Timeline for Submitting Dissertations	23
Submission of the Dissertation to the University Ph.D. Committee	24
Deadlines for University Ph.D. Committee	24
Dissertation Defense	25
Part IV: Tasks to Complete After a Successful Defense	26
Survey of Earned Doctorates (SED)	26
Submitting Dissertations to ProQuest and Obtaining Copyright	26
Sending PDF to Alpha Graphics for Bound Book (optional)	27
Submitting PDF File and Permission to Digitize for Loyola-Notre Dame Library	27
Appendices	28
Appendix A- Dissertation Proposal Title Page	28
Appendix B- Approval of Chair and Readers Form	29
Appendix C- Dissertation Proposal Approval Form	30
Appendix D- Response Memo Form	31
Appendix E- Alpha Graphics Approval Form	32
Appendix F- Sample Cover Pages	33
Appendix G- Sample Copyright Page	35
Appendix H- Dissertation Approval Form for Editor	36
Appendix I- Dissertation Editor Form	37
Appendix J- Dissertation Approval Form for PhD Committee	38
Appendix K- Request to Schedule Defense Form	39
Appendix L- PhD Handbook Acknowledgement Form	40

Introduction

Dear Doctoral Students:

Congratulations on beginning your doctoral program journey! You have reached the pinnacle of higher education success to have arrived at this point, so take a moment to appreciate that fact before embarking on what is sure to be one of the most rewarding—but also challenging—journeys in your life!

The doctoral programs at Notre Dame of Maryland University School of Education are designed to prepare you as scholars and academicians, to prepare you to advance in your profession, and to prepare you for the responsibilities that come with this level of achievement. This preparation includes developing your critical thinking, research, and writing skills to the level demanded of the doctoral candidate; and providing you with the tools to think as a researcher and a scholar who questions what is and identifies what is missing and how to get there. You enter the program at a high level of academic achievement, and you will leave the program more fully prepared through your scholarship to bring positive change to your profession, your communities, and your world.

This level of achievement does not come without challenge and demand, and the doctoral programs are by design both challenging and demanding. You must successfully complete your coursework, prepare for, and pass the comprehensive exams, successfully develop, and present a proposal for doctoral level research, and fulfill the requirements of the dissertation.

Your faculty and SOE staff are eager to support your journey, but ultimately success rests on your shoulders, is driven by your motivation, and is defined by the criteria and expectations for performance at the highest level of education. Nothing is a given at this level, and a doctoral program is not a list of tasks that you check off to move forward. As you embark on this journey, you must prepare yourself for success and failure, for high points and low points, and to be strong in the face of academic and professional challenges. However, you are not alone on this journey, and your advisor and your faculty will work to ensure your experience at NDMU is conducive to and supportive of your success. That success begins with this Handbook. This Handbook will explain program requirements as well as provide an overview of the full doctoral process. We have also included an explanation of the individual components for both the proposal and the dissertation so you will understand that process as you move forward.

I am excited to welcome you here today, and I am excited about your doctoral journey, as I know you are. Today, as you begin, I wish you much success!

[Kathryn Doherty](#)

Kathryn Doherty, Ed.D.
Dean, School of Education, Notre Dame of Maryland University

Part I: Doctoral Program Requirements

Ph.D. Program in Instructional Leadership for Changing Populations

Core Courses

Introductory Ph.D. Course (3 Credits)

EDU 702- Introduction to Scholarly Inquiry for Doctoral Students (3)

**To be taken in the first or second semester of the student's program.*

Language and Learning Courses (9 credits)

EDU 624 - Dialects in American Schools (3)

EDU 698 - Linguistic and Cultural Diversity (3)

EDU 747 – Learning, Language, and the Brain (3)

Philosophical Perspectives Courses (9 credits)

EDU 674 - Global and International Perspectives in Education (3)

EDU 772 - Changing School Populations in Historical Perspectives (3)

EDU 775 - Democracy and Education: Philosophical Perspectives (3)

Changing Populations Courses (9 credits)

EDU 715 - Educator as a Change Leader (3)

EDU 722 - Education and Policy Analysis for Changing Schools (3)

EDU 760 - Legislative and Legal Decisions Affecting Changing School Populations (3)

Special Area Interest Courses (6 credits)

Candidates may choose courses in consultation with the advisor.

*Note- you may transfer a maximum of 9 credits into the program with the approval of the Dean.

* You must earn a B or better in all courses.

Comprehensive Exams

Comprehensive exams are administered in August/September and January of each academic year and are designed for doctoral candidates to demonstrate knowledge of core program concepts as well as the ability to analyze and apply that knowledge to complex problems. These exams are typically taken prior to the start of the three-course research sequence (695, 701, and 703). Candidates must register for the exams at least two months prior to the exam date; once registered, candidates must notify the Ph.D. Advisor two weeks in advance of the exam start date if they wish to defer taking the test to a later date. The first time taking the exam, candidates must complete all three exams.

Candidates will complete three comprehensive exam questions that integrate information from multiple courses in the areas indicated below.

- Language and Learning (EDU 698, EDU 747)
- Philosophical Perspectives (EDU 772, EDU 775)
- Changing Populations (EDU 715, EDU 722, EDU 760)

Candidates will be given two weeks to complete the exams on Brightspace. While completing the exams candidates may use outside resources such as textbooks, notes, and other

publications. Plagiarized work, including the use of AI technology, will not be accepted and will result in dismissal from the program.

All exams are read and evaluated by two readers and student names are not visible on the exams during the evaluation. In the event of a difference in scoring between the two readers, a third reader will make the final determination. Candidates may receive a high pass, pass, or failure for each exam, and may retake a failed exam once at the next exam session. A follow up oral clarification may be offered to a student retaking an exam when the readers request additional clarification of the response before finalizing the score. Decisions made by faculty on exams are final. There are no appeals of scores on comprehensive exams.

Students who do not pass all three exams by the second attempt may choose to graduate with the Certificate in Advanced Studies in Education (CASE) Education Specialist (Ed.S.) credential. The Ed.S. is a professional credential in the U.S. that is designed to demonstrate knowledge and theory in the field of education beyond the master's degree level.

