

DISSERTATION HANDBOOK

All doctoral students in the Counselor Education and Supervision Program in the Division of Psychology and Counseling at Governors State University must follow the guidelines for their dissertation from both the Division and the Capstone Guidelines from Graduate Studies.

*Doctoral Guidelines
for Counselor
Education and
Supervision*



Division of Psychology and Counseling

Counselor Education and Supervision Program

Doctorate of Education

Governors State University

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The dissertation project is a process that includes creating and implementing a research, evaluation, or exploratory project that adds to the individual doctoral student's knowledge and the knowledge base of the field of Counselor Education and Supervision. The culmination of this process is a written document that is professional and follows the standards set forth in this document and the Graduate Capstone Guide from Graduate Studies.

Style

All final dissertation projects must use the guidelines set forth in this handbook, the Graduate Capstone Guide, and the most recent APA style. If the rules of the handbook and APA conflict students must follow the formatting guidelines in the dissertation handbook. For the most part, all APA rules on formatting and writing style should be followed, including active voice. Specific guidelines are below:

Widow/Orphan Protection

At least two lines of a paragraph must appear together at the top and bottom of every page. In word processing programs this is usually referred to as "widow and orphan protection." Each subheading must be followed by at least 2 lines of text.

Spacing

Text material is double spaced. Please follow the rules in the APA manual for any exceptions to this rule. Please follow all APA rules unless otherwise specified.

Page Numbering

Page numbering should follow standard publishing practice. Pages before the first page of Chapter I ("preliminary pages") are numbered with lower-case Roman numerals (i, ii, iii, iv, v). The title page, which is page "i," does not have a number placed on it; actual numbering begins with the next page (the signature page), which is "ii." All pages beginning with the first page of Chapter I should be numbered with Arabic numerals (1, 2, 3, 4, 5). That numbering continues consecutively to the end of the manuscript, including text, illustrations, figures, tables, notes, bibliography, appendices, etc. Page numbers must not be followed by a period or any other symbol. Embellished page numbers, such 10a, 10b, etc., are not acceptable.

The page number should be placed at the bottom of the page, centered under the text, and as the last line of text above the one-inch margin.

Headings

Headings are required in order to have a clear, understandable document. Please see the APA manual for specific rules about headings. Each chapter should have the word “CHAPTER” and the chapter number in roman numerals all in capital letters and bolded. After the chapter number all headings should follow the APA rules. Typically, because of the length of a dissertation project, at least three level headings are used. However, at a minimum, level heading 1 must be used throughout the document. A heading must be followed by at least two lines of a paragraph. Chapters and the first two levels of headings should be referenced in the Table of Contents (TOC). Only first and second level headings and subheadings must be referenced in the TOC. Third level and beyond may be referenced provided they are done so consistently. That is, if some second level subheadings are referenced in the TOC, all second level subheadings should be referenced, and so on for all levels.

Manuscript Organization

Below is the only acceptable order in which the different parts of the manuscript should be arranged.

Preliminary Pages (numbered with lower-case Roman numerals)

Copyright Notice, if copyright is sought (page is neither counted nor numbered)

Title Page (counted, but not numbered)

Signature Page (page ii)

Abstract

Dedication (optional)

Acknowledgements (optional)

Table of Contents

List of Tables (as needed)

List of Figures (as needed)

List of Illustrations (as needed)

Chapters of Text Material (begin Arabic page numbering)

Summary/Conclusion

References

Appendices (including Human Subjects Approval and/or other approvals as required)

Dissertation Project

The dissertation project synthesizes a number of areas of awareness and skill that students have attained during their matriculation through the EdD program in Counselor Education and Supervision at Governors State University (GSU). In light of this, the purpose of this document is to provide basic guidance to students regarding the expectations and process of completing the dissertation project.

I. Dissertation Project Designs: The culmination of one's doctoral training in the Counselor Education and Supervision Doctoral Program at GSU is the dissertation project. This endeavor is an individualistic experience in scholarship, which meets the highest demands of academic rigor and meaningfully contributes to the scholarly literature related to the topics studied. Doctoral candidates are expected to create and complete a project related to the field of Counselor Education and Supervision. Topics should be related to one of the core areas of Counselor Education and Supervision: Counseling, education, supervision, leadership, or advocacy in the field of counseling. In order to facilitate the dissertation process, students work closely with a dissertation committee comprised of four members: the dissertation chair and three (3) additional committee members.

