

RESEARCH MANUAL
FOR THE EDD DISSERTATION

Planning and Conducting a Research Study

For the
Doctor of Education Degree (EdD)

COLLEGE OF EDUCATION
Florida Gulf Coast University

Approved by Doctoral Admissions and Policy Committee (DAPC)

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Research Project Overview

Purpose of the EdD Dissertation

All EdD candidates will complete a dissertation as a requirement for the degree. The dissertation will be a research study using quantitative, qualitative, or mixed methods research. Advanced graduate candidates should be able to conduct research or program evaluation studies in their area of concentration. The dissertation is intended to teach candidates how to carry out research and to evaluate their own research skills. Candidates also learn scholarly writing skills for presentation to a professional audience, and to be consumers of good research

Candidates learn about the Internal Review Board (IRB) process that must be followed prior to engaging in the data collection process. The IRB policies and forms can be accessed at the following URL: <http://www.fgcu.edu/ORSP/irb.html>

A research study is the result of research, scholarly, or creative activity that provides evidence of professional writing skills, and of a candidate's ability to complete an independent, critical, and creative investigation. It is one indicator of the candidate's ability to define and develop a problem; understand and synthesize relevant literature; use appropriate methodology; analyze and interpret data; draw reasonable conclusions, and recommend further investigation. Another indicator of candidate competence will be the candidate's defense of the study to the candidate's EdD Dissertation Committee.

Graduate Candidate Responsibility

Graduate candidates assume responsibility for engaging in intellectual activities at the graduate level as well as responsibility for complying with all policies and procedures set forth in the Graduate Catalog, in the Research Study Manual, and in college and program regulations. It is the responsibility of the candidate to adhere to these policies and procedures. Requirements will not be waived, and exceptions will not be granted because a candidate fails to learn or follow policies, requirements, or procedures for graduate study at FGCU.

Advising and EdD Dissertation Committee

Upon acceptance to the graduate program, a candidate is assigned a graduate advisor. The advisor must be a full-time faculty member in the College of Education at FGCU and a member of the university Graduate Faculty. The role of the graduate advisor is different from that of the chair of the candidate's EdD dissertation committee. The graduate advisor will work with the candidate at the beginning of the program, helping him or her complete a Plan of Study, especially with the selection of concentration, cognate, and elective classes. The graduate advisor may or may not serve as the chair of the EdD dissertation committee. During the candidate's coursework, it is advisable that he or she develop interests in a specific topical area for his or her EdD dissertation. Course faculty members and the candidate's advisor will assist the candidate in selecting an area of interest. Once a topic is selected by a candidate, the advisor will assist the candidate in selecting committee members, including an appropriate faculty member to serve as the EdD dissertation chair. The chair must be a graduate faculty member with a "*Member*" status

in the college. The chair should also hold the rank of associate professor or professor. Two additional faculty members will be selected to serve on the EdD dissertation committee for a total of three members. All committee members must hold a *Member*, *Associate Member*, or *Special Associate Member* graduate faculty member status. Typically, these other committee members will represent the candidate's concentration and cognate areas.

Once the student has passed the comprehensive exam, he or she will be considered a *doctoral candidate* and begin organizing his or her committee and begin meeting with his or her chair. Doctoral candidates will initially enroll in the dissertation prospectus course (EDG 7981) and the proposal course (7986). After these two courses, doctoral candidates will continuously enroll in dissertation (EDG 7980) and may also choose to enroll in a special dissertation seminar (EDG 7989) to receive individualized assistance in the development of their research questions, methodology, and data analysis (chapters 3 and 4 of the dissertation).

The candidate and chair should arrange for *at least three meetings* with the full committee prior to the dissertation defense so the committee members may have input and so they may stay informed of the on-going dissertation development process. It is up to the candidate to arrange for a separate meeting with his or her committee members to ensure that an understanding exists about the importance and construct of each chapter of the dissertation. It is advisable for the doctoral candidate to communicate regularly with all members of the committee.

Once the doctoral candidate and the committee chair agree that the dissertation is ready, the doctoral candidate will be instructed to prepare the final draft of the dissertation and to send copies to the entire committee for review. *At a minimum, this must be done two weeks prior to the defense date.* Failure to comply with this rule may result in a delay or cancelation of the candidate's dissertation defense meeting. In addition, an announcement about the dissertation defense must be completed using the template provided in the *EdD Student Handbook* available online. This announcement will be emailed to all university employees at least 10 days prior to the defense, inviting them to attend.

Course Requirements, Credits, and IRB

For the EdD dissertation, candidates must enroll in two classes: a one credit class (EDG 7981) to develop a prospectus (chapter 1), and a two credit class (EDG 7986) to complete the dissertation proposal (chapters 2 and 3). Although candidates are in a class with a professor, they must keep in close contact with their dissertation committee who has final authority to approve the proposal.