Following the successful completion of the comprehensive exams, doctoral students move on to complete their research core courses and then the dissertation seminars. At this point, students will work with their dissertation chairperson to determine the research pathway for their dissertation work (quantitative, qualitative, mixed methods, or historical).

Research Core Courses (9 credits)

EDU 695 - Research Design (3) *** or EDU 695H Historical Research Design (3) ***

EDU 701 - Methods of Quantitative Research (3)

EDU 703 - Methods of Qualitative Research (3)

*** *Students take either EDU 695 OR EDU 695 H, but not both*

Eligibility to Begin Dissertation Process

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

- Successfully complete all course requirements with a grade of B or better in each course
- Pass all sections of the Comprehensive Examinations
- Complete the three-course research sequence (695 [or 695H], 701 and 703)

Online Ph.D. Program in Leadership in Higher Education for Changing Populations

Coursework

Courses in this program are fully online 8-week classes. Students may take between two and four courses each semester.

Introductory Course* (3 credits)

EDU 702- Introduction to Scholarly Inquiry for Doctoral Students (3)

**To be taken in the first or second semester of the student's program.*

Changing Populations (12 credits)

EDU 697- Language and Intercultural Communication for Changing Populations (3)

EDU 715 - Educator as a Change Leader (3)

EDU 772 - Changing Populations in Historical Perspective (3)

EDU 775 - Democracy and Education: Three Philosophical Perspectives (3)

Higher Education Core (9 credits)

EDU 722 - Education and Policy Analysis (3)

EDU 802 - Organization and Governance in Higher Education (3)

EDU 805 - Curriculum Development for Changing Populations (3)

Special Interest Area – select two (6 credits)*

EDM 500 –Strategic Enrollment Management (3 credits)

EDU 804 - Finance, Philanthropy, Budget, and the Strategic Planning Process (3)

EDU 803 - Assessment, Evaluation, and Accreditation (3)

**Advisor may approve other electives on request.*

*Note- you may transfer a maximum of 6 credits into the program with the approval of the Dean

* You must earn a B or better in all courses.

Comprehensive Exams

Comprehensive exams are administered in August/September and January of each academic year and are designed for doctoral candidates to demonstrate knowledge of core program concepts as well as the ability to analyze and apply that knowledge to complex problems. These exams are typically taken prior to the start of the three-course research sequence (695, 701, and 703).

Candidates must register for the exams at least two months prior to the exam date; once registered, candidates must notify the Ph.D. Advisor two weeks in advance of the exam start date if they wish to defer taking the test to a later date. The first time taking the exam, candidates must complete all three exams.

Candidates will complete three comprehensive exam questions that integrate information from multiple courses in the areas indicated below.

- Changing Populations (EDU 715, EDU 697)
- Philosophical Perspectives (EDU 772, EDU 775)

- Higher Education (EDU 722, EDU 802, EDU 805)

Candidates will be given two weeks to complete the exams on Brightspace. While completing the exams candidates may use outside resources such as textbooks, notes, and other publications. Plagiarized work, including the use of AI technology, will not be accepted and will result in dismissal from the program.

All exams are read and evaluated by two readers and student names are not visible on the exams during the evaluation. In the event of a difference in scoring between the two readers, a third reader will make the final determination. Candidates may receive a high pass, pass, or failure for each exam, and may retake a failed exam once at the next exam session. A follow up oral clarification may be offered to a student retaking an exam when the readers request additional clarification of the response before finalizing the score. Decisions made by faculty on exams are final. There are no appeals of scores on comprehensive exams.

Students who do not pass all three exams by the second attempt may choose to graduate with the Certificate in Advanced Studies in Education (CASE) Education Specialist (Ed.S.) credential. The Ed.S. is a professional credential in the U.S. that is designed to demonstrate knowledge and theory in the field of education beyond the master's degree level.

Following the successful completion of the comprehensive exams, doctoral students move on to complete their research core courses and then the dissertation seminars. At this point, students will work with their faculty chairperson to determine the research pathway for their dissertation work (quantitative, qualitative, mixed methods, or historical).

Research Core Courses (9 credits)

EDU 695 - Research Design (3) *** or EDU 695H Historical Research Design (3) ***

EDU 701 - Methods of Quantitative Research (3)

EDU 703 - Methods of Qualitative Research (3)

*** *Students take either EDU 695 OR EDU 695 H, but not both*

Eligibility to Begin Dissertation Process

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

- Successfully complete all course requirements with a grade of B or better in each course
- Pass all sections of the Comprehensive Examinations
- Complete the three-course research sequence (695 [or 695H], 701 and 703)

Dissertation Seminars

EDU 705 Dissertation Seminar (3 credits)

In this course, candidates will develop their topic in more detail. Candidates can choose quantitative, qualitative, or mixed methods. The goal of this course is to draft Chapter 1, the statement of the problem and rationale for the study, and Chapter 2, the literature review. This is a pass/fail class that meets in person or online several times throughout the semester.

OR

EDU 705H The Dissertation Seminar- Historical (3 credits)

In this course, candidates pursuing a dissertation in history will begin to consider secondary sources for their research. The goal of this course is to have students focus on reviewing secondary sources, complete an extensive annotated bibliography and begin the process of writing the historiography. Additionally, students will begin exploring philosophy and methodologies of historical study including intellectual history, social history, Marxist history, and Whig history. This is a pass/fail class that typically meets (in person or online) on several Mondays throughout the semester.

PLUS

EDU 706 Dissertation Seminar: Quantitative or Mixed Methodology (3 credits)

Candidates who are completing quantitative or mixed methods studies take this course after EDU 705. The focus of the course is to design the study, data collection, evaluation of data, etc. and complete a draft of Chapter 3, Methodology. This is a pass/fail class that typically meets (in person or online) several times throughout the semester.

OR

EDU 706 Dissertation Seminar: Qualitative Methodology (3 credits)

Candidates who are completing a qualitative methods study take this course after EDU 705. The focus of the course is to design the study, data collection, analysis of data, etc. and complete a draft of Chapter 3 Methodology. This is a pass/fail class that typically meets online, in an asynchronous manner, for one semester.

