

Western Connecticut State University  
Department of Education and Educational Psychology

Guidelines for Conducting and Writing the Dissertation  
and for Graduation

For the Doctor of Education in Instructional Leadership

Prepared

by

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## Guidelines for Conducting and Writing the Dissertation and for Graduation

### For the Doctor of Education in Instructional Leadership

The following document is offered as a guide in the preparation of your dissertation in fulfillment of the requirements for the Doctor of Education in Instructional Leadership. The following guidelines reflect the expectations of the faculty responsible for evaluating research. Doctoral Candidates and their advisors may suggest alternatives to the format of the final thesis as outlined below.

The dissertation should demonstrate the *scholarly pursuit of inquiry* focused on an identifiable educational problem or phenomenon. Your study should reflect original research and your research question should be feasible, clear, significant, and ethical (Fraenkel & Wallen, 2000). The *final* version of the dissertation must be presented to a reader who will provide objective feedback. Upon making all corrections, you might want to arrange for an editor to review the dissertation for grammar, syntax, and APA format.

Acceptable style for final presentation of the dissertation must follow the *Publication Manual of the American Psychological Association (APA) Fifth Edition* (American Psychological Association, 2001) or the sixth edition that should be available July 2009. You must consistently follow only one of the editions. Formatting of the title page and table of contents are specifically indicated in this handout, since these instructions vary from one institution to another. Directions regarding margins, reference notes, citations within the text, references, tables, figures, and general typing instructions should coincide with APA style.

The final project should be submitted in a five-chapter format. The following sections detail the appropriate contents of each of these chapters. As you formulate your dissertation, remember that one job you have is to preempt questions that the reader may formulate as he or she is absorbing your work. **You should also provide members of your committee with the**

**best available version of each section of your dissertation that you submit for review. You are the first proofreader of your work and you alone are responsible for the quality of your dissertation. You are also responsible for understanding and defending your methods and analyses, and results.**

## **CHAPTER ONE: INTRODUCTION TO THE STUDY**

Chapter One should provide the reader with a general introduction of the topic area. This provides the true setting for the research project and convinces the reader of its worth. The writer should, as always, write clearly and succinctly. This chapter should make a definitive statement of the problem under study, provide a rationale for this investigation, and convey the potential benefits of the proposed research. The author should indicate how the proposed research falls within the quantitative, qualitative or mixed design paradigm and provide a rationale for choice of methodology. In this chapter, key terms and constructs inherent to the study should be introduced and defined. While a few candidates will conclude the chapter with research questions that will direct the review of the literature, most will place the research questions in Chapter Three. The sections in Chapter One should not overlap. If you find yourself reading the same or similar information in two or more sections, eliminate the redundancies. The sections of Chapter One include: setting the stage and giving a *perspective* for your topic, describing *why* it is important (Rationale), stating the *issue* or problem (Statement of the Problem), indicating who would *benefit* and how (Significance), providing a *glossary* of key terms, and providing the reader with an idea of the limitations of the study. As mentioned earlier, dissertations may vary and Chapter One may also have a brief section about the review of the literature and/or the focused *research question(s) and/or hypothesis/hypotheses*.

### **Chapter Components and Writing Guidelines**

1. General introduction of the topic area (Refer to APA and do not label this section Introduction. Its placement in the chapter means that its role as an overview of the topic is understood.)
  - a. How will you set the stage for the reader to know about your topic and believe that it is of importance? Often, an historical perspective is provided in this section.
  - b. What is the major topic? (Mathematics anxiety among fourth graders, Reading ability in first graders, etc.)
  - c. In general, what are you going to do in this study? This section (and all sections) should be written from the general to the specific. While a thesis statement should appear at the end of the first paragraph, lead to the specific purpose of your project at the end of the general introduction.
2. Rationale for selecting the topic
  - a. Why is this topic important?
  - b. Why should educators or anyone care about this research?
  - c. What do subjects lose or gain in relation to this topic?
3. Statement of the problem
  - a. What exactly is the issue? For example, teachers do not really know the difference between Method A and Method B because . . . . Educators are not sure of the relation between this and that because . . . .
4. Description of the significance of the topic which includes the potential benefits of the research

- a. Because you are doing this research, people at your school, in your district, etc. will be able to gain because . . .
  - b. What is the significance of this topic in relation to the present context?
5. Brief definition of key terms
- a. In order for us to understand what you are talking about, we have to know what perspectives you are taking about the terms used in your study. Carefully define each important term.
  - b. Do not define terms that are common knowledge and indisputable such as “correlation” or “standard deviation.” Do explain terms that appear to be common knowledge, but that vary with context such as “achievement, “grouping,” “gifted,” “block scheduling.” Define terms that are particular to a domain outside of the general realm of education such as those ideas specifically related to science, music, mathematics, etc.
  - c. Write **ONLY** in complete sentences rather than phrases. Key terms can be italicized, but not underlined.
  - d. Provide citations for terms.
  - e. Number each item as in a list. See APA for appropriate formatting for a numbered list.
  - f. Place all terms in alphabetical order.
6. A brief review of the related literature (optional in Chapter 1- speak with your primary advisor)
7. An overview of the methodology should have all of the subsections included in Chapter 3, but in less detail (optional in Chapter 1- speak with your primary advisor)



## **CHAPTER TWO: REVIEW OF THE LITERATURE**

The general purpose of Chapter Two is to provide the reader with enough information about the topic that he or she logically concludes that the research questions indeed need to be addressed. The reader is provided with a broad understanding of current research related to the topic under study. This chapter is best approached using a format moving from the general to the specific, composing thesis statements and overviews to introduce major sections and developing summaries to close major sections.

Being first provided with a description of topic and sub-topic areas for the entire chapter, the reader has an overview of the review of the literature. Remembering that the review should provide the reader with a clear focus of the study, a theory supporting the research needs to be explained and related to the topic under investigation. In addition, all related studies should be thoroughly described and grouped according to associated themes. Each description must include detailed information as indicated in 3.b. below. Be sure all sections flow and that all paragraphs have appropriate transitions within each section. All work should be thoroughly proofread prior to being sent you any of your advisors. At the end of the chapter, a summary of the research studies should be provided.

### **Chapter Components and Writing Guidelines**

1. Overview of chapter two topics
  - a. Include all topics and sub-topics in the order they appear in the chapter overview.
2. Description of the theory underlying the topic
  - a. A specific theory should be related to the topic under investigation. First, describe the theory in detail, then, relate the theory to the research topic. For example, Bandura's theory of self-efficacy could be used to support the practices in a

summer reading program; behaviorism could underlie the use of a positive reinforcement system in a P.E. class; or Piaget's stages of cognitive development can be related to the reason for implementing a mathematics problem-solving program.

- b. This section provides the reader with the reason *why* the research project should work, based on a sound well-explained theory.
3. Substantial review of the literature pertinent to the proposed topic
    - a. The largest part of this chapter should include a substantial review of recent literature (last 5 or 10 years) pertinent to the proposed topic, including studies that are directly and tangentially related to the subject matter. Naturally, the review of the literature may extend beyond 10 years, when appropriate.
    - b. Each related study should be described in detail, such as the purpose, subjects, methodology (variables, type of instrumentation, design), analysis, specific quantitative (statistical results and *p* values) or qualitative results, and conclusions of each research project.