Consistent with the achievement of an Ed.D. degree, the dissertation project must demonstrate a level of scholarship and reasoned inquiry which meet the standards of the profession and GSU. To demonstrate such rigor, certain research methods and approaches are considered acceptable for the dissertation project, in line with the expectations and standards of this program, GSU, and the greater professional counseling community. These include:

1. **Empirical Research:** This can include applied research utilizing quantitative, qualitative, or mixed approaches.
2. **Case Studies:** An in-depth review of three (3) case studies, involving detailed analyses of several related cases and the contextual interpretation of these cases within the scope of the extant literature in the area of focus. The student must have met with each client for a minimum of eight (8) sessions over at least a two (2) month period of time;
3. **Literature Review:** An extensive literature review in which all related scholarly work in an area is reviewed and then examined to develop a conceptualization.

Topics and dissertation designs will be developed by the student chiefly in conjunction with his/her dissertation chair, and in coordination with the other three (3) committee members.

II. Dissertation Committee: The dissertation committee is typically composed of four (4) tenured or tenure-track faculty members. In some instances, a non-tenure track faculty member or an individual external to GSU is allowed to be a member of the committee. The chair of the committee *must* be a tenured or tenure-track faculty member in the Counseling Program at GSU. It may be beneficial for the dissertation to have co-chairs working with the student. Should the student seek a co-chair for his/her project, it must be discussed and approved by the potential co-chairs of the dissertation.

All committee members will work with the student to develop the dissertation, review the quality and breadth of the project, and ultimately assess the merits and weaknesses of the completed project at the final oral defense meeting. All members of the committee should provide the student with regular feedback in a timely manner, and must attend or be available for teleconference for the two (2) required dissertation meetings to complete this process: the proposal meeting and the final oral defense meeting.

Students are encouraged to share their manuscript with all committee members before the proposal and defense meeting. However, each student is *expected* to meet with a committee member with expertise in the planned/conducted analysis to make any necessary changes. These changes should be made before the final proposal and defense manuscript are shared with all committee members.

Chair: The chair will work with a student in an advisory manner to identify a suitable topic of inquiry and to develop a reasonable dissertation. The student's advisor will serve as that student's chair. Should the student wish to, he/she may seek a new advisor/chair, but this decision should be discussed first with the current advisor/chair before doing so.

The student and his/her chair are responsible for ensuring that:

1. The project is properly conducted and documented;
2. It meets the ethical policies and standards of the ACA, the GSU Institutional Review Board and if applicable, other Institutional Review Boards;
3. The dissertation is designed and executed in a manner consistent with the agreement made by the dissertation committee, as documented in the final proposal manuscript.

The chair will run all dissertation meetings and ensure that all proper policies and procedures are followed. The student will discuss and develop his/her dissertation ideas with the chair. The chair is thus crucial in helping decide the content area of the dissertation, the research questions/hypotheses, and the method of inquiry. Moreover, a student's chair is actively involved in deciding the composition of the dissertation committee members.

In some instances, committee's may have a co-chair. The purpose of the co-chair is to provide theoretical and/or methodological expertise.

Committee members: In conjunction with the chair, the other dissertation committee members facilitate the completion of the project by providing guidance and insuring that the acceptable standards of the profession for a doctoral level of research and scholarship are met. The student is encouraged to get to know the faculty well, whom s/he might be considering as committee members, and then to chose committee members in conjunction with the chair.

For the dissertation, there must be four (4) committee members.

- One (1) committee member will serve as the chair.
- Two (2) committee members must be tenured or tenure-track faculty members in the Counseling Program at GSU.
- To facilitate diversity in thought, one (1) additional committee member is typically a faculty member from outside of the Counseling Program, but still within GSU. In some cases, a person external to GSU may be allowed to serve as a committee member. Specific requirements (see **Committee Member External to GSU**) are required in this instance.

In sum, the dissertation committee is comprised of four (4) members: a chair, two (2) tenured or tenure-track faculty within the Counseling Program at GSU, and one (1) faculty member outside of the Counseling Department at GSU, or in some special circumstances an individual external GSU.