OR

EDU 707 Dissertation Seminar: Historical Perspectives (3 credits)

Candidates completing an historical/philosophical dissertation take this course in lieu of EDU 706. Students prepare the historiography for their proposal and assess the availability of primary sources. Additionally, students continue a study of philosophy and methodologies of historical study including Postmodern approaches and Critical Race Theory. Students complete their proposal in this course. This is a pass/fail class and typically meets (in person or online) for several weeks throughout the semester.

PLUS

EDU 800 Dissertation Continuation (1.5 credits per semester)

Candidates must maintain continuous registration for EDU 800 for fall, spring, and summer semesters after EDU 706 (or 707) is passed and until the dissertation is completed, approved by the Ph.D. committee, and defended.

Timeline for Forming Committee

Quantitative, Qualitative, or Mixed Methods Dissertation

During 706, each candidate will meet with the Dean and/or Ph.D. Advisor to discuss selection of a dissertation advisor who will serve as chair of the student's dissertation committee. After completing 706, the advisor/chair and the candidate will discuss the candidate's proposed dissertation topic, and the advisor/chair will support the student as they revise their design and methodology for that topic.

The advisor/chair and the candidate will meet to discuss the selection of dissertation committee members (readers). Two readers will be selected. The first reader will be a research advisor from within the School of Education. The second reader should be external to the School of Education or external to the University and must hold a doctoral or terminal degree in an area of expertise that will support the candidate's dissertation topic.

Once the candidate and chair agree on committee members, the student submits Form 1 (Approval of Committee Members) to the Ph.D. Advisor for approval, along with a timeline developed with the chair that outlines the student's estimated time frame for completing the dissertation. The formal work of the candidate's entire committee begins after the student completes 706 or 707, but the chair will continue to work with the candidate on developing the topic and draft proposal during 705 and 706/707.

After the candidate has completed EDU 705 and 706, the candidate has up to two semesters to submit the proposal for approval to the dissertation committee and the University Ph.D. Committee. Once the proposal has been approved by the University Ph.D. Committee, the candidate has four semesters to successfully write and defend the dissertations.

Candidates who are not able to adhere to the four to six -semester timeline may petition the Dean of Education for an extension. If candidates are unable to follow this timeline, they may apply to graduate with the Certificate of Advanced Studies in Education (CASE).

Historical Dissertation

During 707, each candidate will meet with the Dean and/or Ph.D. Advisor to discuss selection of a dissertation advisor who will serve as chair of the student's dissertation committee. After the completion of 707, the advisor and the candidate will discuss the candidate's proposed dissertation topic, and the advisor will support the student in the research course sequence to explore the topic and historical methodological approach to the study.

The advisor and the candidate will meet to discuss the selection of dissertation committee members (readers). Two readers will be selected. The first reader is a research advisor from within the School of Education. The second reader should be external to the School of Education or external to the University and must hold a doctoral or terminal degree in an area of expertise that will support the candidate's dissertation topic.

Once the candidate and chair agree on committee members, the student submits Form 1 (Approval of Committee Members) to the Ph.D. Advisor for approval, along with a timeline developed with the chair that outlines the student's estimated time frame for completing the dissertation. The formal work of the candidate's entire committee begins after the student completes 707.

After the candidates have completed EDU 705H and 706/707, they have up to two semesters to submit their proposals for approval to their dissertation committee and the University Ph.D. Committee. When the proposal has been approved by the University Ph.D. Committee, candidates have four semesters to successfully write and defend their dissertations.

Candidates who are not able to adhere to the four-six-semester timeline may petition the University Ph.D. Committee for an extension. If candidates are unable to follow this timeline, they may apply to graduate with the Certificate of Advanced Studies in Education (CASE).

Part II: Proposal Development

Purpose and Format

A dissertation proposal describes a plan for intense, focused research on a topic that will contribute to knowledge in the field. The dissertation proposal will assist the chair and members of the candidate's dissertation committee in understanding the problem to be addressed, the research the candidate plans to conduct, the study's interface with research already published on the issue, the planned design and methodology to collect data, the study's potential contribution to the literature, and the significance of potential results to policy and/or practice. The proposal displays the candidate's ability to focus on a research topic and assemble relevant materials into a consistent, logical, and well written presentation.

Quantitative, Qualitative, and Mixed Methods Dissertations | Developing the Proposal

Following successful completion of course work and comprehensive exams, candidates enroll in EDU 705, Dissertation Seminar. Here they expand on the topic developed in their research course sequence (695, 701, and 703) and revised their research questions and literature review in the area they have chosen for their dissertation. By the end of this course, candidates will have developed solid drafts of Chapters 1 and 2 of their dissertation proposals.

Next, a course in methodology development gives candidates the tools to design a sound research plan to answer their research questions. Approaches to research will depend on the type of study the candidate proposes: quantitative, qualitative, or mixed methods. EDU 706 helps students complete a draft of Chapter 3, Methodology. The entire proposal for a quantitative, qualitative, or mixed methods study consists of the introduction of the topic being studied (Chapter 1), a literature review (Chapter 2), and methodology for conducting the research (Chapter 3).

The candidate's dissertation committee iteratively reads, provides feedback, and eventually, approves the candidate's completed dissertation proposal when they determine it is ready to go to the University Ph.D. Committee. Following the candidate's dissertation committee's approval (as indicated by signatures on Appendix C), the proposal is submitted to the University Ph.D. Committee and an oral defense is scheduled. The Ph.D. committee represents faculty scholars from across the University. At this point in the process, the proposal may be returned to the candidate with suggestions for revision. Proposals requiring revisions must be submitted to the Ph.D. Committee with a memo of changes (Appendix D). Once the proposal has successfully passed this approval process, the candidate may apply to NDMU's Institutional Review Board (IRB), if applicable, for approvals necessary to conduct the study's research. The candidate may also contact the IRB Committee chair to determine if the research falls under the purview of IRB.

An online course, Collaborative Institutional Training Initiative (CITI), is typically taken during EDU 701, EDU 703 or EDU 706. The course reviews the rules, regulations and ethical practices required for conducting research. A certificate, good for five years (as of February 2023), is provided upon completion of the online course, which is then submitted to the NDMU's IRB with the candidate's application. Forms for these applications can be found at <https://www.ndm.edu/academic-affairs/research-development/institutional-review-board>

Historical Dissertations | Developing the Proposal

Following successful completion of course work and comprehensive exams, candidates enroll in EDU 705H, Dissertation Seminar. Here they begin to analyze the scholarship surrounding their topic. They create an extensive annotated bibliography and craft reviews of the seminal works. They will also begin to consider various methodologies and philosophies to studying history. By the end of this course, candidates will have developed a solid foundation for Chapter 2 of their dissertation. Chapter 2 of the dissertation is primarily a foundational chapter that explores the historical context of the topic to be addressed in the student's study.