Prior to implementing the research design, the candidate must receive approval by the FGCU Institutional Review Board (IRB). See procedure for the IRB on the FGCU website:

<http://www.fgcu.edu/ORSP/irb.html>

Most candidate research will fall under one of the following IRB categories:

- Research Considered Under the "Exempt from Further Review" Category
- Research Considered Under the "Expedited Review" Category

The IRB requires completion of human subject training to accompany the protocol. Candidates are required to complete the following tutorial. Please print the certificate at the end of the tutorial and send it to the Director of the Doctor of Education program in the College of Education. Make a copy for yourself and for your committee chair:

- <https://www.citiprogram.org/>

The semester after completing the dissertation proposal, candidates will enroll in nine credits of dissertation work. A total of 18 credits are required, so the following semester will also require nine credit hours. If the dissertation is not completed by the end of the 18 credit hours, the candidate will be required to enroll in at least one credit hour per semester until the dissertation is completed. The number of credit hours will depend on how much work still needs to be accomplished. The candidate's committee will make this determination in consultation with the candidate.

Assistance with the Research Study

The following are opportunities for candidates seeking assistance with writing the research study:

1. The committee chair and other committee members serve as resources. Candidates should be in frequent contact with their committee. Typically, numerous drafts are needed. Candidates need to provide the committee chair and committee members with sufficient time to read the work and provide feedback. It is important for candidates to be open-minded about accepting constructive criticism.
2. The candidate may enroll in an additional dissertation seminar (EDG 7989) in order to receive individualized help in formulating his or her research questions and methodology.
3. The Writing Center can serve as a resource. The staff at the Writing Center will not write the research study, but can provide assistance in learning how to write more effectively and to produce a research study that is formatted correctly.
4. The FGCU Library staff can provide assistance in locating relevant resources. Items may also be ordered through Inter-Library Loan. Various helpful library links are contained in this manual.
5. Other offices and online assistance may be available to assist with specific needs, The following resources are available:

Resource	Contact Information
Copyright Issues	http://www.copyright.gov/
Library Reference Desk	239-590-7630 http://library.fgcu.edu/ADMIN/Forms/my_librarian.htm
Library Information	239-590-7618
Office of Graduate Studies Lutgert Hall and Office of Research & Sponsored Programs	Howard Hall 202 239-590-7020 http://www.fgcu.edu/ORGS/index.html
Writing Center Library	Located in Library 202C (Old Library entrance) http://www.fgcu.edu/cas/english/writingcenter/
Dissertation Guidelines for Submission to ProQuest	http://www.fgcu.edu/Graduate/12002.asp
Guidelines for Dissertation Chair and Committee Members	http://www.fgcu.edu/Graduate/12002.asp

Copyright Issues

Information on copyright registration is available from the U.S. Copyright Office (<http://www.copyright.gov/>).

- The candidate is responsible for any fees associated with securing a copyright.
- The candidate is also responsible for inserting the copyright notice on an un-numbered page immediately preceding the title page.

Timeline for Completing the Research Study

Completing a research study is a time-consuming process. A research study cannot be rushed through at the last minute. This is a process that often involves several drafts with input from committee members. Care must be taken to follow guidelines for style and format using the most recent edition (current version is version 6) of the *Publication Manual of the American Psychological Association* (APA). The suggested timeline on the following page can be used to plan the work on the research study and to avoid a delay in graduation.

The candidate will need to project the date for the anticipated graduation. This will allow the work plan to be tailored to each individual. Planning, organizing and completing sections of the dissertation will assist the candidate in maintaining a successful timeline and graduate on time. Candidates work with their chair and committee members to approve each chapter as it is completed. While a chapter is being read and reviewed by the committee, the candidate can be drafting the next chapter.

Candidates should meet on a formal and informal basis with their faculty committee chair or other committee members as needed. When setting meeting times, it is important to remember that the professors have professional and personal commitments and may not be able to meet with you immediately. Committee chairs have been selected because of their expertise and their commitment to helping candidates with their research, and they will do the best they can to accommodate your needs. It is also important to reemphasize completing a research study is a time-consuming process and cannot be rushed through at the last minute. Candidates should continue to confirm their timelines with their committee and monitor progress on completed tasks.