## **CHAPTER THREE: METHODOLOGY**

Chapter Three provides the reader with a clear understanding of the processes by which the researcher collects and analyses data. Students should accurately describe the subjects in the study and all processes involved in the study. These topics will be discussed at length in your research courses and are described below.

Also consider explaining why you did not select a more commonly applied method or technique. This avoids the formation of questions in the reader's mind. The order of the following sections might vary with individual dissertations.

### **Chapter Components and Writing Guidelines**

1. Chapter overview listing each subsection
2. The researcher's biography (qualitative research)
3. Description of the setting, subjects, and sampling procedure
  - a. Be sure to describe the community (i.e., population, type of environment, square miles, socioeconomic status, industry); school district(s) (i.e., number and sizes of schools, racial/ethnic status); school(s) (i.e., number of faculty and students); and class(es) (i.e., number of students, special populations, number in the study). Provide one or more tables describing the demographic characteristics of the sample or samples.
  - b. For ethical reasons, do not use the literal name(s) of the districts, schools, or subjects, etc. involved in the project. Only large geographic regions should be named such as the northeast.
  - c. If you are comparing groups of subjects, describe how the groups are equivalent.

- d. Indicate your sampling procedure and why you used this process.
4. Research question(s) for qualitative studies and research question(s) and hypotheses (either directional or nondirectional) for quantitative studies. Remember that your hypotheses should be based on prior studies you reported in your literature review.
5. Research design and any diagrams used to explain the design
6. If a treatment and control or comparison design is being used describe what happens to both groups of subjects.
7. Description of the instruments including: the purpose of the entire instrument, the population for whom the instrument is applicable, a description of each subscale, a description of sample items (if possible), the response format, the scoring, the reliability and validity of the instrument and all subscales. Provide this information for each quantitative and qualitative data collection tool.
8. Type of data: categorical (nominal) and/or quantitative (ordinal, interval, ratio) or qualitative data
9. Analysis, including justification of the selected procedure(s) for analyzing collected information including the qualitative method for analysis, or in quantitative studies: probability values, the formula for the statistical analyses, and an explanation of the match between the hypothesis and the statistics to be employed (i.e., in causal-comparative research, a directional hypothesis uses a one-tailed test).
10. Data collection procedures, including obtaining the permission for the study, and when and how you collected the data. Think of this as a timeline for the procedures.
11. Quantitative studies: Each internal threat to validity should be described in detail.
12. Quantitative studies: external threats to validity should be described.

13. Qualitative studies: refer to the 4 concepts of trustworthiness. Explain how your study addresses each.
14. Ethics statement
15. All candidates completing research must have an approved dissertation proposal and received prior approval from the IRB before beginning research. All candidates must have a valid Human Subjects certificate. An overview of the approved research study should be attached to the IRB application. Refer to the current IRB guidelines for the format of this submission.
16. A letter of permission from the institution(s) must be obtained and given to your major advisor prior to beginning your study. All superintendents, directors, principals and subjects should provide written permission for the study to be conducted.

## **CHAPTER FOUR: ANALYSIS OF THE DATA AND AN EXPLANATION OF THE FINDINGS**

The basic organization of Chapter Four is directed by the original research questions. Directional or nondirectional hypotheses should be restated in the introduction of this chapter, if appropriate. Students should clearly illustrate the findings of the quantitative and qualitative procedures through the use of appropriate charts, tables, etc. The APA Manual provides succinct guidelines for avoiding repetitious information concerning results supplied in the text and in the tables.

### **Chapter Components and Writing Guidelines**

1. Research question(s) and hypothesis or hypotheses
2. Description of the analyses

3. Findings including tables and text illustrating the results; pay special attention to APA guidelines

## **CHAPTER FIVE: SUMMARY AND CONCLUSIONS**

Chapter Five provides the reader with a brief reiteration of the preceding four chapters. The reader should find a concise, yet thorough, description of the research. Chapter Five should also include a section suggesting implications of the study and directions for future research about the topic under investigation. Be sure to carefully distinguish between the following terms and, therefore, the use of these possible sections in your writing: summary, implications, conclusions, discussion, directions for future research, etc.

### **Chapter Components and Writing Guidelines**

1. Review of findings related to the research question(s) and hypothesis or hypotheses
2. Comparison and contrast of findings related to the literature review in Chapter Two
3. Limitations to the study (restated or revised from Chapter Three)
4. Implications of the study; this is a major section of the chapter
5. Suggestions for additional research

Be precise. Understand the difference of each of the following terms and use them appropriately: summary, conclusion, discussion, compare and contrast, implications, etc.

### **Assessment of the Dissertation Proposal and for the Dissertation**

The format for assessing the research at the end of the dissertation sequence will be PASS, PASS with Revisions, RESUBMIT, or FAIL.

### **Power Point Presentation**

1. Your presentation should be easy to read with large letters and no more than 3-5 items on a single slide.
2. Please proofread all slides.
3. Each slide should include only phrases or sentences not a mixture of both.

4. All bullets or lists should use the same part of speech.
5. The same font and font size should be used in the same section of each slide.
6. Rehearse all power point presentations with colleagues and your major advisor, preferably in the room that you will be using for your defense.
7. Do not use the term “we” when referring to the researcher of your study.
8. Thoroughly understand your methods, results and interpretations!

## Format for Assessing the Dissertation (Checklist)

Student \_\_\_\_\_ Date \_\_\_\_\_

Mailing Address \_\_\_\_\_

Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

Home e-mail \_\_\_\_\_ Work e-mail \_\_\_\_\_

Key for advisors: A=APPROVE; I=IMPROVE; D=DISAPPROVE; M=MISSING; N/A

- \_\_\_ TITLE & TITLE PAGE (not numbered)
- \_\_\_ Dissertation Committee page- Your correct and formal name, consistent with the one used throughout the dissertation and on your diploma, the accurate and final title of your dissertation, formal names of all committee members and their degrees
- \_\_\_ Dedication page- optional
- \_\_\_ Acknowledgements
- \_\_\_ ABSTRACT (page i, numbered as indicated in the Guidelines, no more than 350 words)
- \_\_\_ TABLE of CONTENTS
- \_\_\_ List of chapters
- \_\_\_ List of figures
- \_\_\_ List of Tables
- \_\_\_ List of Appendices

### CHAPTER ONE: INTRODUCTION & IDENTIFICATION OF THE TOPIC

- \_\_\_ General introduction of the topic area (In APA, the introduction does not get labeled as such, it is understood.)
- \_\_\_ Rationale for selecting the topic
- \_\_\_ Statement of the problem
- \_\_\_ Potential benefits of the proposed research
- \_\_\_ Brief definition of key terms in alphabetical order and in complete sentences

### CHAPTER TWO: REVIEW OF THE LITERATURE

- \_\_\_ Overview describing review of the topics
- \_\_\_ Theory or theories underlying the proposed research
- \_\_\_ Substantial review of recent literature pertinent to proposed topic, including directly and tangentially related studies, followed by a chapter summary