Next, in 707, candidates continue to consider various methodologies and philosophies to studying history. Candidates will complete the historiography for their study and will also assess primary sources and determine accessibility, quantity, and viability of the sources to design a noteworthy study. By the end of the class, candidates will have a working draft of a proposal for their study.

The candidate's dissertation committee iteratively reads, provides feedback, and eventually, approves the candidate's completed dissertation proposal when they determine it is ready to go to the University Ph.D. Committee. Following the candidate's dissertation committee approval (as indicated by signatures on Appendix C), the proposal is submitted to the University Ph.D. Committee and an oral defense is scheduled. The Ph.D. committee represents faculty scholars from across the University. At this point in the process, the proposal may be returned to the candidate with suggestions for revision. Proposals requiring revisions must be submitted to the Ph.D. Committee with a memo of changes (Appendix D).

Format for Proposals (Quantitative, Qualitative, Mixed Method, and Historical)

An education dissertation proposal is organized differently depending on the type of study the student selects: quantitative (using statistics to interpret data); qualitative (interpreting data from interviews, observations, immersion in the field, etc.); mixed methods (a combination of quantitative and qualitative research, e.g., statistical analysis and surveys, interviews, focus groups); and historical (placing educational theory or movements within an historical context). The following represents typical organizing principles for each dissertation type.

Proposal for Quantitative Dissertation

Chapter I: Introductory Chapter

- Introduction/Statement of the Problem
- Rationale for the Study
- Significance of the Study
- Purpose of Study (usually with introduction to the research questions study will explore, methods in brief, etc.)

Chapter II: Review of Literature

- Concise introduction (one or two paragraphs at opening of literature review) that previews the major themes/topics to be explored in the chapter
- Relevant research organized by themes/topics that support the proposed dissertation topic
- The proposed study's unique contribution to the topic

- Explanation of the theoretical framework for the proposed study

Chapter III: Methodology

- Purpose of the Study (summarized)
 - Research Questions/Hypotheses (where appropriate)
 - Research Design
 - Explanation of, and justification for chosen research design
 - Treatment (if applicable)
 - Data Collection (detailed plan)
 - Population, Site, and Sample Selection
 - Instrumentation (observations and measures)
 - Data Analysis (description of the statistical methods planned)
 - Reliability and Validity
 - Initial consideration of questions of validity and reliability of data and methods
 - Potential Limitations
- Preliminary References

Proposal for Qualitative Dissertation

Chapter I: Introduction (background and need for inquiry)

- Introduction and statement of the problem
- Rationale and significance of the study
- Introduction of the Conceptual and Theoretical Framework
- Justification for qualitative methodology
- Research questions and/or description of phenomenon/a to be investigated

Chapter II: Review of Literature

- Concise introduction (one or two paragraphs at opening of literature review) that presents major themes/topics to be explored in the chapter
- Logical framework for the research that sets it within a tradition of inquiry and a context of related studies
 - Presents the underlying assumptions behind the general research questions and describes the research paradigm that undergirds the study
 - Demonstrates that the researcher is knowledgeable about related research and the intellectual traditions that surround and support the study
 - Shows that the researcher has identified some gaps in previous research and that the proposed study will fill a demonstrated need
- Explanation of the theoretical framework for the proposed study.
- Summary of findings in the literature / relationship to the proposed study

Chapter III: Methodology

- Purpose of the study
- Qualitative research design (phenomenology, narrative, case study, ethnography, grounded theory, etc.)
- Research questions (overarching question and sub-questions)
- Site and participant selection
- The role of the researcher
- Methods of data collection (describe methods and anticipated problems)
 - Instrumentation, as appropriate
 - Pilot study

- Data analysis
- Rigor, Credibility and Trustworthiness
- Ethical concerns

Preliminary References

Proposal for Mixed Methods Dissertation

Chapter I: Introductory Chapter

- Introduction/Statement of the Problem
- Rationale for the Study
- Significance of the Study
- Purpose of Study (usually with introduction to the research questions study will explore, methods in brief, etc.)

Chapter II: Review of Literature

- Concise introduction (one or two paragraphs at opening of literature review) to preview the major themes/topics to be explored in the chapter
- Organization of relevant research into a set of ideas that support the proposed dissertation topic
- The proposed study's unique contribution to the topic
- Explanation of the theoretical framework for the proposed study

Chapter III: Methodology

- Purpose of the Study (summarized)
- Research Questions
 - Overarching research question: the central question to be addressed through a mixed-methods design
 - Sub-question(s) for each method, if applicable
- Research Design
 - State quantitative design planned and the qualitative orientation and why mixed method is necessary to answer the research question(s)
- Data Collection (detailed plan)
 - Population, Site, and Sample Selection
 - Quantitative: methods used to identify the sample and participants for the quantitative data collection, including permissions needed.
 - Qualitative: methods used to identify the sample and participants for the qualitative data collection, including permissions needed.
 - Instrumentation
 - Quantitative: what methods/instruments will be used to collect quantitative data from participants or description of existing data source(s).
 - Reliability and Validity of quantitative instrumentation (including pilot testing if applicable)
 - Qualitative: what procedures/instrumentation will be used for qualitative data collection, including the protocols for interviews/focus groups/etc. Also detail pilot testing, if applicable.
- Data Analysis

- Quantitative: description of statistical methods planned for quantitative data
- Qualitative: complete description of methods used to analyze qualitative data.
- Mixed: description of findings integration techniques to draw conclusions
- Questions of validity/trustworthiness of data and methods to ensure reliability/credibility and/or credibility/dependability of data and methods.
- Potential Limitations
- Ethical Concerns

Preliminary References

Proposal for Historical Dissertation

Chapter I

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

This section should be one fluid discussion, not separated by subheadings. The candidate, through careful articulation, should communicate to the reader the necessity of the study being proposed.