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Suggested Timeline for Completing the EdD Dissertation			
Item	TASK	SUGGESTED COMPLETION DATE	NOTES
1	Successfully complete Qualifying Exams	Previous semester	Qualifying exams must be successfully completed prior to enrolling in the Dissertation Prospectus and Proposal classes.
2	Enroll in EDG 7981 Dissertation Prospectus and EDG 7986 Dissertation Proposal	Semester 1	
3	Selection of Topic	Semester 1	Discuss with Chair & Instructor for the course; contact other Dissertation Committee members as needed.
4	Begin initial review of the literature; Define problem	Semester 1	Work with Chair & Instructor for the course; contact other Dissertation Committee members as needed.
5	Draft Prospectus for Research Study—Chapter 1	Semester 1	Work with Chair & Instructor for the course throughout this process; contact other Dissertation Committee members as needed. <i>Typically requires numerous drafts</i>
6	Approval of Prospectus; this will become CHAPTER ONE INTRODUCTION	Semester 1	Continue to work with Chair & Instructor for the course; contact other Dissertation Committee members as needed. Work with the Writing Center; <i>Typically requires numerous drafts</i> prior to securing approval signatures.
7	Submit forms to IRB, including certificate of completion of training program	Semester 1	Obtain forms from Office of Research and Sponsored Programs or via website. Must be completed and filed before data collection can begin. Main ORSP Compliance Website: http://www.fgcu.edu/ORSP/irb.html Online tutorial: https://www.citiprogram.org/
8	Draft CHAPTER TWO REVIEW OF THE LITERATURE	Semester 1	Continue to work with Chair & Instructor throughout the Research Study; contact other Dissertation Committee members as needed; <i>requires time for reading and providing feedback, requires numerous drafts</i> ; Continue to work with the Writing Center as needed.
9	Draft CHAPTER THREE METHODOLOGY (as appropriate to the study)	Semester 1	Continue to Work with Chair & Instructor; contact other Dissertation Committee members as needed.
10	Send the complete proposal (Chapters 1-3) to all Committee Members	Semester I	When approved by the Chair, provide a copy of chapters 1-3 to all committee members for feedback.

11	Proposal Approval	End of Semester 1 Or Early Semester 2	Work with Committee members, and Research and Evaluation faculty as needed. The proposal (first 3 chapters) must be approved by all members of the committee. A proposal hearing should be scheduled by the Chair once all of the committee members agree that that proposal is ready. <i>Typically requires numerous drafts</i>
12	Enroll in EDG 7980 Dissertation and/or EDG 7989 Dissertation Seminar for 9 or 12 credit hours	Semester 2 and 3	Candidates are required to complete 18 hours of dissertation credits prior to graduation. If candidates do not finish the dissertation in semester 2, they will enroll in a minimum of one additional credit hour the following semester. The committee will determine how many credits depending on candidate progress.
13	Upon receiving approval from IRB begin collection of data	Semester 2	Notify Dissertation Committee members; Begin collection of data as per design of study.
14	Analyze and evaluate data; Draft CHAPTER FOUR RESULTS	Semester 2-3	Continue to Work with Chair and Dissertation Committee members.
15	Draft CHAPTER FIVE DISCUSSION	Semester 3	Continue to Work with Chair and Dissertation Committee members.
16	Complete Research Study Manuscript	Semester 3	Continue to Work with Chair and Dissertation Committee members; Distribute copies to all committee members; <i>Typically requires revisions.</i>
17	Schedule Dissertation Defense	Semester 3	Allow ample time (minimum two weeks) for committee members to read the research study.
18	Develop defense invitation and work with chair to distribute to the university faculty and staff	Semester 3	This must be posted in the college and distributed to the university faculty and staff at least 10 business days prior to the defense. See the required template on the <i>Student Handbook</i> website.
19	Set up Dissertation Defense with committee	Semester 3	Must be scheduled at least 3 weeks before end of semester.
20	Approval of final dissertation	Semester 3	The EdD Dissertation Defense Approval Form must be signed by the chair and committee members. An unsigned signature approval page listing committee members and their degrees is required by ProQuest Electronic Dissertations.
21	Complete submission process of for dissertation through ProQuest guidelines.	Semester 3	http://www.fgcu.edu/Graduate/12002.asp

Steps in the Process

The steps in the process of developing your proposal can begin in the proposal development classes. However, candidates are encouraged to begin thinking about topics of interest early in their program. They are encouraged to discuss topics and research design elements with their advisor prior to enrolling in the proposal development course. Topic selection will be a natural occurrence for many candidates as they take classes, read current research literature, and begin developing areas of personal research interest.

