



WILLIAM CAREY

U N I V E R S I T Y

Dissertation Guidelines

All dissertations presented to the Graduate School at
William Carey University must conform to
the policies and format described in this manual

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INTRODUCTION

The quality of your dissertation is a reflection not only on you and your committee but also on William Carey University. The Office of Graduate Programs is committed to assisting you produce the best manuscript possible, while ensuring all dissertations conform to a universal style. You are responsible for following the procedure for submitting your dissertation to the Graduate Reader, who will check for spelling, grammar, and style, including format, consistency of headings, pagination, citations, and more. **The Graduate Reader does not read for content. While conspicuous errors will be identified for correction, the content of your manuscript is your responsibility and that of your committee.** Required modifications will be noted by the Graduate Reader, and the document will be returned to you. The following text presents guidelines for you to follow as you write, edit, and finalize your manuscript. The guidelines herein **take precedence** over the directives of the Publication Manual of the American Psychological Association or the alternate style manual recommended by your Committee Chair/Dean and approved by the Dean of Graduate Programs. Any deviations from these guidelines must be approved by the Dean of Graduate Programs.

Please read this manual carefully before preparing your dissertation. This manual is **not meant to be an exhaustive manual**. For specific questions of style, consult the 7TH edition of the American Psychological Association manual (APA) Style Manual.

Please do not use another dissertation as a model for your work since a particular style or example in a previous year may not meet current guidelines. Also, certain commonly used software packages may require format modifications in order to comply with the university's dissertation guidelines.

Of course, this guide is intended to be used in several programs; therefore, your specific graduate program may require significant modification to the content outline as specified in the sample document. Please review your content outline with your committee chair to determine if some topics are not needed in your dissertation and if additional topics might need to be included.

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I. ORDER AND COMPONENTS

Please see the sample dissertation at the end of this document (Appendix D) for illustrations.

1. Title Page
2. Copyright Page (optional)
3. Title Page with Committee Members' signature
4. Abstract
5. Dedication and Acknowledgement(s) (optional)
6. Table of Contents
7. List of Tables (if applicable)
8. List of Figures or List of Illustrations (if applicable)
9. List of Abbreviations (if applicable)
10. Chapters
11. References
12. Appendices

Note: Section headings following the title pages and copyright page have required headings. Unless otherwise noted, titles should be in uppercase, bold font (example, **LIST OF TABLES**). Bold headings are not used for title pages or the abstract page.

Title Page

The Dissertation title page without Committee Members' Signatures should bear the following information:

- The words TITLE OF THE DISSERTATION (uppercase) should be centered on the first line, below the 1" margin at the top of the page.
- If the title extends beyond one line, it should be in inverted pyramid form, i.e., the first line should be longer than the second line of the text in the title. Keep in mind that the dissertation title may change the spacing for the remainder of the title page. Adjust spacing as needed to match the Title Page example.
- Insert your full name (upper/lowercase) centered, one extra double-space (quadruple single-space) below the title.
- Complete the following and insert it centered, one extra double-space (quadruple single-space) below your name:

A dissertation submitted to the faculty of the
(name of school granting degree)
in partial fulfillment of the requirements for the
(full name of degree)
William Carey University
- Insert your graduation month and year centered, one extra double-space (quadruple single-space) below the statement.
- Right-justify and insert the words "Approved by Committee:" followed by each committee member's name. No signature lines or signatures are needed on this title page. Double-space between names.

Copyright Page

It is recommended that individuals copyright their dissertation and include a copyright page with the following information single-spaced, centered, and beginning three lines above the bottom margin.

© Year
Full Name (exactly as it appears on the title page)
ALL RIGHTS RESERVED

The copyright page should follow the first title page and should be numbered as page ii.

Title Page With Committee Members' Signatures

The Title Page with Committee Members' Signatures should be an exact duplicate of the Title Page with the addition of signature lines.

- Signature lines should be added above each committee member's name; signatures should be added prior to final submission of the document to the eDocuments Representative (for ProQuest publication).
- The signature section should be right-justified on the page, with the words "Approved by Committee:" followed by signature lines above each committee member's name, single space the line/name and double-space between each committee member.

Abstract

- The word "ABSTRACT" (uppercase) should be centered on the first line below the 1" margin at the top of the page.
- Next, center your name (upper and lowercase) as it appears on the title page.
- Then, center the title of the dissertation and ensure the wording matches the title page. Use as many lines as necessary (upper and lowercase; capitalize major words).
- Double-space throughout, except between the title and body of the text which requires two double-spaces (quadruple-spaced).
- Do not indent body of the text.
- Do not exceed 250 words in the abstract (including the title).
- The abstract page should bear the lowercase Roman number "iii" (if a copyright page was included) or "ii" (if a copyright page was not included) inserted into the header at the top right corner.
- Prepare and proofread carefully.
- Avoid mathematical formulas, diagrams, and other illustrative materials, and information that requires a citation.
- Offer the briefest possible description of your dissertation including the purpose and a concise summary of its conclusions. Do not include lengthy explanations or opinions.