### CHAPTER THREE: METHODOLOGY

- \_\_\_ Chapter overview
- \_\_\_ Biography (optional for a qualitative study)
- \_\_\_ Setting, subjects, sampling procedures
- \_\_\_ Research question(s) and/or hypothesis or hypotheses (if the latter are applicable)
- \_\_\_ Research design
- \_\_\_ Description of treatment and control (if applicable)

- \_\_\_ Instrumentation
- \_\_\_ Type of data
- \_\_\_ Analysis (Sometimes the Research Design and Analysis sections are combined.) A description and justification of the quantitative or qualitative analysis procedures should be included, including probability values, if appropriate (Sometimes, the research design and analyses sections are combined.)
- \_\_\_ Data collection procedures and timeline
- \_\_\_ Internal and external threats to the study
- \_\_\_ Statement of ethics

**CHAPTER FOUR: ANALYSIS OF DATA AND FINDINGS**

- \_\_\_ Description of findings guided by research questions, including explanations of the analytical procedures and any follow-up procedures
- \_\_\_ Tables and text illustrating analysis and findings

**CHAPTER FIVE: SUMMARY**

- \_\_\_ Review of findings related to the research question(s) and hypothesis or hypotheses (brief reiteration)
- \_\_\_ Comparison and contrast of findings related to the literature review in Chapter Two
- \_\_\_ Limitations to the study (Revised from Chapter One.)
- \_\_\_ Implications of the study; this is a major section of the chapter
- \_\_\_ Suggestions for additional research

**REFERENCES- FOLLOWING APA GUIDELINES**

- \_\_\_ **APPENDIXES- TABLES, CHARTS, GRAPHS, ILLUSTRATIONS, & EXAMPLES, INSTRUMENTATION** (Only include instruments if you have written permission from the author(s).)

- \_\_\_ **HUMAN SUBJECTS REVIEW FORM SIGNED (AND INFORMED CONSENT FORMS FROM ALL PARTICIPANTS HAVE BEEN SIGNED** must be completed)

- \_\_\_ Correct APA formatting throughout
- \_\_\_ 1-inch margins on top, bottom and right, 1.25-inch margin on left (1.25 on left is preferred), appropriate font size, etc.

- \_\_\_ **OTHER COMMENTS FROM DISSERTATION DEFENSE** (Use additional pages.):

- \_\_\_ Binding form form <http://libanswers.wcsu.edu/a.php?qid=14232>

- \_\_\_ Dissertation submission agreement
- \_\_\_ Course evaluation form (ED 885 or ED 886)
- \_\_\_ All Incomplete Grades changed to grades

- \_\_\_ Program evaluation
- \_\_\_ Written permission for all instruments produced by other authors, specific permission for any materials reproduced and included in dissertation chapters or appendices
- \_\_\_ Employer Survey of Graduates

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(Name of Doctoral Candidate)

(Signature of Doctoral Candidate)

Date

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(Name of Primary Advisor)

(Signature of Primary Advisor)

Date

## **Writing Guidelines**

All research projects should conform to the following guidelines:

1. **Font:** Use Times New Roman font with Font size = 12.
2. **Margins:** Margins should measure exactly one inch on all sides and text should be left justified except for centered headings. Manuscripts with a one and a quarter inch margin on the left are made that way in order to be bound. If you are not binding your research project, keep the margins at one inch on all sides. Regarding binding, you will be given future directions.
3. **Pagination:** The title page receives no page number. The next page, the Abstract, should be numbered using Roman Numerals beginning with i. The next page should include the Table of Contents, also numbered using Roman Numerals. All pages, beginning with Chapter One, should be consecutively numbered in Arabic numbers. This form of pagination should be maintained throughout the document and all numbers should appear centered on the bottom of the page. Use page break or section break to begin new pagination.
4. **Spacing:** Use double spacing throughout the document.
5. **Headings:** Follow guidelines for the format for all headings. Chapters should begin on a new page.
6. **Cover Page:** An example cover page is located in Appendix A of these Guidelines. Employ this specific format only.
7. **Abstract:** The abstract is to be no longer than 350 words and should not include any references.

8. Table of Contents: An example Table of Contents exists at the end of these Guidelines. Accurately label all chapters, sections, pages, references, tables, figures, and appendices. Use Tables to format the Table of Contents.
9. Appendices: Appendices are indicated by letter and are followed by the title of the appendix. For example- Appendix A: Program Demographics, Appendix B: Program Profiles, etc. They are alphabetized in sequence, throughout the document, according to the first time one is mentioned in the text. They appear after the References in the order in which they are mentioned in the text. Remember to number all the pages of the appendices. Each Appendix should have a cover page stating the Appendix letter and the title of the Appendix.
10. List of Tables: Whichever is longer, the List of Tables or the List of Figures comes first. You might not have the latter. Pagination of the Table of Contents continues using Roman numerals. There should be no italics, use of bold or underlining in the Table of Contents.
11. Chapter One through Chapter Five: Begin each chapter on a new page and number all pages consecutively beginning with Arabic Numeral 1 for the first page in Chapter One. Follow APA guidelines for headings. Use double spacing throughout the entire manuscript. Begin each chapter on a new page. Tables should follow the text, not be placed at the end of the manuscript as is indicated in APA for article publications.
12. References: The references should not be confused with a bibliography. According to the *Publication Manual of the American Psychological Association, Fifth Edition* (2001, p. 215), the former indicates the exact citations used throughout the manuscript, while the latter is a suggested reading list. The author should provide

complete references for all materials used in the written description of the research project. *The reference list should be checked by the student to assure that there is a one-to-one correspondence between all citations in the text and all items listed in the references.* The format for all references should follow APA guidelines as established in the manual. Remember to use a *hanging indent*, rather than the old format of a regular indent. Do not follow old or incomplete APA guides as the APA manual is updated on a regular basis. Number all pages of the references. All references must, of course, have been thoroughly read by the researcher. References cited in other works must be identified as such.

13. For information about Appendixes see the APA manual.

## **Writing Suggestions**

Your research project will be assessed according to the degree to which the main elements listed in this guide are included into a coherent manuscript. There will be variations in chapter subheadings according to the individual and agreed upon by the advisors. Please be certain that all grammar and syntax have been checked as well as the content since these facets will be included in the assessment process. Proof read your work to include the following information.

### **Organization**

1. Include appropriate pagination as indicated in the course Guidelines.
2. Clearly define all terms in the Definition of Terms section of Chapter One and define all terms as you use them in your text.
3. Number all pages according to the specifications in the research project outline.
4. Appropriately fasten all submissions. Please do not use the clear plastic project covers since they easily slide away from the document.

### **Theory**

5. Accurately describe a theory in relation to your question.
6. Link the theory specifically to the purpose of your study.

### **Review of the Literature**

7. A relevant review of the literature must be provided.
8. For each study, provide enough detail to support the point you are trying to make.

Supporting information about a study may include: subjects (number and how they were selected), the research design (qualitative- interviews, survey, observations, etc; quantitative- causal-comparative, correlational, quasi-experimental, etc.), the type of

analysis used (content analysis, correlation, t-test, ANOVA, chi-square, etc.), specific statistical results ( $F = xx$ ;  $df = xx$ ;  $p < .0x$ , etc). When findings are significant, you should be reporting the specific results of a study. If the results are not significant, you do not need to report details of the statistics.