STEP 1: Identification of topic for the study and developing a problem statement

1. Candidates should choose a topic and a problem statement that is of interest to them, that is important, and that is of timely topical interest in their career area. In addition, they should select a topic that will contribute to the literature base and that will not be simply one of many research studies on a topic that has been overworked in the literature or one that appears to have been resolved in the research literature. On the other hand, looking at an old problem in a new way or with a different population is encouraged.
2. Candidates should insure that they have the resources necessary to complete the study. The university will not provide money for research study costs.
3. Candidates should consider the timeframe required to complete the study. It is best to choose the desired completion date and then using the “Suggested Timeframe” above, work backward.
4. Candidates need to receive approval of their study from the organization in which the study will be carried out. It is each candidate’s responsibility to seek and receive this approval. Those organizations, especially school districts, may have their own IRB process.
5. Examples of possible research topics may include:
 - a. Action research projects that look at the effectiveness of a program.
 - b. Action research projects that look at the implementation fidelity of a program.
 - c. School climate studies.
 - d. Effectiveness of new curriculum.
 - e. Entrance test scores and student success.
 - f. Effectiveness of school counseling programs.
 - g. Retention of minority students (e.g., at FGCU).
 - h. Effects of cyber-bullying on children or effectiveness of cyber-bullying prevention programs.
6. Candidates should develop a title for their research project that includes the names of the variables under study.
 - a. Poor title example: Action Research in an Elementary School Classroom
 - b. Good title example: The Effect of Cooperative Learning Strategies on Fifth Grade Student Engagement in a Title I School

STEP 2: Review of literature (Note that for the pre-proposal or prospectus, chapter 1, the candidate is only expected to provide a summary of the literature review consisting of the major research findings)

- A. Candidates should begin their review of the literature by using preliminary sources (databases, indexes etc.) to locate recent secondary sources such as literature reviews or compilations (for example, *Review of Educational Research*, *Review of Research in Education*, *Encyclopedia of Educational Research*, *Encyclopedia of Educational Research* or various handbooks written in an area of interest). These sources should help you identify some of the most respected research on a topic. Another good source would be to locate meta- analyses or meta-syntheses on your topic.
- B. Good preliminary sources are the research guides developed by our college librarian. There is one for Educational Leadership and one for Curriculum and Instruction.
1. http://fgcu.libguides.com/ed_leadership
 2. <http://fgcu.libguides.com/curriculum>
- C. Good secondary sources lead to primary sources. It is the candidate's responsibility to find the most recent research in the topic area, so searches of current journals is critical. This may require a hand search of journals that may not yet be archived in databases.
- D. Candidates need to focus mainly on peer-reviewed journal. However, recent scholarly papers presented at professional conferences are encouraged due to their recent development.
- E. Some professional websites also may be good sources, but candidates must be careful since some website may have a particular politically/social orientation. For example, the Cato Institute often has their research publications challenged by others. A good source that debunks poor research is the National Education Policy Center, a consortium of universities that work together to review research that attempts to influence public policy:
<http://nepc.colorado.edu/>
- F. On the other hand, there are many good online sources that are non-partisan and publish quality research (e.g., Center on Education Policy: www.cep-dc.org; the above mentioned National Education Policy Center: <http://nepc.colorado.edu/>)
- G. The Literature Review (LR) is a summary of research:
- It is not a "list" of found research but a coherent and articulate account of past and current research findings. The LR should be synthesized:
 - a) The review should not only be coherent, but should organize the studies reviewed under themes or topics.
 - b) The review is a guide and should be able to provide readers with in-depth analysis and current status of research in a given area.
 - Suggestion: read two or three LRs in order to become familiar with summary styles.
 - Start by reading the most current research and work backwards.
 - The sources typically are journal articles, books and other documents that describe past and present status of research in a given field.
 - The LR should be exhaustive and as current as possible.
 - How many articles? There is no set number. As long as the search is exhaustive and focused on the research topic, the review will be acceptable. Exhaustive does mean everything. It means the best research that you find in your search that is cited by other sources. You will see the same publications and authors appearing in multiple publications.

- How far back should one search? A reasonable and widely accepted timeframe includes research conducted during the past 10 years. Important studies (i.e., seminal/classic studies that had a significant impact on the field of study) should also be mentioned even if these go beyond the mentioned timeframe.
- Organize the Literature (Creswell, 2014)
 - a) Create a “file” or “abstract” system to keep track of what you read. Each article you read should be summarized in one page containing:
 - Title (use APA to type the title so that you can later copy-paste this into the References section of your paper)
 - Source: journal article, book, glossary, etc.
 - Research problem: one or two lines will suffice
 - Research Questions or Hypotheses
 - Data collection procedure (a description of sample characteristics can be very handy as well)
 - Results or findings of the study
 - b) Sort these abstracts into groups of related topics or areas which can then become the different sections of your review.
 - c) Another good source for suggestions about organizing a literature review can be found in the text used for the prospectus, proposal and dissertation classes:
 - Thomas, R. M. & Brubaker, D. L. (2008). *Theses and dissertations: A guide to planning, research, and writing*. Thousand Oaks, CA: Corwin Press.