Dedication And Acknowledgements (Optional)

- Each should appear on a separate page and be numbered with lowercase Roman numerals in the header starting with the page number after the abstract. The body of the text should be left-justified and paragraphs should be indented .5" and double-spaced.

- Although the content of the dedication/acknowledgement is personalized, the writing must adhere to standard English rules.
- A *dedication* is a statement from the author to a person or group to whom the author commends the effort and product of the dissertation. On the dedication page, the word “**DEDICATION**” (uppercase and bold) should be centered on the first line, below the 1” margin at the top of the page. The dedication should begin on the next line (which is one double-space below the title). As a tribute, it should begin with the word “To”
- An *acknowledgement* is a statement of gratitude to and recognition of the people and institutions that helped the author’s research and writing. On the acknowledgements page, the word “**ACKNOWLEDGEMENTS**” (uppercase and bold) should be centered on the first line, below the 1” margin at the top of the page. The acknowledgement should begin on the next line (which is one double-space below the title).

Table Of Contents

- The words “**TABLE OF CONTENTS**” (uppercase and bold) should be centered on the first line, below the 1” margin at the top of the page. If the table of contents exceeds one page, the words “**TABLE OF CONTENTS CONTINUED**” (uppercase and bold) should appear at the top of each subsequent page of the table of contents, centered on the first line, below the 1” margin at the top of the page.
- Each page of the table of contents should be numbered using a lowercase Roman numeral inserted into the header at the top right corner.
- Begin the table of contents by listing all sections of the manuscript that were included before Chapter I, e.g., “**ABSTRACT**,” “**DEDICATION**,” “**ACKNOWLEDGEMENTS**,” “**LIST OF TABLES**,” “**LIST OF FIGURES**,” “**LIST OF ILLUSTRATIONS**.” Include titles (uppercase) and corresponding page numbers (lowercase Roman numerals).
- Next, include the heading “**CHAPTERS**” (uppercase). Under this heading list each chapter using the appropriate Roman numeral and title (e.g., I. INTRODUCTION). Chapter titles should be indented .5” and include a page number (Arabic numeral). Under each chapter title, list all headings and subheadings (up to level 3 headings as described in the APA Publication Manual) and their corresponding page numbers.
- Headings should be single-spaced and indented to the right of the margin for chapter titles. Subheadings should be single-spaced and indented to the right of the margin for headings. Third level subheadings should be single-spaced and indented to the right of the margin for second level subheadings. All should include corresponding page numbers.
- Next, include the heading “**REFERENCES**” (uppercase) and the corresponding page number.
- Next, include the heading “**APPENDIX**” (if only one appendix is included) or “**APPENDICES**” (uppercase) with the corresponding page number. The name of each appendix should be listed along with corresponding page numbers. Appendix names should be listed using the format in this example: Appendix A: IRB Approval Letter (upper and lowercase). The list of appendices should be indented and single-spaced.
- The table of contents should match exact wording used in the dissertation itself for each element (e.g., chapter titles, headings/subheading, appendices, etc.).

- Page numbers should be correct and located just inside the right-hand margin of the paper with leaders (lines of dots) filling out the space between the entry and the page number. Use a “right justified tab with leader” to assure the consistent right margin. Double-space between entries.

List Of Tables

- The words “**LIST OF TABLES**” (uppercase and bold) should be centered on the first line, below the 1” margin at the top of the page. Include a list of tables only if more than one table was used in the body of the dissertation.
- Double-space between the heading and the first entry and between entries.
- Assign each table in your dissertation an Arabic numeral (e.g., Table 1) and a descriptive title (e.g., Demographic Data). Table numbers are sequential and represent the order in which each was presented in the text.
- The table number and title should be located on the left margin.
- Page numbers should be located just inside the right margin of the paper with leaders (dots) filling out the space between the entry and the page number.
- The table number and title in the list of tables should match the number and title as presented in the dissertation itself.
- If only one table is included in the dissertation a “List of Tables” is not required and should not be listed in the table of contents.

List Of Figures Or List Of Illustrations

The words “**LIST OF FIGURES**” or “**LIST OF ILLUSTRATIONS**” (uppercase and bold) should be centered on the first line, below the 1” margin at the top of the page. Include a list of figures or list of illustrations only if more than one figure or illustration was used in the body of the dissertation. Otherwise, follow the formatting rules provided for the list of tables.