### **Research Question and Hypothesis**

9. The research question should be clear and phrased as a question.
10. End the research question with a question mark.
11. Label each hypothesis.
12. Use the appropriate heading format.
13. Label the groups in each research question and hypothesis.
14. Label and write the directional or non-directional hypothesis.
15. Be sure your hypothesis relates to your literature review.

### **Format and Writing Style**

16. Course work is considered to be formal writing. Your style of writing should not be informal. Proof read your work to be sure you are not writing in an informal manner such as the way you talk to a friend. Remember that while Spellcheck is very important, it does not proofread.
17. Write in the third person. Do not use the words “I” or “we.” (see APA, Chapters 2 and 3). With few exceptions, use the same tense consistently throughout your document. Your final research project should be written in the past tense.
18. Remove unnecessary spaces in the text.
19. Add appropriate spaces to APA citations.
20. Add appropriate references where needed.

21. Check APA for writing numbers.
22. A page number indicating where the quote is to be found in the original text must accompany all quotes.
23. There should be a clear beginning, middle, and end to all sections of the study.
24. Each sentence and paragraph should be clearly written and logically linked to the surrounding text.
25. Always write in complete paragraphs. A paragraph must contain more than one sentence.
26. Provide transitions between all sentences and paragraphs.
27. Clearly define all terms.
28. Margins should be left justified. Use double spacing. All papers should be dark quality copies.
29. Please number all pages, including the references and appendices, refer to the Guidelines for the research project outline.
30. Check your work to eliminate all widows and orphans (W/O). Your word processing program will provide protection from W/O, but you also need to review all text before printing it.
31. Avoid qualifiers: “a *pretty* good book”; “a *little* unrealistic.” Just use direct language: “a good book”; “unrealistic.”
32. Avoid colloquialisms: “If you just *hang in there*, you’ll understand my story.”
33. See Proofreader’s Marks on Page 337-338 of the APA Manual.
34. Do not use contractions and greatly limit your use of abbreviations. The latter are rarely acceptable.

35. Do not use the following phrase- “The students being used in the study . . .“ Not only is this awkward, but it also sounds unethical. Instead, employ the phrase- “The students participating in the study . . . .“

### **Grammar and Syntax**

36. Be sure your writing style is clear and the writing mechanics such as grammar, punctuation, spelling, etc. are accurate.
37. The term “data” should always appear as a plural noun.
38. “Then” means *next* and “than” is used as a *comparison*.
39. Always check on your use of “their,” they’re” and “there,” as well as “its” and “it’s.”
40. Be certain that all verb tenses are consistent. Do not change tenses mid-paragraph let alone mid-sentence.
41. Pronouns should agree with their antecedents. . Do **not** write “The child picked up their books.”
42. Use inclusive language. It is best to use a plural form such as “they” or “them” instead of “him” or “her.” Do not use the form “him/her” or “s/he.” It is preferable to use “him or her,” “he or she.”
43. Check the appropriate use of all possessives including possessive plurals. “The students’ tests were above the specified mastery level.” “The student’s test was above the specified mastery level.”
44. Avoid ending sentences in prepositions (for, to, at, etc.). “He returned his books to the library,” rather than, “The library was the room he returned his books to.”
45. Use “who” when referring to people, not “that.” “The students who left the classroom were finished with their work.”

46. Check the use of all commas, colons, and semi-colons.
47. With few exceptions, use the same tense consistently throughout your document.  
Your final research project should be written in the past tense.
48. Do not use contractions and greatly limit your use of abbreviations. The latter are rarely acceptable.
49. Check your dictionary for the difference between effect (effective) and affect (affective).
50. “Whether” should be followed by “or not.”

## **References**

51. **You are ethically responsible for reading all books, papers, chapters, articles, etc. being cited** within the paper and subsequently included in the reference list
52. Verify that all cited work is accompanied by a complete reference at the end of the manuscript. All references will be documented as they are presented in the text and will be included in the references, using APA format (American Psychological Association, 2001).

## **Western Connecticut State University's Writing Lab**

The Writing Lab is supported by the English Department on the main campus of Western Connecticut State University. Located in Berkshire 106, the Writing Lab is a place where WestConn students can obtain help to improve their writing skills. The Lab has regularly scheduled daytime and evening hours. For further information, please contact the Director of the Writing Lab at 203.837.8728.

## **Ethical Considerations When Conducting Your Study**

All students are responsible for conducting their research projects in an ethical manner (Fraenkel & Wallen, 2000; Gall, Gall, & Borg, 2005). This protocol takes the form of obtaining a letter of permission from an administrator in the designated school district(s) such as a superintendent or principal and all subjects participating in the study as well as submitting a Human Subjects and Vertebrate Animals form known as the HUM-1 Form to the IRB at WestConn.

The letter of permission needs to state that the subject is fully informed about the research project, that he or she has been assured that it will be conducted in an ethical manner, that all confidentiality will be honored and that permission has been granted to conduct the research within the specified time frame.

**Doctor of Education in Instructional Leadership  
Department of Education and Educational Psychology  
Timeline for Graduation: May, August, and January**

**Student Timeline and Checklist for Graduation (revised 12/01/12, 05/16/13)**

Dates for May Graduation	Dates for August Graduation	Dates for December Graduation	Student: Check When Completed	Graduation Activity Check your WCSU e-mail for graduation updates from the Office of Graduate Studies.
October 1	February 1	April 1		1. Register to graduate with the Office of Graduate Studies if you anticipate graduating in May. You need to complete a specific form. Be sure to include your full name as you would like it to appear on your diploma and in the Graduation Program. <a href="http://www.wcsu.edu/graduate/forms/graduation_application.pdf">http://www.wcsu.edu/graduate/forms/graduation_application.pdf</a>
February 1	June 15	October 1		2. <b>Final draft of your dissertation</b> submitted to your primary advisor. This includes the cover page, table of contents, table of tables, five chapters, references, and appendices. Refer to the Dissertation Guidelines.
February 15	June 29	October 15		3. Approved copy sent to secondary advisors, outside reader (with rating form), program coordinator.
				4. Make all suggested revisions and corrections with approval of your primary advisor.
March 1	July 1	November 1		5. PowerPoint presentation submitted to primary advisor for approval.
March 15- April 15	July 29	October 25 November 15 December 3		6. Oral Defenses. Check the designated sign-up sheet for exact dates. Be sure that you have two signature papers signed by ALL your committee members before you leave the defense.
March 15- April 15	July 29	October 25 November 15 December 3		7. At your Oral Defense, submit the completed survey from the Reader to The Program Coordinator.
Immediately following your defense.	Immediately following your defense	Immediately following your defense		8. Make all suggested revisions and corrections with approval of your primary advisor. You AND your advisor MUST use and sign the Dissertation Completion Form (see attached).