Chapter II: Historiography

- Scholarship that has focused on the major themes of study
- Analyses of how the scholarship has changed over time
- Demonstration that the researcher is knowledgeable about related research and the intellectual traditions of this topic
- Identification of the gaps in the scholarship and ways the proposed study will contribute to the scholarship

Chapter III: Methodology Choice 1

- Narrative History
- Tells one fluid story of the topic
- Assess primary sources and uses secondary sources to place in a context and draw new conclusions about the topic
- Assessment of Primary Sources
- Communicate to the reader the availability and extent of primary sources
- Provide a sense of the breadth and depth of the sources
- Discuss how these sources will allow for an augmentation of the scholarship

Style and Formatting

Quantitative, qualitative, and mixed methods dissertation proposals must follow the style manual of the American Psychological Association, APA, for formatting, citations, and references. Candidates will follow the 7th edition of APA.

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th edition). Washington DC: Author. ISBN-13: 978-1433832161

Historical and philosophical dissertations use the most recent version of the Chicago style manual for citations and references. The format is given in the following reference:

University of Chicago Editorial Staff. *The Chicago Manual of Style*. 17th ed. Chicago, IL: University of Chicago Press, 2017

Proposal Approval Process

Submission of the Proposal to the University Ph.D. Committee

The candidate:

- meets with the dissertation chair to confirm readiness to submit the proposal to the Ph.D. Committee.
- obtains approval to send the proposal to the University Ph.D. Committee (Appendix C)
- submits an electronic copy of the revised proposal to the committee chair and requests a proposal defense date.
- prepares and presents a proposal defense presentation.

After the candidate's proposal defense, the University Ph.D. Committee either determines that the candidate may submit the research to the Notre Dame of Maryland IRB for approval (if applicable) and proceed with the research, OR the committee may return the proposal to the candidate's chair for the candidate to make revisions. If returned for revisions, the candidate should make sure changes are clearly distinguishable by highlighting the revised portions on the document that will be reviewed again by the Ph.D. Committee. Highlighting, italicizing, or shading the revisions is required. The candidate must also provide a memo of the changes made, and how these changes meet the Ph.D. committee recommendations (use Appendix D). After revisions are made, the chair of the dissertation committee resubmits to the University Ph.D. Committee designee for Ph.D. Committee review.

Meetings of the University Ph.D. Committee and IRB Committee

The University Ph.D. Committee meets monthly from August through May. Proposal defenses are scheduled during these meetings. Once approved by the University Ph.D. Committee, the candidate applies, if required, to NDMU's IRB Committee. Information about IRB meeting schedule can be found at:

<https://www.ndm.edu/academic-affairs/research-development/institutional-review-board>

Part III: Dissertation Development

Qualities of a Successful Dissertation

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

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

The instructions given in this Handbook pertain to all aspects of the preparation of dissertations presented in partial fulfillment of the requirements for the Ph.D. in Instructional Leadership for Changing Populations and the Ph.D. in Higher Education Leadership for Changing Populations at Notre Dame of Maryland University. This Handbook is not meant to replace the American Psychological Association or Chicago format manuals. Use the manuals as a guide for all format issues unless notified.

Building on the Proposal

Quantitative, Qualitative, and Mixed Methods

A successful proposal includes three chapters: Introduction, Review of Literature, and Methodology. Candidates expand on this foundation to complete the study proposed in Chapters 1-3. Additionally, dissertators work iteratively to revise chapters 1, 2 and 3, especially if the research method changed between the proposal and the actual execution of the research. Chapter 4, results, and Chapter 5, summary and discussion of the study's outcomes and future related research opportunities, complete the dissertation.

Based on the research questions and design presented in the proposal, the candidate begins collecting and/or assembling data to answer the research question(s). Depending on the topic and type of dissertation, candidates may use data from a variety of sources, including but not limited to, public K-12 school databases, federally funded longitudinal studies, surveys, focus groups, observations, primary documents, archives and collections, or interviews. Candidates will be guided in their choices by the dissertation committee members and the instructors in methodology and statistics courses.

During the dissertation writing process, it is critical that candidates stay in touch with their dissertation chair. Chair and candidate should set up a regular meeting schedule (face to face or virtual). Periodic meetings with the full committee should also be scheduled. During this time, candidates are enrolled in EDU 800 through completion of the dissertation and defense. This one and a half-credit course is required to keep the candidates matriculated during the

dissertation writing process. No formal class meetings are held outside of the candidate's meetings with the dissertation chair and committee.

Components of Chapters 4 and 5 (Quantitative, Qualitative, and Mixed Methods).

Chapter 4: Research Findings

- Introduction
- Findings (typically best organized by Research Questions or Hypotheses)
- Summary

Chapter 5: Summary, Discussion, and Suggestions for Future Research

- Introduction to sections
- Summary of Findings
- Discussion (connections to prior research; implications for policy and/or practice)
- Limitations and Suggestions for Future Research
- Conclusion

References

Historical/Philosophical Dissertations

In historical/philosophical dissertations, chapter topics are based on the dissertation's organizational structure (themes, chronological development, important historical contributors). The candidate's advisor will make recommendations relevant to chapter development.

Upon completion of the dissertation, the process follows the same format as that of the proposal writing. The candidate's committee must first approve the dissertation; this is followed by submission to an editor from those approved by the University (See Appendix H) Once the editor's work is completed, the dissertation is reviewed by the University Ph.D. Committee, and may be returned for suggested revisions.

After approval of the dissertation, the Ph.D. Committee chair schedules a dissertation defense, in which the candidate's committee and members of the University Ph.D. Committee participate in the candidate's presentation on the dissertation topic with the opportunity for questions from any member of this group. The candidate may also invite a small number of colleagues, friends, or family to view the defense.

A successful historical proposal includes three chapters: Introduction, Historiography, and Methodology/Primary Sources. As candidates begin to craft their study, they will discuss with the chair the following:

- The nature of the primary sources and how they will shape the outline of the study
- An outline of chapters 3-5
- The nature of chapter 2

Candidates usually begin with examining primary resources for chapters 3-5.