List Of Abbreviations

- The words “**LIST OF ABBEVIATIONS**” (uppercase and bold) should be centered on the first line, below the 1” margin at the top of the page. Include a list of abbreviations only if more than one abbreviation was used in the body of the dissertation. Only include abbreviations used extensively (i.e., more than five times) in the dissertation. Include both abbreviations and their corresponding definitions. Arrange the abbreviations alphabetically beginning at the left margin. Single-space within each entry and double-space between entries. Be sure to include a page number indicating the location of the first use of each abbreviation.
- When using abbreviations and in listing them, the readers’ benefit should be the main consideration. If a term is abbreviated fewer than five times throughout the manuscript, spell it out each time in the document (do not abbreviate). Acronyms for organizations—like IHL or NEA in education or NLN for nursing—if used more than a few times, should be listed. Initialisms that have come into common parlance in dissertations—IRB and CITI, and statistical ones like MANOVA and ANOVA are also acceptable. Avoid ‘made-up’ abbreviations.

Chapters

- Each chapter begins on a separate page (insert page breaks).
- Assign Roman numerals (e.g., **CHAPTER I**) (uppercase and bold) and descriptive titles (e.g., **INTRODUCTION**) (uppercase and bold) to each chapter. The chapter number goes on the first line. The descriptive title goes on the second line (double-spaced).
- A typical dissertation will include these five chapters:
 - Chapter I: Introduction
 - Chapter II: Review of Literature
 - Chapter III: Methodology
 - Chapter IV: Results
 - Chapter V: Discussion
- The purpose of Chapter I is to provide an introduction to the study. Typical headings include: overview, purpose, statement of the problem, research questions/hypotheses, theoretical/conceptual framework, definition of terms, delimitations, and summary.
- The purpose of Chapter II is to provide a review of relevant literature related to the topic. The chapter generally is organized using appropriate headings and subheadings to create a logical flow of information. Headings should be parallel and should conform to current APA formatting. Literature reviews generally capture what is known about the topic and include previous studies and findings.
- The purpose of Chapter III is to explain the design and methods used in the current study. The level of detail should be sufficient to allow duplication of the study. The chapter generally includes, but is not limited to, sections that describe the: purpose, research questions/hypotheses, participants, setting, methods, procedures, instrumentation, and methods to analyze data/test hypotheses or answer research questions.
- The purpose of Chapter IV is to explain the results without drawing conclusions or implications from the data. Depending on the design of the study, this chapter will likely include summaries of the raw data collected and results of statistical tests that were run and may include tables, charts, diagrams, or other ways of condensing data.
- The purpose of Chapter V is to discuss the findings of the study. It is not a duplication of Chapter IV, but rather an explanation of what the results mean, their implications, and consistencies/inconsistencies with prior research. Typically, the chapter also includes a discussion of limitations of the study, recommendations for future researcher, and recommendations for the field.

References

- The word “**REFERENCES**” (uppercase and bold) should be centered on the first line, below the 1” margin at the top of the page.
- List all the references utilized in the dissertation using current APA formatting.
 - References should appear in alphabetical order
 - Double-space
 - Use hanging indents - setting in Word
 - No widows/orphans (do not split a reference across two pages) - setting in Word
 - Black font; no bold or underling
 - Use last names and first/middle initials; no first names
 - Include names of all authors unless there more than 20 (for a single source)

Appendices

- The word “**APPENDICES**” (uppercase and bold) should be centered on the first line, below the 1” margin at the top of the page. If only one appendix is included, use the word “**APPENDIX**” (uppercase and bold). No other text will appear on this page; the first appendix will begin on the next page.
- Appendices may vary in length, but each appendix should begin on a separate page.
- Each appendix should be identified by two elements: An appendix letter and a title. Both elements appear at the top of the appendix, centered, with the appendix letter positioned one double-space above the title.
- When there is more than one appendix, assign each appendix a letter (e.g., **APPENDIX A**) (upper case and bold) and a descriptive title (e.g., **IRB APPROVAL**) (uppercase and bold). Where there is a single appendix, only the descriptive title is required.
- Appendices should be ordered (and lettered) sequentially in the order in which they are cited in the text.
- All appendix pages should be numbered with Arabic numerals, continued from and subject to the same guidelines as the rest of the document.
- The appendix must include the IRB approval letter, any letters granting permission for the research and permission to use/modify existing instruments, and copies of any instruments developed for the research. The author should consult with the chair of the dissertation committee and other members of the committee to identify other documents that should be included in the appendices.
- Appendices may include documents that do not use the same formatting requirements of the dissertation (e.g., font, spacing, typesetting). However, all documents must fit within the required margins and allow space for headings as needed. For that reason, some documents will need to be created as digital images and reduced in size. For example, the IRB Approval letter will need to be reduce in size to fit below the heading and within the required margins (1.5” left, 1” top, right, and bottom).

II. FORMAT

Margins

With the exception of the left margin, all pages of the dissertation must be in accordance with the most recent edition of the APA Manual throughout the entire document including appendices:

- Top, right, and bottom margins must be 1”
- Left margins must be 1.5” (to ensure adequate room for binding the manuscript).