Dates for May Graduation	Dates for August Graduation	Dates for December Graduation	Student: Check When Completed	Graduation Activity
Immediately following your defense.	March of following year	March of following year		Check your WCSU e-mail for graduation updates from the Office of Graduate Studies.
April 15	August 1	December 1		9. Order your regalia ASAP in order to receive it on time. The company needs a specific turnaround time. For EdD regalia, contact Helen Bechard at (203) 837-8800 or <a href="mailto:bechardh@wcsu.edu">bechardh@wcsu.edu</a> .
April 30	August 10	December 15		10. Send The Program Coordinator your full name as you would like it to appear on your diploma and in the Graduation Program. Your information should match the name you submitted on your application to graduate. List your EXACT dissertation title as it should appear in the Commencement Program.
April 30	August 10	December 15		11. Send The Program Coordinator the <u>final</u> electronic copy of your dissertation and PowerPoint presentation after all changes are made following your defense. The Program Coordinator MUST sign the Dissertation Completion Form.
April 30	August 10	December 15		12. Submit the IRB Termination Report as indicated on the website- <a href="http://www.wcsu.edu/irb">www.wcsu.edu/irb</a>
April 30	August 10	December 15		13. DO NOT PRINT A FINAL COPY OF YOUR DISSERTATION OR SEND IT FOR BINDING UNTIL THE FINAL COPY HAS BEEN APPROVED BY YOUR PRIMARY ADVISOR AND THE PROGRAM COORDINATOR. Complete the Dissertation Binding Form ( <a href="http://archives.library.wcsu.edu/bindingForm.pdf">http://archives.library.wcsu.edu/bindingForm.pdf</a> ). Send or drop off at the Coordinator's office a hard copy (on acid-free paper) of your dissertation after all changes are made and approved. If you would like to bind additional copies, indicate that information on the Dissertation Binding Form. All additional copies are at a cost of \$10.00/copy.
May	August 10	December 15		14. Highly Recommended: Submit your dissertation to UMI. <a href="http://www.proquest.com/en-US/products/dissertations/">http://www.proquest.com/en-US/products/dissertations/</a>
May 1	August 10	December 15		15. Complete the Program Evaluation (see attached).
May 1	August 10-15	December 15-20		16. Candidate and Program Coordinator will confirm graduation status with the Office of Graduate Programs. This confirmation is based on completion of ALL of the above requirements and a review of your program transcript.

Dates for May Graduation	Dates for August Graduation	Dates for December Graduation	Student: Check When Completed	Graduation Activity
May- June	September	January	N/A	17. Ask your employer to complete the Evaluation of Graduates in WCSU's EdD in Instructional Leadership Program. Either deliver the form to the Coordinator in a sealed envelope, via the Internet or using a stamped envelope. See attached cover letter and survey.
May- June	August-September	December-January		18. Review, complete, and return the dissertation dissemination form (see attached) for uploading your dissertation to the ProQuest system. Return this form to the Program Coordinator.
May (TBA)	May (TBA)	May (TBA)		19. Graduate Commencement Ceremony is held in May of each year. Please confirm your participation with the graduate office.

## Dissertation Completion Form

Student \_\_\_\_\_ Date \_\_\_\_\_

Mailing Address \_\_\_\_\_

Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

Home e-mail \_\_\_\_\_ Work e-mail \_\_\_\_\_

Dissertation Title: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dissertation Committee Members:

Name	Role	Phone Number	E-Mail Address
	Primary		
	Secondary		
	Secondary		
	Secondary		
	Reader		

Key for advisors: A=APPROVE; I=IMPROVE; D=DISAPPROVE; M=MISSING; N/A

- \_\_\_ TITLE & TITLE PAGE (not numbered)
- \_\_\_ Dissertation Committee page- Your correct and formal name, consistent with the one used throughout the dissertation and on your diploma, the accurate and final title of your dissertation, formal names of all committee members and their degrees
- \_\_\_ Dedication page- optional
- \_\_\_ Acknowledgements
- \_\_\_ ABSTRACT (page i, numbered as indicated in the Guidelines, no more than 350 words)
- \_\_\_ TABLE of CONTENTS
- \_\_\_ List of chapters
- \_\_\_ List of figures

- \_\_\_ List of Tables
- \_\_\_ List of Appendices

#### CHAPTER ONE: INTRODUCTION & IDENTIFICATION OF THE TOPIC

- \_\_\_ General introduction of the topic area (In APA, the introduction does not get labeled as such, it is understood.)
- \_\_\_ Rationale for selecting the topic
- \_\_\_ Statement of the problem
- \_\_\_ Potential benefits of the proposed research
- \_\_\_ Brief definition of key terms in alphabetical order and in complete sentences

#### CHAPTER TWO: REVIEW OF THE LITERATURE

- \_\_\_ Overview describing review of the topics
- \_\_\_ Theory or theories underlying the proposed research
- \_\_\_ Substantial review of recent literature pertinent to proposed topic, including directly and tangentially related studies, followed by a chapter summary

#### CHAPTER THREE: METHODOLOGY

- \_\_\_ Chapter overview
- \_\_\_ Biography (optional for a qualitative study)
- \_\_\_ Setting, subjects, sampling procedures
- \_\_\_ Research question(s) and/or hypothesis or hypotheses (if the latter are applicable)
- \_\_\_ Research design
- \_\_\_ Description of treatment and control (if applicable)
- \_\_\_ Instrumentation
- \_\_\_ Type of data
- \_\_\_ Analysis (Sometimes the Research Design and Analysis sections are combined.) A description and justification of the quantitative or qualitative analysis procedures should be included, including probability values, if appropriate (Sometimes, the research design and analyses sections are combined.)
- \_\_\_ Data collection procedures and timeline
- \_\_\_ Internal and external threats to the study
- \_\_\_ Statement of ethics

#### CHAPTER FOUR: ANALYSIS OF DATA AND FINDINGS

- \_\_\_ Description of findings guided by research questions, including explanations of the analytical procedures and any follow-up procedures
- \_\_\_ Tables and text illustrating analysis and findings

#### CHAPTER FIVE: SUMMARY

- \_\_\_ Review of findings related to the research question(s) and hypothesis or hypotheses (brief reiteration)
- \_\_\_ Comparison and contrast of findings related to the literature review in Chapter Two
- \_\_\_ Limitations to the study (Revised from Chapter One.)
- \_\_\_ Implications of the study; this is a major section of the chapter



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(Name of Doctoral Candidate)	(Signature of Doctoral Candidate)	Date
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(Name of Primary Advisor)	(Signature of Primary Advisor)	Date
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(Name of Program Coordinator)	(Signature of Primary Advisor)	Date
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<h2 style="margin: 0;">Doctor of Education in Instructional Leadership Program Survey for Current Students and Recent Graduates</h2>	
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**Survey Purpose:** The purpose of this survey was to give current students and recent graduates an opportunity to provide feedback about experiences in the WCSU Instructional Leadership Doctoral Program. The results provide an important source of information for evaluation and planning. The feedback will be helpful in our efforts to improve this program. Responses will be kept strictly confidential and individual responses will not be identified. Student/graduate participation was voluntary.