H. Use this checklist for your LR:

- Provides contextual background
 - Reveals related issues
 - Reviews similar problems elsewhere
 - Provides significance to your approach to the study
 - Includes major/seminal research articles pertaining to study
 - Written in an integrated manner
 - Synthesizes rather than summarizes findings
 - Uses contrast/compare when possible
 - Uses proper APA writing style
- I. For the pre-proposal/prospectus, limit the LR to the most compelling research that supports the need to the study and provides context for your research questions or hypotheses.

STEP 3: Development of a Research Pre-Proposal or Prospectus

- A. The pre-proposal or prospectus becomes CHAPTER ONE of your final project.
- B. Chapter one includes the following:
1. An introduction to your topic that includes a rationale for undertaking this study
 2. A brief literature review with several citations from important sources
 3. Statement of the problem
 4. Research questions or hypotheses
 5. Definitions of terms
 6. Significance of the study

7. Outline of the remainder of the study (includes short, summary description of participants/sample, data collection, and other information required by the dissertation committee).

The pre-proposal or prospectus is approximately eight to 12 pages for the dissertation. The length may vary depending on the topic, amount of contextual literature, and preferences of the candidate's committee.

STEP 4: Expand and Refine Review of Literature (Chapter Two)

Once the pre-proposal or prospectus has been reviewed and approved, additional literature review is necessary to develop CHAPTER TWO, REVIEW OF THE LITERATURE. Include theoretical perspective or framework.

STEP 5: Methodology section (Chapter Three)

Chapter Three (METHODS) consists of the Methods section of the project. Candidates work with their class instructor and committees on this chapter. The methodology chapter for a *quantitative study* should consist of the following sections (adapted from Creswell, 2014):

- A. Description of the population to whom results of the study will be generalized
- B. Sample design and composition
- C. Research questions and hypotheses
- D. Measures
 1. Variables and definitions of variables
 2. Data collection instruments (if appropriate)
 3. Validity and reliability of measures (if appropriate)
- E. Research design
 1. Research Design (e.g., experimental, quasi-experimental, survey)
 2. Data collection procedures
 3. Internal and external validity threats
- F. Data analysis procedures
- G. Preliminary studies or pilot tests (if applicable)
- H. Delimitations

For a *qualitative study*, the following sections are recommended (adapted from Creswell, 2014):

- A. Procedures
 1. Philosophical assumptions or worldview of qualitative research
 2. Qualitative design (e.g., ethnography, case study)
 3. Role of the researcher
 4. Data collection procedures
 5. Data analysis procedures
 6. Strategies for validating findings
 7. Proposed narrative structure of the study
 8. Anticipated ethical issues
- B. Preliminary pilot findings (if available)
- C. Expected impact and significance of study (include transformative changes likely to occur if this is a transformative format)

For a *mixed methods study*, the following sections are recommended (adapted from Creswell, 2014):

A. Methods

1. A definition of/rationale for mixed methods research
2. The type of designs used and their definitions
3. Challenges in using this design and how they will be addressed
4. Reference and inclusion of a diagram of procedures (if appropriate)
5. Data collection and analysis procedures
6. Validity approaches in both quantitative and qualitative research

B. Potential ethical issues

STEP 6: Submission to IRB

- A. Candidates submit the IRB application form upon approval of their committee. A copy of the signed application form must be filed with the Office of Research and Sponsored Programs (ORSP) and with the candidates' committee chair.

A description of the IRB process and all supporting documents is available at this URL:

<http://www.fgcu.edu/ORSP/irb.html>

- B. The IRB requires completion of human subject training to accompany the protocol. Candidates are required to complete the following tutorial.

<https://www.citiprogram.org/>

Please print the certificate at the end of the tutorial. Make a copy for yourself and for your committee chair.

- C. In addition to the FGCU IRB process, all school districts and other universities also require that researchers receive approval of research projects when collecting data from within their organizations. Two local school district IRB information websites are listed below:

a. Lee County School District: <http://www.leeschools.net/research-guidelines>

b. Collier County School District:

<https://data.collierschools.com/DataAndResearch/ContentPages/Home.aspx>

STEP 7: Proposal hearing

Upon completing the proposal (the first three chapters), a candidate schedules a proposal hearing with all the committee members. The purpose of the proposal hearing is to ensure that the methodology proposed is appropriate for the research study and that the study may be conducted as proposed by the candidate. The committee should reach consensus on approval of the dissertation proposal. If consensus cannot be reached, and one member of the committee disagrees with the study, then this committee chair will consult with the candidate's committee and program director. The chair and candidate may reorganize the committee if necessary.