Font Type And Size

- Use Times New Roman, 12-point font.
- Superscripts and subscripts (e.g., formulas) should not be more than 2 points smaller or larger than the body of text font size (i.e., tables may be 10 to 14-point font).
- Statistical symbols should be italicized where appropriate.

Spacing And Indentation

- The text of a dissertation must appear in a single column on each page and double-spaced throughout including blocked quotations. Exceptions are notes, captions, legends, and

long headings, which should be single-spaced with a space between items. Also, single spacing should be used where directed in the table of contents, lists of tables, etc., but only as prescribed.

- New paragraphs should be indicated by a .5” tab indentation. Use the most recent edition of the APA manual for formatting for both paragraph and blocked quotations.

Pagination

- Use lower case Roman numerals (i, ii, iii, iv, etc.) on all pages preceding the first page of Chapter I. The title page counts as page i but the number does not appear. Therefore, the first page showing a number will be page ii (the copyright page or signed title page if not including a copyright page). All page numbers are placed in the top right corner of each page using the header function.
- Begin paginating pages using Arabic numerals (beginning with 1) beginning with Chapter I and include the text, illustrations, notes, and any other materials that follow. All page numbers are placed in the header at the top right corner of each page.
- Do not use page numbers accompanied by letters, hyphens, periods, or parentheses, e.g. 1, 1-2, -1-, (1), and 1a. If the document contains landscape pages (pages in which the top of the page is the long side of a sheet of paper), make sure that the page numbers nevertheless appear in the same place as they do on other sheets for consistency.

Headings

Headings will vary in format depending on their “level.” However, headings of the same level should be parallel and should follow the current edition of the APA manual.

Note: If a heading is part of the name of a chapter, it is not a Level 1 heading. The first heading after a chapter title is a level 1 heading and should be formatted accordingly.

- Level 1, 2, and 3 are separated from the text (above or below) by a single, double-space. Level 4 and 5 headings are formatted like the beginning of a new paragraph; they are indented, end with a period, and are followed on the same line by a sentence.
- All headings should be in bold and formatted as follows:

Heading Level 1 (centered)

Heading Level 2 (left justified; text begins on next line)

Heading Level 3 (italicized, no indent; text begins on next line)

Heading Level 4. (indented and period; text begins on this line)

Heading Level 5. (italicized, indent, and period; text begins on this line)

Tables and Figures

- Use the most recent edition of the APA manual guidelines for formatting the tables and figures.
- Each table/figure should be identified by two elements: A table/figure number and a title. Both elements appear above the table/figure, left-justified with the table/figure number positioned one double-space above the title.
- Assign an Arabic numeral (e.g., **Table 1**) (uppercase, lowercase, and bold) and descriptive title (e.g., *Demographic Data*) (uppercase, lowercase, and italicized) to each

table/figure. Tables/figures are numbered sequentially according to the order in which they appear in the document. Italicize the name of the table/figure and statistical symbols where appropriate. Additional explanatory information below the table should be double line spaced (consistent with other portions of the text) and not italicized. There should be no vertical lines in the tables.

- Reference each table/figure within the body of the text. Insert each table/figure (up to two pages in length) after the paragraph where each is first mentioned. Tables/figures that exceed two pages in length should not appear in the body of the manuscript and should be placed in the Appendix.
- Each table should begin on a separate page following the paragraph in which the table was introduced. Insert a page break at the end of the paragraph to assure that the table begins a new page. Effort should be made to keep tables to a single page (for example, smaller font is allowed provided the table is still clearly readable), and large tables that exceed two pages should be moved to the appendix. If more than one table was introduced in the preceding paragraph, it is permissible to include more than one table on a page, as long as this does not necessitate a table split.
- If a table/figure exceeds one page (but does not exceed two pages, in which case it should be moved to the appendix), the words “**TABLE CONTINUED**” or “**FIGURE CONTINUED**” (uppercase and bold) should appear at the top of the second page, centered on the first line, below the 1” margin at the top of the page

Citations

- Citations within the chapters should follow current APA formatting guidelines.
- Include author and date. Add page numbers to citations for direct quotes.
- Direct quotes of fewer than 40 words require quotation marks. Quotations of more than 40 words require block text and no quotation marks.
- When citing works by three or more authors, only include the surname of the first author followed by "et al." and the year. For example, “Smith et al. (1998) found... .”
- The word “and” is used in sentences; the symbol “&” is used in parenthetical citations (and in references) where needed.
- All sources referenced in the text must be included in the reference list. The spelling, order of multiple authors, and year must match.

Publication Of Dissertation

- Dissertations approved at William Carey University are published through ProQuest. The library will request a copy of the dissertation from ProQuest; therefore, the student will not need to request a library copy. Individuals may purchase bound copies of their dissertation directly from ProQuest. Even though it is not required, it is a courtesy for graduates to provide their dissertation chairs with a bound copy of their dissertation.
- Instructions for ProQuest can be obtained from the WCU library, your graduate program coordinator, your Dean’s office, or the eDocuments Representative of your program. Further information for publishing can be obtained through WCU Library.