**Survey Organization:** The EdD Program Survey is organized into the following sections: demographic data, program objectives, unit conceptual framework, scholarly excellence, environment for learning, faculty concern for students, intellectual environment, perceptions of preparation, professional qualities and scholarly dispositions, program experiences, and open-ended questions about doctoral students' overall evaluation of the EdD Program.

<b>Demographic Data</b>			
<b>What EdD Cohort are</b>	Cohort One	Cohort Two	Cohort Three

<b>you currently in?</b>						
<b>What year did you enter the EdD program?</b>	2003		2005		2007	
<b>Indicate all educational positions that currently apply to <u>your</u> professional status.</b>	Classroom Teacher	Guidance Counselor	Department Chairperson	Building Level Administrator	District Level Administrator	Team Leader
	School Psychologist	Curriculum Specialist	School Consultant	Other:	Other:	Other:

<b>Program Objectives</b>			
<b>For each item identified below, highlight the number to the right that best fits your judgment of the quality of the EdD Program in meeting this program objective. Use the scale to select the quality number.</b>	<b>Needs Improvement (Not Acceptable) 1</b>	<b>Meets Expectations (Acceptable) 2</b>	<b>Distinguished (Target) 3</b>
<b>1. Prepare K-12 educators to assume roles of leadership in the conceptualization, initiation, assessment and redesign of instructional strategies.</b>	1	2	3
<b>2. Prepare K-12 educators to become lifelong consumers and producers of scholarly inquiry by conducting meaningful site-based inquiry pertaining to student achievement, program assessment, and other measures of educational success.</b>	1	2	3
<b>3. Prepare K-12 educators to develop and implement innovative curricula that focus on excellence and equity in education.</b>	1	2	3
<b>4. Prepare K-12 educators to implement school-wide professional development activities utilizing applied research, instructional technology and best practices in K-12 schools.</b>	1	2	3
<b>5. Prepare K-12 educators to implement school-wide professional development activities consistent with emerging national standards as articulated by relevant professional specialty associations.</b>	1	2	3

<b>Conceptual Framework for the Unit: EDUCATOR</b>			
<b>For each item identified below, highlight the number to the right that best fits your judgment of the quality of the EdD Program in meeting this objective of the unit conceptual framework. Use the scale to select the quality number.</b>	<b>Needs Improvement (Not Acceptable) 1</b>	<b>Meets Expectations (Acceptable) 2</b>	<b>Distinguished (Target) 3</b>
<b>6. Expertise in content knowledge - students will demonstrate expertise in content knowledge.</b>	1	2	3
<b>7. Diversity - students will demonstrate the ability to plan, develop, and adjust services that meet the needs of diverse learners.</b>	1	2	3
<b>8. Unity - students will demonstrate the ability to work jointly, cooperatively and collaboratively with learners, peers, educational professionals, parents, and other community members.</b>	1	2	3
<b>9. Classroom and school leadership - students will</b>	1	2	3

## Conceptual Framework for the Unit: EDUCATOR

For each item identified below, highlight the number to the right that best fits your judgment of the quality of the Edd Program in meeting this objective of the unit conceptual framework. Use the scale to select the quality number.	Needs Improvement (Not Acceptable) 1	Meets Expectations (Acceptable) 2	Distinguished (Target) 3
<b>demonstrate the ability to provide organization, leadership, direction, and management in their provision of professional services to learners and clients.</b>			
<b>10. Attitudes - students will demonstrate professional dispositions that are consistent with this Conceptual Framework and in accord with professional, state and institutional standards.</b>	1	2	3
<b>11. Technology - students will demonstrate the ability to integrate a variety of relevant technologies into their professional practice.</b>	1	2	3
<b>12. Organize knowledge and facilitate learning - students will demonstrate the ability to use relevant pedagogic skills, educational psychology and knowledge in the planning, development, delivery, and assessment of professional services in support of relevant educational and professional goals.</b>	1	2	3
<b>13. Reflective Practitioner - students will demonstrate the ability and motivation to develop and incorporate improvements into their professional practice based upon their interpretation and use of relevant data and insights.</b>	1	2	3

## Scholarly Excellence

For each item identified below, highlight the number to the right that best fits your judgment of the quality of the Edd faculty members in meeting these objectives. Use the scale to select the quality number.	Needs Improvement (Not Acceptable) 1	Meets Expectations (Acceptable) 2	Distinguished (Target) 3
<b>14. Faculty members in the program hold high expectations for my performance.</b>	1	2	3
<b>15. Faculty members encourage participation in professional organizations.</b>	1	2	3
<b>16. Faculty members encourage different scholarly points of view.</b>	1	2	3
<b>17. Faculty members prepare carefully for their courses.</b>	1	2	3

## Environment for Learning

For each item identified below, highlight the number to the right that best fits your judgment of the quality of the environment for learning. Use the scale to select the quality number.	Needs Improvement (Not Acceptable) 1	Meets Expectations (Acceptable) 2	Distinguished (Target) 3
18. Graduate students in the program are treated with respect.	1	2	3
19. I have had the opportunity to engage in collaborative work with faculty in the program.	1	2	3
20. I have had the opportunity to engage in collaborative work with students in the program.	1	2	3
21. The program fostered a sense of intellectual community.	1	2	3
22. The program supports the professional goals of students.	1	2	3
23. The academic advising that I receive is timely and accurate.	1	2	3
24. The amount of coursework required seems appropriate.	1	2	3
25. Courses are relevant for the intended instructional leadership profession.	1	2	3
26. Courses address current developments in the field.	1	2	3
27. Course offerings are sufficiently flexible to meet the needs of students.	1	2	3
28. The program requirements are flexible enough to meet the needs of students.	1	2	3
29. The classroom space and facilities are appropriate.	1	2	3

## Faculty Concern for Students

For each item identified below, highlight the number to the right that best fits your judgment of the quality of the faculty concern for students. Use the scale to select the quality number.	Needs Improvement (Not Acceptable) 1	Meets Expectations (Acceptable) 2	Distinguished (Target) 3
30. Faculty members in the program serve as positive role models.	1	2	3
31. Faculty members in the program are receptive to new ideas and ways of doing things.	1	2	3
32. Faculty members provide useful feedback on student performance and assessment.	1	2	3
33. Faculty members in the program are supportive of the academic interests.	1	2	3
34. Faculty members in the program are accessible to students.	1	2	3

## Intellectual Environment

For each item identified below, highlight the number to the right that best fits your judgment of the quality of the dimensions of the intellectual environment. Use the scale to select the quality number.	Needs Improvement (Not Acceptable) 1	Meets Expectations (Acceptable) 2	Distinguished (Target) 3
35. Intellectual quality of the faculty	1	2	3
36. Faculty's knowledge of current developments in the field	1	2	3
37. Intellectual quality of your fellow graduate students	1	2	3
38. Quality of the relationships between faculty and graduate students	1	2	3
39. Quality of the courses in the program	1	2	3
40. Faculty's use of varied teaching strategies to enhance learning	1	2	3
41. Academic standards in the program	1	2	3