After the proposal is approved by the committee, the Proposal Approval form must be signed and placed in the candidate's file located on the *Student Handbook* website:
<http://coe.fgcu.edu/educationedd/eddhandbook.html>

STEP 8: Data Collection and Analysis (Chapters Four & Five)

- A. This step involves gathering data through questionnaires, surveys, interviews, observations, and utilizing the appropriate procedures to analyze the data, which have been collected.
- B. Reminder: No data may be collected until the IRB Application has been approved and filed properly.
- C. Candidates must follow the procedure approved by their committee and included in their proposal.
- D. At the point the candidate has collected the data and is beginning to work on chapters four and five, he or she should work with the chair and committee to project the anticipated dissertation defense date. The defense must be announced using the procedures described in the *Student Handbook*, and it must be scheduled at least three weeks prior to the end of the semester if graduation is expected during that semester.
- E. A good resource for completing these two chapters is the text required for the proposal classes (see the last two sections of this text):
 - Thomas, R. M. & Brubaker, D. L. (2008). *Theses and dissertations: A guide to planning, research, and writing*. Thousand Oaks, CA: Corwin Press.

STEP 9: Writing

- A. Candidates must follow guidelines for APA style and format. Where guidelines from APA contradict this manual from the College of Education, the local rules take precedence over APA. Candidates should purchase and use the following reference:
 - American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, D.C.: American Psychological Association.
 - The APA manual is also available from the FGCU library research guides. For example, see <http://fgcu.libguides.com/c.php?g=65081&p=419857>
- B. In addition to the required chapters and reference list, the final product must include the following: Abstract, Table of Contents, List of Tables, List of Figures, and Appendixes (if needed). The final product will include these items in the following order:
 - Title Page
 - Approval page without faculty signatures
 - Table of Contents
 - Abstract
 - List of Tables
 - List of Figures
 - Chapter 1: Introduction
 - Chapter 2: Literature Review
 - Chapter 3: Methods

- Chapter 4: Results
- Chapter 5: Discussion
- References
- Appendixes (if needed)

Helpful sources for APA format and writing style:

Strunk, W. & White, E. B. (2009). *Elements of style* (50th Anniversary ed.). New York: Pearson Longman.

From FGCU's research guide in Educational Leadership:

http://fgcu.libguides.com/ed_leadership

From Harvard Graduate School of Education:

http://isites.harvard.edu/icb/icb.do?keyword=apa_exposed

From Purdue University (The Owl at Purdue):

<http://owl.english.purdue.edu/owl/resource/560/01/>

- C. The candidate should only submit material that is mechanically and grammatically representative of graduate candidates completing an advanced degree. Consequently, the candidate is responsible for editing the work prior to submission of each draft. The candidate's chair and committee will not function as editors for the candidate.
- D. The candidate will need to allow time for review by faculty. Candidates should plan on allowing committee members 10 business days to review documents.
- E. Below are some guidelines on style, mechanics and language usage.
 1. Avoid overusing direct quotations, especially long ones. See APA manual about use of quotations.
 - a. Check APA style manual for correct use of citations: (Doe, 2005); Doe (2005); (Doe & Smith, 2005); Doe and Smith (2005); (Black, 2005; Brown, 2006; Yellow, 2007)
 2. Avoid using synonyms for recurring words as this is not creative writing. Stay consistent with terminology.
 - a. Group I, 5th Grade Group, Experimental Group
 3. Spell out all acronyms when first using them in each chapter. For example:
 - a. American Psychological Association (APA);
 - b. Scholastic Aptitude Test (SAT). Traditional acronyms for known groups, achievement tests, etc.
 - c. Collective Efficacy (CE) or Student Group 3 (SG3): acronyms that a candidate may make up for his or her study.
 4. Yes - Do NOT use contractions; No – Don't use contractions.
 5. Coined terms should be set off by quotation marks.
 6. Avoid the following:
 - a. Slang – “cool”