Once the committee composition is established, Form A is submitted to the Division Chair, attesting to the agreement of all parties involved to take part in the dissertation project. This form requires signatures from the student, all four (4) committee members and the Doctoral Program Coordinator. The student and chair should both retain a copy of this completed form for their own records.

Once the committee is accepted, changes in committee composition should be made only in emergency circumstances. The student or any single committee member may not make changes in committee membership unilaterally. Rather, such changes must be reviewed and approved by the chair and the other retained committee members. A petition for change in committee member is then forwarded to the Doctoral Program Coordinator.

Committee Member External to GSU: In the situation where an outside committee member is not a tenured or tenure-track faculty member of GSU, evidence of specific proficiency, knowledge, and expertise in an area relevant to the dissertation topic must be presented and reviewed by the chair. Specifically, these documents include the individual's curriculum vitae (CV), recent publications, and related official indications of qualification. S/he must hold a

doctoral degree in a related field from an accredited institution. As with the chair and other committee members, this individual should be available to provide regular feedback and to attend all meetings related to the dissertation project. The individual's qualifications should be retained within the dissertation file held by the chair for each student's dissertation project, and a copy of the letter from the chair on official GSU letterhead to the external committee member confirming acceptance of his/her qualifications to serve on the committee retained in the dissertation file will serve as proof of acceptance of the individual's documented qualifications.

III. Dissertation Process: The dissertation will be developed and refined through a series of steps, punctuated by two (2) formal meetings: the proposal and the final oral defense. When the chair has signed off on the proposal as being ready for review, the other committee members will have a minimum of two weeks (14 days) to review the document, in order to provide their suggestions, edits and necessary changes. The proposal meeting will occur only once the chair and all committee members agree that the project is ready to be formally proposed.

Proposal Meeting: For the proposal meeting, the first three chapters [i.e., Introduction, Literature Review, Method(s)] of the dissertation must be significantly developed and completed in APA format and style. The specific requirements for each required three chapters will depend on dissertation design chosen. It is possible that some additional changes in aspects of the project will be required before the proposal meeting. Nevertheless, these chapters should be fully developed and defensible at the time of the meeting. The IRB paperwork must be submitted before the proposal.

The proposal meeting is open to the public. All students must send the Division Office Manager an email asking to send an announcement to the Division of Psychology and Counseling with the date, location, and abstract of the proposal and/or defense manuscript.

The proposal meeting is approximately two (2) hours. As part of the proposal meeting, the student will give a 20-30 minute professional presentation on the project and why it should be pursued. After the presentation the student will answer questions from the committee about the proposed project. Any changes suggested or required should be considered by the student and his/her Chair. Any changes that the committee agrees are required must be documented and attached to the proposal meeting form. The decision on whether the student passes or does not pass the proposal will be documented on the proposal meeting form. All member of the committee must sign the form and a copy will be submitted by the student to the program advisor, academic advisor, and the doctoral program coordinator. This form can be found in Appendix A of the Graduate Studies Capstone Guidelines.

The proposal meeting is an open forum, in which other members of the GSU community and/or the outside community may attend. To facilitate this process, the proposal meeting must be scheduled and publicly posted no less than one (1) week before the meeting takes place.

Proposal Structure: The proposal document must adhere to APA format and style for all aspects of the document, in accordance with the current APA manual (see **Style**).

Chapter 1 (Introduction): This chapter should introduce the reader to the topic of interest and clearly make the case for why this project should be initiated and pursued. It should indicate how this work will contribute to the scholarly literature, and why it is important to devote the time and effort that will be required for this dissertation to address the issue(s) that have been chosen. This chapter includes the following sections:

Background: In this section, the student acquaints the reader with the topic of interest, and begins to make the case for why this area should be explored, and hence why the project should be done. S/he might wish to cite certain key articles or references that are particularly relevant to the area of study, but a miniature literature review is not expected in this section.

Statement of the Problem: This is the section in which the student explains the purpose of the project and briefly how the author plans to study the identified topic (i.e. quantitative, qualitative, case study, program evaluation, or mixed methods). For quantitative designs, and as appropriate for other designs, the author should specifically define hypotheses in operational and theoretical formats.

Assumptions and Limitations (if appropriate to the design chosen): This section should briefly identify the associated assumptions (e.g., research paradigm) and limitations of the research design.