## Perceptions of Preparation

For each item identified below, highlight the number to the right that best fits your judgment of the preparation you are receiving from this program. Use the scale to select the quality number.	Needs Improvement (Not Acceptable) 1	Meets Expectations (Acceptable) 2	Distinguished (Target) 3
42. I will be well prepared in the area of instructional leadership.	1	2	3
43. I will be well prepared to carry out my professional responsibilities.	1	2	3
44. I will be well prepared to assume a leadership position.	1	2	3
45. I will be well prepared to use appropriate technologies in my work.	1	2	3
46. I have enhanced my critical thinking skills.	1	2	3
47. I have enhanced my problem solving skills.	1	2	3
48. I have enhanced my interpersonal skills.	1	2	3
49. I will be well prepared to communicate my ideas in writing.	1	2	3
50. I will be well prepared to communicate my ideas orally.	1	2	3
51. I will be confident in my ability to apply the knowledge that I have learned to my work.	1	2	3
52. I will be well prepared to critically evaluate the literature in the field.	1	2	3

## Professional Qualities and Scholarly Dispositions

For each item identified below, highlight the number to the right that best fits your judgment of the professional qualities and scholarly dispositions. Use the scale to select the quality number.	Needs Improvement (Not Acceptable) 1	Meets Expectations (Acceptable) 2	Distinguished (Target) 3
<b>In general, the WCSU Instructional Leadership Doctoral Program and experiences served to foster...</b>			
53. a lifelong love of learning	1	2	3
54. reflective thinking	1	2	3
55. creativity	1	2	3
56. ethical and professional conduct	1	2	3
57. professional responsibility	1	2	3
58. flexibility	1	2	3
59. initiative / resourcefulness	1	2	3
60. passion for the profession	1	2	3
61. respect for diversity	1	2	3
62. desire to work collaboratively	1	2	3
63. a commitment to continuous professional improvement	1	2	3
64. self-directed learning	1	2	3
65. respect for multiple perspectives	1	2	3

## Doctoral Program Experiences

Please indicate if you have had any of these experiences during the Instructional Leadership Doctoral Program. Use a check mark, letter X, or the word *yes*.

66. written scholarly papers addressing current issues in your field	
67. revised papers based on critiques of your work	
68. searched for professional literature and other sources in the library	
69. searched for professional literature and other sources online	
70. compared and contrasted theories, methods, or policies in your field	
71. synthesized information from a variety of sources	
72. engaged in academic debate	
73. published one or more research papers as sole author or co-author	
74. attended a professional conference	
75. presented a paper or poster session at a professional conference	

76. developed professional skills through participation in field work, or an internship	
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<b>Dissertation Advisement</b>			
<b>Complete this section if you are currently enrolled in dissertation seminar.</b>			
For each item identified below, highlight the number to the right that best fits your judgment of the quality of the dissertation advisement. Use the scale to select the quality number. N=25	Needs Improvement (Not Acceptable) 1	Meets Expectations (Acceptable) 2	Distinguished (Target) 3
77. Clarity of primary advisor in communication of procedures and deadlines	1	2	3
78. Quality of mentoring provided by your primary advisor	1	2	3
79. Accuracy and adequacy of information given regarding necessary tools, such as statistical analyses, instrumentation, etc.	1	2	3
80. Effectiveness of secondary committee members	1	2	3

<b>Edd Student Survey Comments</b>
81. Are there any other concerns you have regarding the WCSU Edd Program that you feel were not addressed through completion of this survey?

**Edd Student Survey Comments**

**82. Are there any other strengths of the WCSU Edd Program that you feel were not addressed through completion of this survey?**

**Edd Student Survey Comments**

**83. What is your overall evaluation of the WCSU Edd Program?**

**Edd Student Survey Comments**

**83. What is your overall evaluation of the WCSU EdD Program?**



Date: (insert date)  
To: All Immediate Supervisors of Graduates from  
Western Connecticut State University's  
Doctor of Education in Instructional Leadership Program  
From: Dr. Marcy Delcourt, Program Coordinator  
Re: Graduate Assessment Survey

This May, the students from the EdD in Instructional Leadership Program at Western Connecticut State University will receive their diplomas. Throughout their coursework, they practiced skills in the areas of curriculum development, evaluation, leadership, research, and more. In order to assess the effectiveness of the graduates from our program, I am enclosing a brief survey.

Please take a few moments to provide your assessment of how the graduate employed in your district reflects the skills related to instructional leadership. After you complete this survey, kindly return it to me via regular mail, a sealed envelope given to the graduate, or the Internet. Sincerely,

A handwritten signature in black ink, reading "Marcia Delcourt" in a cursive script.

Dr. Marcy Delcourt  
Coordinator, EdD in Instructional Leadership  
Western Connecticut State University  
181 White Street  
Danbury, CT 06810  
or [delcourtm@wcsu.edu](mailto:delcourtm@wcsu.edu)

Thank you for your continued support of our program.

## Evaluation of Graduates in WCSU's EdD in Instructional Leadership Program

Name of Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Individual Completing this form: \_\_\_\_\_

Position of Individual Completing this Form: \_\_\_\_\_

Signature \_\_\_\_\_

**Directions: This survey pertains to topics related to instructional leadership. Circle the number that indicates whether you agree or disagree that this individual has demonstrated the following activities or behaviors.**

**Scoring Guide:**

- 1 = Strongly Disagree: The Graduate has inadequately demonstrated this activity or behavior.
- 2 = Disagree: The Graduate has partially demonstrated this activity or behavior.
- 3 = Agree: The Graduate has successfully demonstrated this activity/behavior.
- 4 = Strongly Agree: The Graduate's demonstration of this activity or behavior showed in-depth understanding, capabilities, and execution.

Category of Activities or Behaviors	Strongly Disagree	Disagree	Agree	Strongly Agree
a. the interpersonal skills of a successful leader in an educational setting	1	2	3	4
b. the communication skills to address a variety of audiences	1	2	3	4
c. the collaborative skills to work with individuals who have diverse perspectives	1	2	3	4
d. the creativity to design and implement new programs	1	2	3	4
e. the insight to apply successful solutions to educational problems	1	2	3	4
f. the ethical and moral character expected of professional educators	1	2	3	4
g. the teaching skills expected of an instructional leader	1	2	3	4
h. the organizational skills to implement a complex project	1	2	3	4

Please provide any comments about the Graduate or the EdD program that you would like to supply. Use an additional page if necessary.

**Edd in Instructional Leadership  
Department of Education and Educational Psychology  
Dissertation Registration Form**

Student \_\_\_\_\_ Date \_\_\_\_\_

Dissertation Title: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dissertation Committee Members: See attached Dissertation Approval Page

For Office Use Only.

\_\_\_\_\_  
Primary Advisor  
Date

Signature

\_\_\_\_\_  
Program Coordinator  
Date

Signature

\_\_\_\_\_  
Dean, School of Professional Studies  
Date

Signature

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Associate Director, Division of Graduate Studies  
Date

Signature

## Dissertation Dissemination



**Western Connecticut State University  
EdD in Instructional Leadership Program  
Submitting Your Dissertation to ProQuest**

- **What is ProQuest?**

ProQuest is an online dissertation database that will publish your dissertation and allow the information to be accessed by users all over the world. It has been publishing dissertations since 1938 and currently has published over 2 million graduate works. ProQuest publishes more than 70,000 new graduate works each year.