- b. Colloquialisms – “thing”, “item” or “feature”
 - c. Idioms – “rise to the pinnacle” or “to become prominent” etc.
 - d. Using the word “prove”
7. Use great care to avoid Plagiarism.
 8. Common Mistakes:
 - “*Effect* and *affect* are often confused because of their similar spelling and pronunciation. The verb ²*affect* usually has to do with pretense <she *affected* a cheery disposition despite feeling down>. The more common ³*affect* denotes having an effect or influence <the weather *affected* everyone's mood>. The verb *effect* goes beyond mere influence; it refers to actual achievement of a final result <the new administration hopes to *effect* a peace settlement>. The uncommon noun *affect*, which has a meaning relating to psychology, is also sometimes mistakenly used for the very common *effect*. In ordinary use, the noun you will want is *effect* <waiting for the new law to take *effect*> <the weather had an *effect* on everyone's mood>.” (Merriam-Webster Online, 2007)
 - Particular care should be given to referencing within text and at the end of the document. Only references cited in the text are included in the references. These items are listed on the last pages of your project, prior to any appendices. The list has a centered title (References), and it is alphabetized by the first author's last name.
 - The source of all information must be referenced. The source of all information in each paragraph should be clear to the reader. The only items that are not referenced are your own ideas, and conclusions and recommendations drawn from your research. The introduction and conclusion to a chapter do not need referencing, but they may contain references. If all information in a paragraph is from one source, it is best to place the reference either at the beginning or at the end of the paragraph.
 - Subject and verb agreement, particularly when they are separated by a prepositional phrase.
 - Spelling.
 - Parallel construction, particularly noun-to-pronoun agreement.
 - Misplaced and dangling modifiers.
 - Using “who”, when “that” or “which” should be used. “Who” is reserved for human beings.
 - Using “which” when “that” should be used. The easiest solution is to use “that” for all restrictive clauses, unless it becomes overused in a sentence, then you may use “which” for restrictive clauses also. One tip is to avoid using “that” whenever the meaning of the sentence is not altered by leaving it out. “Which” should mainly be used when the information is not essential to the meaning of the sentence. In general, avoid using “that” as per APA writing guidelines.
 - Continuity of thought and transition of ideas. The use of transitional words helps, such as “therefore”, “similarly”, “however”, and others. If this is not possible, then use a new heading.
 - Shift in verb tense. This problem can be a tricky problem. The best solution is to use the past tense when reporting research results (even results from your current research), and to use the present tense to discuss the results, and to present conclusions and recommendations.
 - Punctuation. Most problems seem to be using semicolons, colons, and dashes.
 - Writing phrases, not complete sentences.

- ❑ Using demonstrative pronouns (this, that, these and those) without describing what the pronouns are referencing.
 - ❑ Wrong: “This had a profound impact.”
 - ❑ Right: “This classic research had a profound impact.”
- ❑ Anthropomorphisms. For example, “An experiment cannot *attempt to demonstrate...*, nor can tables or figures *compare* (all of these can, however, *display, show* or *indicate*)”. It is best to write something like: “As displayed in Table 4...”
- ❑ Split infinitives. Do not write, *to effectively communicate*. Do write, *to communicate effectively*.
- ❑ Some candidates tend to use gender bias, referring to the male gender, particularly when using pronouns. To avoid this problem, you need to use either "he or she", or write in the third person plural, using "they", "their", and the like.
- ❑ In general, as per APA guidelines, it is now preferable to write in the first person when referring to the researchers (“I” or “we”).

STEP 10: Defense of the Research Study

- A. When the research study is completed and changes have been made, a defense of the research study must be scheduled and completed. Candidates will work with their chairs to develop an announcement and invitation to the defense, distributed at least 10 business days prior to the defense. For the EdD dissertation, this announcement is to be sent to all university faculty and staff. All committee members need to have a copy of the research study at least business 10 days in advance of the defense. Send electronic copies to all of your committee members. Some committee members may prefer that you print copies for them. These copies are to be bound in some way so it is easy for the committee to read. Suggested bindings include spiral binding or hole-punched and placed in a notebook.
- B. Candidates will “defend” their research to their committee by answering questions related to the content. Questions could be from any section of the research project, including research design, literature review, data collection and analysis, and conclusion. The defense will last a minimum of about one hour. The committee will keep the proceedings as relaxed and comfortable as possible. Doctoral candidates are expected to make few, if any, mistakes, since they are now at the highest level of their education and are expected to be experts in their field. Candidates are encouraged to use presentation software, such as PowerPoint. Candidates must keep the text on each slide to a minimum, or about three to six bullets per page with each bullet using no more than one or two lines. Candidates are expected to use the slides as keys to their discussion, but must not directly read the slides to the committee. Candidates are expected to know their study and to be prepared to talk about their study by using the slides as key points only. Reading mainly from the slides may result in the candidate failing the defense.

Rules for defense hearings:

1. Committee chair facilitates the meeting. It is the chair’s responsibility to maintain decorum and professional behavior among participants.
2. Introduction of candidate and committee members.
2. Presentation by candidate.