Glossary: At the end of the chapter include a glossary of major theories, terms, and concepts vital to understanding one's project. These should be **brief** definitions.

Chapter 2 (Literature Review): This is an exhaustive review with critical analysis of the extant and related literature relevant to the area(s) of focus in the project. It should not be a mundane rehashing of study findings, but rather it needs to involve a commentary from the student on the relevance and importance of the articles that are included, a discussion of the relative merits and weaknesses of these pieces, how the literature supports the research questions/hypotheses of the project, and how this dissertation will add to or augment the scholarly literature. The purpose of the literature review is to provide context for your dissertation while also creating an argument for your study.

Methods (Chapter 3): This chapter will vary somewhat depending on the research design of the project. For an extended literature review, the student should articulate how the reviewed scholarship was identified, chosen, and systematically reviewed. For the in-depth case studies, specific content and details should be provided on how participants were chosen for this study. Additionally, a detailed description of methods or interventions used, approaches employed to measure or assess change, and the ways in which the cases are compared will be needed.

For the remaining designs, the student provides specific information in several subsections, with additional questions to consider:

Research Context: This section is specific to qualitative research. Here, information about the context in which data will be collected should be described. This should include the organization/setting name, purpose, mission/objectives, and other such relevant information.

Participants: Here students discuss the planned or known participant group (in the case of archival research) that will be part of the project. What demographics are anticipated in the sample? What sampling method(s) will be used? In the case of quantitative research, how is the sample size justified either by an *a priori* power analysis or by citing related literature, and the sample sizes used in these related work?

Instruments/Materials: In this section a detailed description of the tools utilized to measure the phenomenon of interest. For quantitative approaches, details of relevant psychometric information (e.g., reliability, validity) must be provided.

For qualitative research, students should fully describe how the materials were created and the purpose of each component. Depending on the student's research paradigm, a section on *Reflexivity/Assumptions and Motivations* must be included.

Procedures: In this subsection, the student will describe how s/he proposes to collect data. From whom will s/he collect these data, and what approaches will be necessary to gain access to the proposed participants? What settings will be used for the project? Which methods of collection will be used? What methods will be used, and why are these justified for this specific project? What role(s) does the researcher play? Finally, how does the student plan to attain consent (and assent when applicable) to conduct this research in an ethical manner? How will confidentiality be insured?

Data Analysis: Methods of qualitative and quantitative data analyses should be defined and described here. These should be provided for each hypothesis and/or research question, with an explanation of why this method of analysis is appropriate. In a quantitative design, the statistical analysis should be determined by the research design and scale of measurement defined in Chapter 1.

References: All references for the proposal document should be provided in APA format.

Proposal Approval: As noted above, the proposal consists of the first three chapters in final form. A Table of Contents must also be included in this document, although it might be adjusted in the editing of the final document. Specific use of headings, margins, page numbering and table of content format are to be consistent with the current APA manual.

The proposal will be evaluated on the merits of the suggested research, the quality of the writing and design, and the adherence to the standards of GSU and the profession. An accepted proposal does not suggest that the final product will automatically be approved. Two copies of the accepted final proposal (with all revisions and edits completed) will be turned into the Division Chair along with the Graduate Capstone Experience Proposal Approval, which documents acceptance of the final proposal. This form must be signed by the student, the full committee, the Division Chair, and the Dean of the College of Education. Copies of the final signed proposal forms should be kept by the student and his/her chair for their records. One copy of the final proposal and approval form will be kept by the Program Advisor.

Final Oral Defense:

Once the proposal has been approved by the committee, any subsequent changes in sampling or methods must be approved, in advance of these changes being implemented, by the full committee. Such changes may also require a re-review by the IRB at GSU and elsewhere. A change in topic for the dissertation will require a new proposal document and a new proposal meeting, with either the same committee members or a newly-constituted group of committee members.

After attaining IRB approval (as applicable) and full completion of the dissertation project as it was proposed, the student will work with his/her chair and committee to write up the remaining portions of the dissertation document. Multiple drafts will be required for this document, and the verb tense used in parts of the proposal (future tense) will be adjusted (to past tense) to reflect the completion of those steps in the project. The chair will work closely with the student to develop a cogent and scholarly document, which will then be provided to the committee members for a full review of the document, including new feedback, edits, revisions and changes. Once the chair has approved the document, it will be forwarded to the committee members. The committee members will have no more than 14 days (2 weeks) from the time of receipt to complete their review and comments on the document. When all four (4) committee members agree that the document is acceptable and in its final form, the final oral defense meeting may be scheduled. As it is a public forum open to outside observers, a minimum notice of one (1) week must be provided before the meeting occurs.