III. COPYRIGHTING

Copyright Protection

- Copyright protection exists automatically from the time the work is created. There is no requirement that the work be published or registered to obtain protection under copyright law. As a condition of enrollment at WCU, students grant the University a limited, non-exclusive, royalty-free license to reproduce and make available to the public their dissertations, including access through WCU Library databases.
- When students create an account for the electronic submission of their dissertations via the ProQuest® Electronic Theses and Dissertation Website, they have the option to authorize ProQuest® to register their copyright in exchange for a fee.
- Alternatively, individuals may register their copyright with the United States Copyright Office within the Library of Congress at copyright.gov. See submission site for instructions and fees.

Using Copyrighted Materials

- Any copyrighted materials, including figures, illustrations, diagrams, etc. used in dissertation work, beyond brief excerpts, may be used only with the written permission of the copyright owner. Book and journal publishers normally hold the copyright for all materials they publish. Therefore, even if an individual is the sole or one of several authors of material in a published book or journal, written permission must be obtained from the “copyright holder” for the material to be included in a dissertation. Use of reproductions or excerpts of other media, such as music, graphic images or computer software may also require permissions. The author of the dissertation is responsible for securing all necessary permissions and paying associated permission fees where applicable.

APPENDICES

APPENDIX A

CHECKLIST

Title Page

- Does the page have a 1” margin at the top?
- Is your full name below the title?
- Does the statement correctly specify the department, curriculum, or school granting your degree?
- Are the names of your committee members included (without signatures)?
- Have you left the page number off (even though you count this as page “i” in numbering)?

Copyright Page (optional)

- Does your name appear exactly as it does on the title page?
- Is the copyright page numbered “ii”?

Abstract

- Does the page show a 1” margin at the top?
- Is the title worded exactly as it is on the title page?
- Do the text and title of your abstract not exceed 250 words?
- Is the abstract numbered in lowercase Roman numerals?

Dedication and/or Acknowledgement

- Do the dedication and acknowledgements(s) each begin on a new page?
- Does the first page of each have a 1” margin at the top?
- Are these pages numbered in lowercase Roman numerals?

Table of Contents

- Does the first page have a 1” margin at the top?
- Are these pages numbered in lowercase Roman numerals?
- Is each entry single-spaced, with a double space between entries?
- Are the major headings and subheadings within chapters and appendices listed?
- Are the corresponding page numbers accurate?
- Are Chapter numbers in Roman numerals?

Lists of Tables, Figures, and Illustrations

- Are all lists properly numbered, given a title, and listed consecutively?
- Is each entry in the list single-spaced with a double space between entries?
- Are these pages numbered with lowercase Roman numerals?

Chapters

- Is your Chapter Heading in uppercase (ex. **CHAPTER I**) with the number in uppercase Roman numerals and boldfaced?
- Is your Chapter Title in all capitals and boldfaced?
- Does the first heading after the chapter title appear as a level 1 heading?
- Is the text double-spaced (except for notes, captions, legends, and long headings, which are single-spaced)?
- Are paragraphs indented consistently throughout?
- Are page numbers of the text located in the right upper corner and in Arabic numerals without any additional punctuation?
- Have you placed each page number in the chapters as headers in the top right corner?

References

- Does the page have a 1” margin at the top?
- Are all entries double-spaced, with a hanging indent for the second line (indent .5 inches)?
- Are page numbers of the text located in the right upper corner and in Arabic numerals without any additional punctuation?

Appendices

- Does the page have a 1” margin at the top?
- Have you placed all appendices after the last chapter and references?
- Have you assigned each appendix a letter and title?
- Are the appendices ordered in the order they are introduced in the text?

APPENDIX B
ANNOTATED TITLE PAGES

**The following annotated documents are program-specific and should be used in
conjunction with the Dissertation Guide.**

Included are:

1. Title page without signatures
2. Title page with signatures.

FRONT TITLE PAGE

(NO SIGNATURES)

TITLE OF YOUR DISSERTATION

Author's Full Name

A dissertation submitted to the faculty of the
School of Education
in partial fulfillment of the requirements for the
Doctor of Philosophy in Higher Education Administration
William Carey University

May 2021

Approved by Committee

W. Lee Pierce, Ed.D., Chair

Jalynn Roberts, Ph.D.

Walter Cooper, Ph.D.

Barry Morris, Ph.D.

(In Word--Paragraph dialogue box:
set line-space to **DOUBLE**)

TITLE OF YOUR DISSERTATION

Enter one extra line space
(document set at double line-space)

Author's Full Name

Enter one extra line space
(document set at double line-space)

A dissertation submitted to the faculty of the

School of Education

in partial fulfillment of the requirements for the

Doctor of Education in Educational Leadership

William Carey University

Enter one extra line space
(document set at double line-space)

May 2021

Enter one extra line space
(document set at double line-space)

Approved by Committee

W. Lee Pierce, Ed.D., Chair

Jalynn Roberts, Ph.D.