- **Why Submit?**

If you don't submit to ProQuest, your dissertation will be available as a hardcopy in the archives of the WCSU Library only. Submitting to ProQuest greatly expands access to your research.

- **How Do You Submit?**

A faculty member in the EdD in Instructional Leadership program will oversee the preparation and submission of your final dissertation for you, with your signed permission.

- **Publishing through WCSU**

A WCSU employee will upload your final dissertation to Proquest. To do so, a faculty member or a trained graduate assistant will complete the following steps:

- Log into a WCSU administrator account for ProQuest.
- Select "Traditional Publishing," which will make your work widely available and allow you to be eligible to receive royalties on the sale of your work.
- Allow major search engines (e.g., Google) to locate your work online.
- Allow your work to be released immediately, rather than delayed.
- Submit your name as it appears on your dissertation and contact information, including home address, phone number, and email.
- Input the dissertation title, abstract, and names of committee members.
- Input appropriate searchable subject categories and keywords that you supply.
- Convert your dissertation with embedded fonts into PDF form and upload the file.
- Decline the registration for copyright fee. You may still file for damages under this option if copyright is breached, but you may not file for attorney fees.

- Decline the option to order copies of the dissertation from ProQuest. You may order additional copies at a later time.

There is no monetary cost to you to select this option. Please provide consent below. Then, return the form to Dr. Delcourt at [delcourtm@wcsu.edu](mailto:delcourtm@wcsu.edu) or Dr. Heilbronner at

[heilbronnern@wcsu.edu](mailto:heilbronnern@wcsu.edu)

You will receive an email of notification from ProQuest once the dissertation has been successfully uploaded.

**Please complete and sign this form. Select your subject categories and keywords (on the last page). Then, return this form electronically to Dr. Delcourt at [delcourtm@wcsu.edu](mailto:delcourtm@wcsu.edu) or Dr. Heilbronner at [heilbronnern@wcsu.edu](mailto:heilbronnern@wcsu.edu). You may also fax the form to the Department of Education and Educational Psychology (203.837.8413).**

-----  
I, \_\_\_\_\_ [name], *grant permission* to **Western Connecticut State University** to publish my dissertation, titled \_\_\_\_\_ [name of dissertation], to the ProQuest Database, using the options described above.

I, \_\_\_\_\_ [name], **DO NOT** *grant permission* to **Western Connecticut State University** to publish my dissertation, titled \_\_\_\_\_ [name of dissertation], to the ProQuest Database, using the options described above.

**Signed,**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Typed Name**

\_\_\_\_\_  
**Date**

## ProQuest Subject Categories and Keywords

### Directions:

ProQuest allows you to select subject categories and keywords that make your dissertation easier to find.

Please choose one primary subject category and two additional subject categories by placing an X beside your selections:

### Primary Subject Category (Select One):

- Early Childhood Education – 0518
- Education – 0515
- Education Policy – 0458
- Education Finance - 0277
- Educational Administration – 0514
- Educational Evaluation – 0443
- Educational Leadership – 0449
- Educational Psychology – 0525
- Educational Technology – 0710
- Educational Tests and Measurements – 0288
- Education Finance – 0277
- Education Policy - 0458
- Elementary Education – 0524
- Mathematics Education – 0280
- Middle School Education – 0450
- Physical Education – 0523
- Reading Instruction – 0535
- School Counseling – 0519
- Science Education – 0714
- Secondary Education – 0533
- Social Sciences Education – 0534
- Special Education – 0529
- Speech Therapy – 0460
- Teacher Education – 0530

### Additional Subject Categories (Select Two):

- Early Childhood Education – 0518
- Education – 0515
- Education Policy – 0458
- Education Finance - 0277
- Educational Administration – 0514
- Educational Evaluation – 0443
- Educational Leadership – 0449
- Educational Psychology – 0525
- Educational Technology – 0710
- Educational Tests and Measurements – 0288

- \_\_\_ Education Finance – 0277
- \_\_\_ Education Policy - 0458
- \_\_\_ Elementary Education – 0524
- \_\_\_ Mathematics Education – 0280
- \_\_\_ Middle School Education – 0450
- \_\_\_ Physical Education – 0523
- \_\_\_ Reading Instruction – 0535
- \_\_\_ School Counseling – 0519
- \_\_\_ Science Education – 0714
- \_\_\_ Secondary Education – 0533
- \_\_\_ Social Sciences Education – 0534
- \_\_\_ Special Education – 0529
- \_\_\_ Speech Therapy – 0460
- \_\_\_ Teacher Education – 0530

**Keywords (Include Up to 6 - Optional):**

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## References

- American Psychological Association. (2001). *Publication manual of the American psychological association* (5th ed.). Washington, DC: Author.
- Fraenkel, J. R., & Wallen, N. E. (2000). *How to design and evaluate research in education* (3rd ed.). New York: McGraw-Hill.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2005). *Educational research: An introduction* (7th edition). New York: Longman.

Appendix A: Cover Page, Signature pages, Abstract and Table of Contents for the Dissertation

(5 single spaces)

PLACE YOUR TITLE IN UPPER CASE LETTERS HERE, DOUBLE SPACE IF THE TITLE  
HAS MORE THAN ONE LINE, AND CENTER ALL TEXT

(5 single spaces)

Indicate Your Name in Upper and Lower Case Letters

(5 single spaces)

Indicate Your Prior Degree, The Institution of the Degree, The Year Received  
Indicate Your Prior Degree, The Institution of the Degree, The Year Received  
(If you have more than one prior degree, list each)

(5 single spaces)

A Dissertation

Submitted in Partial Fulfillment of the

Requirements for the Degree of

Doctor of Education in Instructional Leadership

in the

Department of Education and Educational Psychology

at

Western Connecticut State University

200\_\_

PLACE YOUR TITLE IN UPPER CASE LETTERS HERE, DOUBLE SPACE IF THE TITLE  
HAS MORE THAN ONE LINE, AND CENTER ALL TEXT  
(2 single spaces)

Indicate Your Name in Upper and Lower Case Letters, Ed.D.

Western Connecticut State University

Abstract

Place the text for your abstract here. This text is not to exceed 350 words. No references  
should be included in an abstract.

(10 single spaces)

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Indicate Your Name in Upper and Lower Case Letters, Ed.D.

200\_\_\_\_

**APPROVAL PAGE**



*School of Professional Studies  
Department of Education and Educational Psychology  
Doctor of Education in Instructional Leadership*

Doctor of Education Dissertation

PLACE YOUR TITLE IN UPPER CASE LETTERS HERE, DOUBLE SPACE IF THE TITLE HAS MORE THAN ONE LINE, AND CENTER ALL TEXT

Presented by

Your Complete Name in Upper and Lower Case, Ed.D.

(Type the name of your advisor on each line and that person's correct doctoral degree- EdD, PhD, DML, etc.)

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Primary Advisor	Signature	Date
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Secondary Advisor Committee Member	Signature	Date
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Secondary Advisor Committee Member	Signature	Date
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## **ACKNOWLEDGEMENTS**

This is your opportunity to thank people.

## **DEDICATION**

This section is optional.

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