Typically, the study will follow a chronological framework. There are cases where the study might be topical. The candidate and chair will discuss the best format for the topic. Students

will begin research into the primary sources and craft chapter 3. In crafting the draft, students will examine the primary sources and consider the historical context and begin to draw conclusions about the topic. It is the job of the candidate to communicate these conclusions to the reader. Once a draft is ready, it is sent to the chair of the committee for review. Every draft that is sent to the chair and/or committee should be edited carefully by the candidate. The chair will review the draft and send back with comments. This process will continue until the chair determines that the chapter is ready to be shared with the dissertation committee. Once the review process is complete with the dissertation committee, the chair will indicate to the candidate to proceed to the next chapter. Chapters should not exceed more than 60-70 pages. Drafts longer than this page limit will be returned without comments to the candidate. Candidates should not proceed to next chapters until there is approval from the committee.

Once chapters 3-5 are complete, candidates will be asked to review/revise Chapter 2 (completed in EDU 695). At this point, candidates will then begin work on Chapter 1 and the conclusion of the dissertation.

During the dissertation writing process, it is critical that candidates stay in touch with the dissertation chair. Chair and candidate should set up a regular meeting schedule (face to face or virtual) as part of the timeline submitted to the Dean at the formation of the committee. Periodic meetings with the full committee should also be scheduled. During this time, candidates are enrolled in EDU 800 through completion of the dissertation. This 1.5 credit course is required to keep the candidates matriculated during the dissertation writing process. No formal class meetings are held outside of the candidate's meetings with the dissertation chair and committee.

Finalizing the Dissertation

Upon completion of the dissertation, the process follows the same format as that of the proposal writing. The candidate's committee must first approve the dissertation; this is followed by submission to an editor from a selection approved by the University. Once the editor's work is completed, the dissertation is reviewed by the University Ph.D. Committee, and may be returned for suggested revisions. (See Appendix F for all forms related to finalizing and editing the dissertation)

After approval of the dissertation, the Ph.D. Committee chair schedules a dissertation defense, in which the candidate's committee and members of the University Ph.D. Committee participate in the candidate's presentation on the dissertation topic with the opportunity for questions from any member of this group. The candidate may also invite a small number of colleagues, friends, or family to view the defense.

Following the defense, the candidate completes final paperwork, including submitting the dissertation to *ProQuest*, and completing the Survey of Earned Doctorates.

Dissertation Format

Opening Pages

The first pages of the completed dissertation follow very specific guidelines. The order of the formal elements and the appropriate numbering are listed below.

- Approval page (**must be first, required, non-numbered**, but counted)
- Copyright page (**required**, non-numbered, but counted)
- Title Page (**required, non-numbered**, but counted)
- Abstract (**required, non-numbered, follows Title page**, but counted)
- Dedication (if present, lower-case Roman number, e.g., p. v)
- Acknowledgements (if present, lower-case Roman number)
- Table of Contents (**required, lower-case Roman number**)
- List of Tables (if present, lower-case Roman)
- List of Figures (if present, lower-case Roman)
- List of Abbreviations (if present, lower-case Roman)
- Body of Text (**required, start Chapter 1 at Arabic numeral 1**)
- References (**required, Arabic**)
- Appendices (if any, lettered and included in the same order in which they occur in the dissertation text)

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

Approval Page

A sample of this page is presented in Appendix J. Signed copies of the Approval Page are included in the bound copies of the dissertation (sent to Alpha Graphics who provide the bound books). Students may order copies if they so wish from Alpha Graphics.

Copyright Page

Copyright for your dissertation is acquired once you have defended and uploaded your dissertation to ProQuest. Copyright notice is flush left in the lower third on the copyright page. This page is placed immediately following the approval page and is not numbered. See Appendix G for a sample.

Title Page

The format for the title pages of the Ph.D. dissertations at the Notre Dame of Maryland University can be found in Appendix F. The candidate gives their full legal name as recorded on the records of the registrar at the University.

Abstract

Abstracts for doctoral dissertations must not exceed 350 words (2450 characters). If the abstract is longer, it will be cut arbitrarily at the word limit, and so published in *Dissertation Abstracts International / Digital Dissertations*.

The dissertation abstract includes:

- A concise statement of the purpose of the dissertation, including the problem or other background
- A brief description of the methodology
- Key findings of the research
- The major significance of the study

Dedication

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

Acknowledgments

A page of acknowledgments is not required but offers an opportunity for the candidate to express thanks to persons who have been supportive throughout the dissertation process

Table of Contents

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

List of Tables and List of Figures (if applicable - separate lists)

Follow APA format for qualitative, mixed method or quantitative dissertations.

Formatting Overview

For quantitative, qualitative, and mixed method dissertations, both the proposal and final draft should be formatted according to APA. This includes all in-text citations, reference lists, tables, figures, quotations, punctuation, spelling, headings/subheadings, footnotes, and statistical reporting.

For historical dissertations, both the proposal and final draft should be formatted using the most recent version of Chicago style.

The following represents some information about formatting. However, this Handbook should not be used as a replacement for a published and approved manual. When in doubt, use the approved formatting guidelines (APA or Chicago). Check carefully, as styles differ between APA and Chicago format. Written permission from the owner of the copyright is required. See APA Manual or Chicago for additional information.

Attribution of Quoted Material

Writing a dissertation requires the student to demonstrate skill at differentiating between their own thinking and ideas of other scholars. It means synthesizing cited material and blending it with the student's original work, which emphasizes the need for careful attribution. If the student is using an identical phrase, sentence, or paragraph(s) from an existing source, these words *must* be put in quotation marks and attributed to the original publication, per APA or Chicago formatting guidelines. Failing to attribute published material appropriately is plagiarism.

Plagiarism, or otherwise not maintaining acceptable standards of academic integrity, will result in dismissal from the Ph.D. program.

References

All references cited must be included in a reference list, which follows the last chapter and precedes any appendices. Follow the APA Manual or Chicago for the style of references. For an historical dissertation, two bibliographies should be included. The first provides the primary sources and the second provides all secondary sources.

Appendices

Not every dissertation requires appendices, but they often provide an appropriate means for making various auxiliary materials available. Follow the APA Manual or Chicago for preparing appendices. The pages of the appendices are lettered or numbered as a consecutive part of the pagination of the dissertation. The letter/number designation of each appendix, full title and page number should appear in the tables of contents, tables, and/or figures.