Final Oral Defense Meeting: Before this meeting, the candidate will provide all committee members with a full version of the written write-up. While edits and changes may still occur, this document will be in finalized format in most instances. If further changes are required to this document, the grade for the dissertation will be recorded as “Incomplete,” meaning that a final decision on the document is deferred until the completion of all remaining work. In some cases of an incomplete grade, a second defense meeting may be necessary.

Final copy editing of the completed dissertation project must occur in a timely manner with respect to the submission of grades and the GSU graduation timeline in the Spring term. To meet these demands, the dissertation final defense, all copy edits, and the completion of the Graduate

Capstone Experience Final Transmittal Form (detailed below) must all be completed by the end of the tenth (10th) week of the semester for Spring and Fall terms. If this is being completed during the Summer term (which would depend on the availability and mentorship of the committee), then completion of the final defense and all copy editing must be completed by the end of the sixth (6th) week of that term.

In the final oral defense meeting, the full committee will examine and assess not only the quality and scholarship of the written product, but also the student in terms of his/her knowledge, critical thinking, and thoughtful analysis of the chosen area(s) of scholarship. In this regard, s/he may be asked to discuss the ramifications of the findings in a novel context, how this work and its implications might be used to address problems or issues in a specific real-world or social framework, and how future research might augment the findings of this project. The student will be asked to defend the manner in which the study was done, the reliability and validity of the results, and the contextual understanding of the results as these are presented in the Discussion (Chapter 5) of the write-up. The student may be asked to show committee members his/her raw data, analytic software output, or certain key citations, so s/he should be sure to bring this material along to the final oral defense meeting.

As part of the meeting, the student will give a 30-minute professional presentation on the project, specifically focusing on the results and conclusions. This will occur before the questioning phase of the meeting. Following sufficient time to present the dissertation and a detailed oral examination, the full committee will assess the quality of the written work and the oral presentation and questioning. There are three (3) possible outcomes for the final oral defense meeting: Pass, Fail, or Incomplete:

1. Pass: To achieve a grade of Pass, the project must meet the full expectations of at least three (3) of the four (4) members of the committee, such that no further revisions are required.
2. Fail: A grade of Fail will occur when the document is considered too deficient for a grade of Pass or Incomplete by at least three (3) of the four (4) committee members. In this instance, major concerns are cited for the grade of Fail, which may include, but are not limited to: failure to meet the standards of quality and scholarship of GSU and/or the profession; data are incorrectly analyzed or the analysis method used is inappropriate for the question being asked; misinterpretation of the results; conclusions and implications cited in the document are not supported or too under-developed in the write-up; deviation from the study implementation or design as agreed upon in the proposal; and/or data tampering, fabrication, plagiarism, breach of professional ethics, or other forms of academic and professional misconduct.
3. Incomplete: The grade of Incomplete will be assigned by the committee when three (3) of the four (4) committee members indicate that additional work needs to be completed on the write-up, and so the final decision needs to be deferred for the project.

If the dissertation project is regarded by the committee as completed and acceptable (i.e., a grade of Pass), they will complete the final transmittal form. This document will also require the student's signature, and then the signatures of the Division Chair and the Dean of the College of Education. A copy of the finalized version of Form C with all signatures should be kept by the students and the chair for their records. Final copies of the dissertation document should be forwarded to the Division chair, Office of the Dean, and the GSU Library, no later than the end of the tenth (10th) week of the Spring and Fall terms, and the end of the sixth (6th) week of the Summer term. In the case of a grade of Fail, this same form will be completed and signed off by all parties, and then additional remediation or guidance specific to the problems noted will be addressed.

Dissertation Final Document: The finalized proposal will serve as the foundation of the final dissertation document. The first three (3) chapters (Chapter 1: Introduction; Chapter 2: Literature Review; and Chapter 3: Methods) should remain largely intact, except for noted revisions and edits requested by the committee. The verb tense of the Introduction and Methods chapters however will change from the future tense to the past tense, to indicate the completion of the project and the shift in focus from justifying the benefits of pursuing the dissertation project proposed, to the reporting and exploration of the completed project and its contribution to the scholarly literature. Two additional chapters along with appendices will supplement the proposal document in the final dissertation document.