Mary Alcorn, Ph.D.

Joseph Moch, Ph.d.

COMMITTEE MEMBERS' NAMES

Committee members' names are right
justified at the standard 1" right margin
(continuing double line-space)

SECOND TITLE PAGE

(TITLE PAGE WITH SIGNATURES)

**THIS WOULD BE THE THIRD PAGE OF
THE PHYSICAL DOCUMENT (AFTER
THE COPYRIGHT PAGE)**

TITLE OF YOUR DISSERTATION

Author's Full Name

A dissertation submitted to the faculty of the
School of Education
in partial fulfillment of the requirements for the
Doctor of Philosophy in Higher Education Administration
William Carey University

May 2021

Approved by Committee:

W, Lee Pierce, Ed.D., Chair

Jalynn Roberts, Ph.D.

Walter Cooper, Ph.D.

Barry Morris, Ph.D.

CONTINUE DOUBLE LINE-SPACE

BEGIN 1" FROM TOP OF PAGE

21

(In Word--Paragraph dialogue box:
set line-space to **DOUBLE**)

TITLE OF YOUR DISSERTATION

Enter one line extra space
(document set at double line-space)

Author's Full Name

Enter one extra line space
(document set at double line-space)

A dissertation submitted to the faculty of the

School of Education

in partial fulfillment of the requirements for the

Doctor of Education in Educational Leadership

William Carey University

Enter one extra line space
(document set at double line-space)

May 2021

RESET FOR SINGLE LINE-SPACE FOR
SIGNATURES

Reset Paragraph dialogue box to single
line-space

Add single line-space after "Approved by
Committee" and after each committee
member's name

Approved by Committee:

W, Lee Pierce, Ed.D., Chair

Jalynn Roberts, Ph.D.

Walter Cooper, Ph.D.

Barry Morris, Ph.D.

APPENDIX C

NURSING DISSERTATION TABLE OF CONTENTS EXAMPLE

TABLE OF CONTENTS

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Statement of the Problem & Significance	1
Purpose of the Study	4
Research Questions or Hypotheses	6
Conceptual/Theoretical Framework.....	6
Definition of Terms	6
Assumptions	7
Delimitations (<i>included in proposal only</i>)	7
Summary	8
II. LITERATURE REVIEW (<i>Use past verb tense</i>)	10
Topic 1	10
Topic 2	11
Topic 3	14
Topic 4	17
Topic 5	21
III. METHODOLOGY (<i>Use future verb tense for proposal. Change to past tense when study is completed.</i>)	30
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Research Design.....	33
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Data Protection	39
Instruments	39
Data Collection	44
Data Analysis	46
Procedure	47
 IV. RESULTS (<i>Use past verb tense</i>)	 50
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Research Questions or Hypotheses.....	50
Description of Participants	51
Research Questions or Hypotheses Findings	87
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DISSERTATION SAMPLE

The following sample was prepared using material from several documents for explanatory purposes only—page numbers in the Table of Contents may not match the page numbers represented in the sample document.

Each dissertation is unique with respect to content. Therefore, this sample (especially the Table of Contents) should be used as a guide for format. The student should consult with the chair of the dissertation committee when determining the specific topics/headings while preparing the dissertation. The Table of Contents for different dissertations will differ greatly.

TITLE OF YOUR OF DISSERTATION

(Centered and double-spaced if more than one line)

(1 extra double line-space)

Author's Full Name

(1 extra double line-space)

A dissertation submitted to the faculty of the

(name of school granting degree)

in partial fulfillment of the requirements for the

(full name of degree—Example: Doctor of Philosophy in Nursing Education and
Administration, Doctor of Education in Higher Education Administration, or
Doctor of Philosophy in Higher Education Administration)

William Carey University

(1 extra double line-space)

Graduation Month with year

(1 extra double line-space)

Approved by Committee:

Bob Jones, Ph.D., Chair

Henry Smith, Ph.D.

Mary Alcorn, Ph.D.

Joseph Moch, Ph.D.

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A dissertation submitted to the faculty of the

(name of school granting degree)

in partial fulfillment of the requirements for the

(full name of degree—Example.: Doctor of Philosophy in Nursing Education and

Administration, Doctor of Education in Higher Education Administration, or

Doctor of Philosophy in Higher Education Administration)

William Carey University

(1 extra double line-space)

Insert Graduation month and year

(1 extra double line-space)

Approved by Committee:

Bob Jones, Ph.D., Chair

Henry Smith, Ed.D.

Mary Alcorn, Ph.D

Joseph Moch, Ph.D.