Formatting the Manuscript

The candidate is responsible for the correct presentation of content, for editing, and for the correct form of citations, references, tables, and charts. Although APA or Chicago style are the overarching style guides, there are a few exceptions to these rules for dissertations prepared for Notre Dame of Maryland University. One reason for the divergences from APA or Chicago style is that dissertations represent final, finished documents, rather than manuscripts that are being submitted to journals for publication.

Notre Dame of Maryland University's specific exceptions to APA or Chicago style are the following:

- Running heads are **not** used in Notre Dame of Maryland University dissertations.
- Each chapter begins on a new page. The first page of each chapter begins 2-inches from the top.
- All margins in the final copy of the dissertation must be 1-inch from the top, bottom and right-hand side and 1.5 inches on the left side to allow for binding.
- The term "this researcher" is preferred rather than the first-person pronoun "I," except sometimes within qualitative dissertations where the researcher is an instrument of data collection, and repeated use of the term, 'the researcher' may be awkward.

Process and Timeline for Submitting Dissertations

Once the candidate's committee (advisor and two readers) agree that the dissertation is ready to be submitted to the School of Education editor:

The candidate:

- collects signatures from dissertation committee members on the Committee Approval Form for submission to the writing editor. (See Appendix H)
- communicates with the dissertation chair for information on contacting the School of Education approved editors (Ph.D. Program Advisor has contact information for the School of Education approved editors.)
- arranges with one of the School of Education's approved editors to edit her/his dissertation. The candidate is responsible for the cost of the editor.

- meets with the dissertation chair to discuss recommendations made by the editor, if necessary.
- makes changes recommended by the editor, and the advisor confirms that all changes have been made before distribution of the document.
- submits to the editor a copy of the form to be signed once the editor has completed editing the dissertation. (See Appendix I).

Submission of the Dissertation to the University Ph.D. Committee

The candidate:

- gives revised, edited copy of dissertation to candidate's committee and obtains their approval to submit dissertation to the University Ph.D. Committee. (See Appendix J)
- sends an electronic copy and any requested paper copies of the edited dissertation to the chair.
- submits Appendices H, I, and J to the chair.

The chair of the committee:

- confirms that all changes suggested by readers and editor have been made.
- delivers Appendix I signed by the editor, Appendix J signed by the candidate's committee, and an electronic copy of edited dissertation to the University Ph.D. Committee designee.

Copies are then forwarded by the chair to the University Ph.D. committee for review.

Deadlines for University Ph.D. Committee

At the beginning of each academic year, the Ph.D. Committee establishes a calendar for monthly meetings. Dates are then identified for submission of proposals or dissertations. For proposals, *three weeks* before the Ph.D. meeting is required; for full dissertations, the submission deadline is *four weeks* in advance.

The University Ph.D. Committee reads the final dissertation and either approves or requests revisions. If the Ph.D. Committee agrees that the dissertation is ready for a defense, the candidate completes and submits Appendix K- Request to Schedule Defense University Ph.D. Committee. Once the form is submitted, a defense is scheduled. The candidate's chair communicates information to the candidate and invites the readers to the defense.

Candidates who successfully defend dissertations by November are eligible for December graduate notation. Candidates who successfully defend dissertations by April are eligible for May graduation. Those who successfully defend by early August are eligible for August graduation. There is only one formal commencement ceremony at the end of the spring semester. All Ph.D. graduates are encouraged to participate. Participants must purchase/rent and wear appropriate regalia and will be hooded on stage during the ceremony.

Dissertation Defense

The chair of the University Ph.D. Committee schedules a date for the final defense.

The chair of the University Ph.D. Committee notifies the candidate's committee of the defense date, and the candidate's entire committee is invited to attend the defense. The candidate works with the chair to prepare a 30-minute presentation, 20 minutes for the presentation and 10 minutes for questions and answers. The defense audience includes members of the candidate's dissertation committee and the University Ph.D. Committee. The candidate may also invite a small group of family, friends, and/or colleagues to attend. School of Education faculty are also invited. The candidate responds to questions about the purpose, methods of research, key findings, and the significance of the dissertation study.

Following this session, the dissertation committee and the University Ph.D. Committee decide to approve the dissertation or to recommend changes.

Part IV: Tasks to Complete After a Successful Defense

Following a successful defense, candidates:

- complete the Survey of Earned Doctorates for National Opinion Research Center.
- submit a pdf file to ProQuest for copyrighting, publishing, archiving and disseminating graduate research. Student and University receive confirmation that materials have been received, approved, and deposited with the UMI dissertation publishing. This is also when candidates receive copyright information.
- submit pdf and Word files to Alpha Graphics for copying and binding (optional).
- submit the completed dissertation to the Loyola-Notre Dame Library.

Survey of Earned Doctorates (SED)

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

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

Submitting Dissertations to ProQuest and Obtaining Copyright

A special Approval Form with typed (not signed) names of the Dissertation Committee, is required by ProQuest.

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

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

On the blue ribbon across the top of the ProQuest ETD Administration page there are several sections. One, **Support & Training**, gives email or phone contacts if the candidate needs

assistance with ProQuest. The School of Education strongly encourages making dissertations available to scholars as full text (Open Access publishing option). Dissertations must be submitted as pdf files.

Services offered by *ProQuest* include applying for copyright and ordering hard copies of the dissertation. Candidates request that *ProQuest* apply for copyright. There is a fee for this service. **Candidates do not order hard copies from *ProQuest*. See information for bound books through Alpha Graphics below.**

Once the submission and order processes are complete, the candidates are asked to pay using a credit card. Candidates receive an email letting them know when these transactions are completed.

Once submitted, the ProQuest submission is sent to the School of Education administrator for approval. Candidates will receive an email letting them know whether their dissertation is accepted or if changes are needed. If revisions are requested, candidates make the changes and upload the document to ProQuest again. The administrator will review again and send word to the candidate of approval.