Peer-Reviewed Journal Publication: Publication of the dissertation project findings and implications is strongly encouraged in a peer-reviewed forum. At the onset of the dissertation project, the student should establish with his/her chair who will be included as coauthors on the study in article format and then document these decisions in writing. The student will be first author on the project as a general rule for peer-reviewed documents, which emerge from his/her own dissertation project.

Final Dissertation Format:

A. The final form of the approved dissertation document for empirical studies in sequential order is:

Title Page

Page of Approval

Acknowledgement Page

Table of Contents

Listing of Appendix Tables and Figures

Abstract

Chapter 1: Introduction

Background

Statement of the Problem

Assumptions and Limitations

Chapter 2: Literature Review

Chapter 3: Methods

Research Context (if applicable)

Participants

Instruments/Materials (for qual)

Procedures

Data Analysis

Chapter 4: Results /Findings (for qual)

Chapter 5: Discussion

Implications

Limitations of the Present Study

Future Directions?

References

Appendices of Tables and Figures

Appendices of Other Materials. If included, these might involve the scales, inventories or other instrumentation used in the dissertation project, if helpful to the reader.

B. For in-depth case studies, the final format for approved dissertation projects in sequential order is:

Title Page

Page of Approval

Acknowledgement Page

Table of Contents

Listing of Appendix Tables and Figures

Abstract

Chapter 1: Introduction

Background and Introduction to the Problem and Population

Model of Counseling Used for the Problem and Population

Introduction to the Cases Used for this Model

Assumptions and Limitations

Chapter 2: Literature Review

Chapter 3: In-Depth Case Analysis

Detailed Description of the Cases

Assessment of Each Case: Including for instance clinical impressions, hypotheses, diagnoses, goals, interventions, outcomes, etc.

Chapter 4: Analysis: An in-depth analysis of each of the cases, in which the student draws on the extant research and scholarly literature to full explain and analyze the cases. In this segment of the dissertation project, the student must use portions of the transcripts for each of the sessions to demonstrate the issues, models and interventions illustrated in these case studies.

Chapter 5: Discussion: This segment of the dissertation is an overall analysis on the process and outcome of the cases. It should draw upon the methods used with the clients, what the counselor identifies as limitations and challenges in the model and intervention, suggestions for future research, and the problems and advantages with the model and interventions employed.

References

Appendices of Tables and Figures

Appendices of Other Materials. If included, these might involve the scales, inventories or other instrumentation used in the dissertation project, if helpful to the reader.

C. For an extended literature review, the final format for approved dissertation projects in sequential order is:

Title Page

Page of Approval

Acknowledgement Page

Table of Contents

Listing of Appendix Tables and Figures

Abstract

Chapter 1: Introduction

Background and Introduction to the Problem, Population, or Model to be Reviewed

Chapter 2: Literature Review

Chapter 3: In-Depth Analysis of the Literature: Specifically identify the trends in the extant literature, the gaps or areas of opportunity for additional scholarship, the strengths and weaknesses of the current research and literature in this area

Chapter 4: Discussion: This segment of the dissertation should focus on the ramifications of the state of the literature that was reviewed, the meaning of these findings within the context of the counselor educator model, and suggestions for further scholarship in this area

References

Appendices of Tables and Figures

Appendices of Other Materials. If included, these might involve the scales, inventories or other instrumentation used in the dissertation project, if helpful to the reader.

APPENDIX A: SAMPLE TITLE PAGE
TITLE

A Dissertation

Presented to

The Graduate Faculty at Governors State University

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

Author's Name

Graduation Month and Year

APPENDIX B: SAMPLE SIGNATURE PAGE

COMPLETE TITLE

Author's Name

Dissertation Project

Approved:

Accepted:

Advisor
Name

Department Chair
Name

Committee Member
Name

Dean of the College
Name

Committee Member
Name

Dean of the Graduate School
Name

Committee Member
Name

Date

APPENDIX C: SAMPLE COPYRIGHT NOTICE

© Year

AUTHOR'S NAME

ALL RIGHTS RESERVED