ABSTRACT

Insert Author's Full Name

Insert Title of Your Document using Upper and Lowercase

(Centered, double-spaced if more than one line, and in inverted pyramid form)

(1 extra double line-space)

(Begin the abstract here. Do not indent; double-space text. A dissertation abstract should consist of 250 words or less including the title.)

The abstract page should bear the lowercase Roman number "ii" (if you did not include a copyright page) or "iii" (if you include a copyright page).

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1	COCA	Commission on Osteopathic College Accreditation.....	43
2	SACS	Southern Association of Colleges and Schools	43

CHAPTER I

INTRODUCTION

Bloom et al. (2008) outlined that there is much literature to support the importance of academic advising in higher education. In fact, academic advising is the most cited contribution to student retention (Bloom et al., 2008). Light (2001) stated, “Good advising may be the single most underestimated characteristic of a successful college experience” (p. 81). Medical students experience an exorbitant amount of stress while in medical school (Mann, 1992; Whitman et al., 1984).

Statement of the Problem and Significance

There is an undeniable need for quality academic advising in medical schools. This research provided data to address this well-documented need. Appreciative Advising has been successfully incorporated into many settings in higher education;

Purpose of this Research and Null Hypotheses

The purpose of this research was to examine current practices of medical student advising in osteopathic medical schools. The potential application of Appreciative about the potential application of this model to a medical school setting. Five overall research questions guided this research:

1. What are the current advising practices of osteopathic medical schools in the country?

Descriptive/Survey

There were two surveys disseminated as a part of this research. One survey that was developed for advisors was disseminated to advisors at all osteopathic medical

schools in the country in order to examine the current advising practices of each school. In addition, the survey included questions regarding the

H₀ 1: There will be no statistically significant difference in student perceptions of their advising needs based on gender.

H₀ 2: There will be no statistically significant difference in student perceptions of their advising needs based on age.

Qualitative: Research Question 5

The study also included a qualitative component to further explore the potential use of Appreciative Advising in an osteopathic

Definition of Terms

For the purposes of this study, the following terms are defined:

1. *Academic Advisor*: an individual that assists students in the clarification of their life/career goals and in the development of educational plans to reach those goals (Enders et al., 1982; Grites, 1982).
2. *Appreciative Advising*: “an intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials” (Bloom, 2008, p. 179).
3. *Graduate Students*: students continuing their education in masters or doctoral programs following baccalaureate graduation.

Delimitation

One delimitation in this research is that all student participants are from a single institution

Summary

Summary should not introduce new information. Only summarize what has been presented in the chapter.

Previous research has indicated a need for academic advising in medical schools (Eckenfels et al., 1984; Levine et al., 2011; Mann, 1992; Whitman et al., 1984). Bloom et al. (2009) outlined success with the Appreciative Advising model in a wide variety of settings within higher education. Truschel (2008) encouraged future

CHAPTER II

LITERATURE REVIEW

Academic Advising

Redfern (2008) wrote, “Advisors have one of the toughest, but certainly one of the most fulfilling, jobs in the world of academia” (para 1). Academic advising is often regarded with utmost importance, yet it is just as often neglected. Hunter and White (2004) stated that academic advising could be the only interaction students

Appreciative Inquiry

In the 1980s, a doctoral student named Cooperrider proposed a research method called Appreciative Inquiry (AI) as an organization development intervention (MacCoy, 2014). This model is comprised of constructs of social constructionism. AI consists of asking questions and positively engaging people of an organization to

Disarm Phase of Appreciative Advising

Bloom et al. (2008) described the Disarm stage of Appreciative Advising as “the intentional use of positive, active and attentive listening and questioning strategies to build trust and rapport with students,” (p. 11). Bloom et al. outlined that people formulate first impressions in as little as three seconds. First impressions are also typically perceived as either positive or negative,

CHAPTER III

METHODOLOGY

An introduction to the methodology utilized in this study (paragraph form).

Purpose Statement

The purpose of this study ... (paragraph form).

Research Questions and Hypotheses

The following research questions have been formulated to provide guidance for the study.

Research Question 1: How will instructional coaching impact teachers' instructional practices?

Null Hypothesis: There is no statistically significant relationship between instructional coaching as measured in minutes and teachers' instructional practices as measured by the Mississippi Teacher Growth Rubric.

Alternative Hypothesis: There is a statistically significant relationship between instructional coaching measured in minutes and teachers' instructional practice as measured by the Mississippi Teacher Growth Rubric.

Research Question 2: How will teachers' perceptions of instructional coaching change through the intervention?

Null Hypothesis 2: There is no statistically significant change in teachers' perceptions of instructional coaching as a result of the intervention.

Alternative Hypothesis 2: There is a statistically significant change in teachers' perceptions of instructional coaching as a result of the intervention.

Research Question 3: What impact on teachers' instructional practices and attitudes towards instructional coaching does the school administrator observe as a result of the instructional coaching intervention?