Sending PDF to Alpha Graphics for Bound Book (optional)

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

- Email a pdf and Word version of the final dissertation to Alpha Graphics (production@alphagrap.com). In the email include all contact information (phone number, cell, email, address) and let them know if the document is APA or Chicago style. All materials given to Alpha Graphics should be complete and correctly formatted according to NDMU guidelines.
- Send copies of **signed approval pages** to Alpha Graphics for inclusion in the bound copies the candidate intends to order. **The candidate can order additional copies as desired. Alpha Graphics address: 1750 Union Ave Baltimore, MD 21211**
- Alpha Graphics will deliver copies of the printed dissertation to the binder (Long's-Roullet). The binder will use the contact information the candidate provided Alpha Graphics to contact him/her for services related to binding and shipping of the final bound copies.

Submitting PDF File and Permission to Digitize for Loyola-Notre Dame Library

Candidates will submit their completed dissertation to the Loyola-Notre Dame Library.

Directions can be found at the following link. <https://www.lndl.org/search/theses-dissertations>

The digital file becomes part of the Loyola-Notre Dame Library collection.

Appendix A

Dissertation Proposal Title Page

DISSERTATION PROPOSAL

The Nontraditional Adult Learner: An Analysis of
Enrollment, Persistence, and Degree Attainment

Submitted by: Jeanette
M. Quinn School of
Education

In partial fulfillment of the requirements
for the Degree of Doctor of Philosophy in
Instructional Leadership for Changing Populations
Notre Dame of Maryland University
Baltimore, Maryland
Fall 2023

Appendix B

Approval of Chair and Readers

Candidate _____

Please provide name, title, and NDMU affiliation of proposed Chair:

Please provide name, title, and affiliation of proposed Readers

Reader 1 _____ email: _____

Reader 2 _____ email: _____

Attach copies of CV for Chair and Readers

Approved

Denied

Requires Changes

Required Changes

Signature (*Chair of the University Ph.D. Committee*) _____

Date _____

Appendix C

Committee Approval Form: Proposal Submission to University Ph.D. Committee (Form 2)

Dissertation Proposal Approval

We the undersigned approve this dissertation proposal to be reviewed by the University's Ph.D. Committee.

(SIGNATURES)

Dissertation Committee:

Chair: _____

Reader: _____

Reader: _____

Appendix D
Response Memo: Revised Submission to University Ph.D. Committee

Response Memo Template

<i>Revision Requested</i>	<i>How this is now addressed</i>	<i>Page numbers to reference</i>
<i>1. Sample size- how many teachers?</i>	<i>Power analysis shows that with a confidence interval of 95%, a minimum estimate of .25 will be detectable with at least 197 survey respondents....</i>	<i>pp. 7, 32</i>

Appendix E

Dissertation Approval Form for Alpha Graphics- Template

DISSERTATION APPROVAL

Jeanette M. Quinn's "The Nontraditional Adult Learner: An Analysis of Enrollment, Persistence, and Degree Attainment," a dissertation submitted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy in Educational Leadership for Changing Populations at Notre Dame of Maryland University, has been approved by all committee members, verified in signatures below.

(SIGNATURES)

Dissertation Committee:

Chair: _____

Reader: _____

Reader: _____

Appendix F

Dissertation Title Page: Qualitative, Quantitative, Mixed-Methods Dissertations- Template

DISSERTATION

The Nontraditional Adult Learner: An Analysis of Enrollment, Persistence, and Degree Attainment

Submitted by:
Jeanette M. Quinn
School of Education

In partial fulfillment of the requirements
for the Degree of Doctor of Philosophy in
Instructional Leadership for Changing Populations
Notre Dame of Maryland University
Baltimore, Maryland
Fall 2023

Dissertation Committee:
Chair: Dr. Kathryn Doherty
Reader: Dr. Mark J. Fenster
Reader: Dr. Patricia M. Dwyer

Dissertation Title Page: Historical/Philosophical Dissertations Template

DISSERTATION

“Diplomacy, American Style:” Discrimination Against Non-White Diplomats During the
1950s and 1960s and the Effects on the Cold War

Submitted by:
Jennifer Erdman

In partial fulfillment of the requirements
for the Degree of Doctor of Philosophy in
Instructional Leadership for Changing Populations
Notre Dame of Maryland University
Baltimore, Maryland
Fall 2016

Dissertation Committee:
Chair: Dr. Kathryn Doherty
Reader: Dr. Mark J. Fenster
Reader: Dr. Patricia M. Dwyer

Appendix G
Sample Copyright Page

Copyright © full legal name 2012
All Rights Reserved

Appendix H

Dissertation Committee Approval for Editor

Candidate _____

Dissertation Title

We have read the dissertation and agree that it is ready to be submitted to the editor:
Signatures of members of the dissertation committee:

Chair _____

Reader _____

Reader _____

Date _____

*Candidate delivers this form to her/his committee chair with a copy of the dissertation.
Chair maintains a copy of this form.*

Appendix I
Dissertation Editor Form

Candidate _____

Dissertation Title

I have edited the attached dissertation and recommended the following changes:

Editor check one: See candidate's paper.
 See above, other side and/or additional sheets, as necessary.

Editor's signature _____

Date: _____

Candidate completes the first lines of this form and delivers it to the School of Education editor.

Editor signs this form and returns it to the student.

Candidate gives this signed form along with five copies of the dissertation to the chair of her/his dissertation committee.

The chair delivers this form and the copies of the dissertation to the University Ph.D. Committee designee.

Appendix J

Committee Approval Form: Submission of Dissertation to University Ph.D. Committee

Candidate

Dissertation Title

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

Signatures of members of the committee:

Chair _____

Reader _____

Reader _____

Date _____

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

Chair delivers Form 3 along with Form 2 and the dissertation to the Chair of the Ph.D. Committee.

Appendix K
Request to Schedule Defense University
Ph.D. Committee

Candidate

Dissertation Title

Anticipated Attendees (*please list*)

Scheduled date for defense _____

Signature (*Chair of the Ph.D. Committee*)

Appendix L
Ph.D. Handbook Acknowledgement Form

Please sign and submit this form to the Ph.D. Advisor.

I, _____, acknowledge that I have read and understand the Ph.D Handbook policies and procedures. I understand that policies stated in this handbook are requirements for completing the doctoral program at Notre Dame of Maryland University. I also understand that any questions about policies and/or procedures should be addressed with the School of Education Ph.D. Advisor and/or the School of Education Dean.

Signature

Date