Participants

A discussion and description of the subjects who participated in this study (paragraph form).

Participant Protection

A discussion of how the participants' rights were protected in this study (paragraph form).

Instrument

A discussion of the development and nature of the instrument used to collect the data in this study and why the instrument is appropriate for this study (paragraph form). Include evidence of validity/reliability.

Procedures

A detailed discussion of the procedures used to collect the data for this study (paragraph form).

Data Analysis

A detailed discussion of how the data were analyzed in this study (paragraph form).

CHAPTER IV

RESULTS

Purpose

The purpose of this research was to examine current practices of medical student advising in osteopathic medical schools. In addition, the potential application

Participant Demographic Information

Gender

A discussion of the distribution of the subjects with respect to gender. This narrative follows the 2nd level heading in paragraph form.

Ethnicity

A discussion of the distribution of the subjects with respect to ethnicity. This narrative follows the 2nd level heading in paragraph form.

Analysis

Descriptive

A discussion of the data which describes the subjects and variables. This narrative follows the 2nd level heading in paragraph form.

Table 1*Number of Years Advising*

Experience	<i>N</i>	%
Student Year in Medical School		
Year 1	35	21.47
Year 2	34	20.86
Year 3	33	24.26
Year 4	51	31.29
Advisor Years Advising		
0--5	140	38.46
6—10	79	21.70
11—15	36	9.89
More than 15 Years	109	29.95

Note. Student *N* = 163. Faculty *N* = 364.

One hundred fifty-eight of the 163 participants disclosed their age. Of the student participants who responded to this question, the age of student participants ranged from 22 years to 65 years, with the average age being 28. Of the 163

Figure 3

A Simulation of Scattered Light Projected Through Glass (High Bandwidth)



Figures are acceptable in either color or black and white

Inferential

A discussion of the inferential statistics which were used to explore the relationships among the subjects and variables. This narrative follows the 2nd level heading in paragraph form.

Qualitative

A discussion of the qualitative data which were examined to explore the themes which were revealed. This narrative follows the 2nd level heading in paragraph form.

Summary

A narrative summary of the results of the study in paragraph form.

CHAPTER V

DISCUSSION

Summary

This study was a mixed methods design that addressed research questions about the current advising practices and advising perceptions of faculty advisors in osteopathic medical schools in the country.

Discussion of Results

A discussion of the results in paragraph form.

Implications for Policy and Practice

A discussion of the implications for policy and practice in paragraph form. Must be based on the study.

Limitations

A listing and discussion of the limitations of the study.

Conclusions

A discussion of the general conclusions as a result of the study.

Recommendations for Future Research

A listing and discussion of recommendations for future research that were derived from this research.

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APPENDICES

APPENDIX A
IRB APPROVAL LETTER



INSTITUTIONAL REVIEW BOARD
Jalynn Roberts, Ph.D.
Chair

May 12, 2016

TO: Makayla Merritt

RE: Using the Appreciative Advising Model to Design an Advising Treatment Plan for Medical Students (IRB #2016-20)

Makayla Merritt,

This letter serves as official notification of the approval of your project by the Institutional Review Board (IRB) of William Carey University. It is the IRB's opinion that you have provided adequate safeguards for the rights and welfare of the participants in this study, and that the proposal appears to be in compliance with the Code of Federal Regulations on the Protection of Human Subjects (45 CFR Part 46). **It has been classified as Expedited research under the IRB guidelines.**

You are authorized to implement this study as of the date of final approval, which is May 12, 2016. This approval is valid until is May 11, 2017. If the project continues beyond this date, the IRB will request continuing review and update of the project.

You are required to notify the IRB immediately if any of the following occur:

- 1. any proposed changes that may affect the expedited status of your project;**
- 2. any unanticipated or serious adverse events involving risk to the participants.**

When the above-referenced research project is completed OR if it is discontinued, the WCU IRB must be notified in writing. The IRB Final Report Form will be used for this purpose.

On behalf of the Institutional Review Board,

A handwritten signature in cursive script that reads "Jalynn G. Roberts".

Jalynn G. Roberts, Ph.D.

Chair, WCU Institutional Review Board

APPENDIX B**FAULTY ADVISING SURVEY INSTRUMENT**

Directions: Please provide the following information.

Which of the following people does your school use as assigned advisors for medical students?

Faculty Staff Administration Other

When are your students assigned to an advisor?

First Year Second Year Third Year Fourth Year

Never formally assigned to one person

If your students are assigned to an advisor during their first year, do they stay with that advisor the entire four years?

Yes No Not Applicable Other

Do your advisors have other primary job responsibilities besides advising?

Yes No Other

Approximately how many advisees are assigned to each advisor?

< 10 11-20 21-30 31-40 41-50 >50

Are your advisors trained in advising in any way?

Yes No Other

If yes, what type of training do they receive?

Does your school place parameters on what how often advisors meet with advisees?