3. Questions by committee members.
 4. Questions from other faculty and/or other observers. The committee chair may limit the number of questions based on time available.
 5. Candidate and observers leave the examination room.
 6. Deliberation and voting by the committee only; Sign documentation if defense is successful.
 7. The candidate shall be informed of the vote.
 8. The record of the successful defense (to be determined by the College or Department) is forwarded to the College/Department for the student's file.
- C. The following are examples of questions that the candidate could anticipate being asked during the defense:
1. How did you select the topic of study?
 2. What have you learned from your study?
 3. Questions related to topic selected, population, design, variables, limitations, etc.
 4. Any plans to use the findings from the study?
 5. What are some of the implications for future study?
 6. Would you do anything differently if you were to do this study again?
 7. What is your assessment of the process or experience of completing the research study?
- D. The committee may recommend changes in the research study before their approval. The candidate should be prepared to make notes about potential changes that may be required. Alternatively, they may approve the dissertation pending changes that are checked by the chair only.
- E. Once the research study has been approved, the committee members sign the EdD Dissertation Defense Approval Form.

STEP 11: Submission to Library and College

- A. *Submitted the dissertation:* Candidates must follow the instructions for submitted their final dissertation through ProQuest's online database:
- <http://www.fgcu.edu/Graduate/12002.asp>

STEP 12: Presentation of Findings at Conference

- A. Candidates are encouraged to submit their research findings for presentation at a local, state, national, or international conference and/or at the FGCU Research Day (held in the spring of each year).
- B. Candidates are also encouraged to submit a manuscript of their study for publication in a peer-reviewed journal.

Role of Candidates, Committee Chairs, Committee Members, Requesting a Change in Chair, and Forms Required

Role of the Candidate

Throughout the process, the candidate is expected to

- be enrolled in order to receive advising and other services from FGCU.
- abide by the School Candidate Code of Conduct.
http://candidateservices.fgcu.edu/judicialaffairs/files/Code_of_Conduct_book_08-09.pdf
- submit documents to the committee chair using Microsoft Word. If the chair uses the reviewing and tracking features in Microsoft Word, the candidate should become proficient with those features.
- submit work that conforms to the FGCU and APA guidelines for format and style.
- maintain contact and communication with the chair on a regular basis as established by the chair..
- understand that the working relationship between candidate and chair is unique and based on a trusting interaction between professionals. The candidate should contact the chair for clarification on points in questions concerning research and writing and for advice and information regarding the writing process.
- utilize the information received from the committee chair and members to make the recommended organizational, content, format, and style changes in the proposal, the IRB review, and final project.
- inform the chair about any changes in position, address, and other contact information, as well as professional and personal changes that might affect progress.
- follow the policies and procedures established by the university's IRB for research with human subjects and the regulations that the candidate's own agency or institution may have concerning the protection of human subjects in research.

Role of the Committee Chair

It is the role of the committee chair to encourage the candidate and to review and make recommendations on the work submitted. The committee chair is expected to

- maintain regular communication with the candidate.
- schedule and chair committee meetings as needed.
- evaluate and provide written feedback to the candidate regarding the development of the proposal, IRB submission, and final project.
- provide feedback to the candidate within 10 business days after receipt of document submissions.
- ensure that candidate submissions follow FGCU and APA guidelines for format and style.
- maintain a professional and collaborative relationship with the candidate.
- assist the candidate in identifying resources, such as those for improving writing skills, that may help in the writing process.
- communicate regularly with each committee member throughout the writing process.

Role of the chair for defense proceedings:

1. Secure a room with a podium for the candidate's defense. This should be a classroom in the event outside faculty, students, or family want to observe.
2. Work with the candidate to develop an announcement of the candidate's defense. The announcement should include the dissertation abstract.
3. Send the announcement to all university faculty and administration. The Provost's office can assist with the distribution.
4. Post the announcement on the space provided in the College of Education office area.
5. Chair the defense and monitor the defense proceedings as described above.

Role of the Committee Member

The committee member interacts mainly with the chair, and responds to candidate work in a timely manner. The committee may meet with the candidate as needed, but this is not required, except for committee meeting. The committee member is expected to:

- evaluate and provide written feedback to the dissertation committee chair regarding the development of the candidates proposal, IRB submission, and dissertation drafts.
- provide feedback within 10 business days after receipt of document.
- attend committee meetings as called by the chair.
- ensure that candidate submissions follow FGCU and APA guidelines for format and style.
- work collaboratively with the candidate and the other committee members to ensure the integrity of the process. If a member disagrees with the majority of the committee members about the candidate's study, then the committee member should withdraw from the committee.

Procedure for Requesting a Change of Committee Chair or Committee Member

If the interaction between the candidate and committee chair or committee member is no longer viable, the candidate may request reassignment to a new committee chair or replace a committee member. This request will be made to the program director. However, in doing so, the candidate must understand that this action may result in a delay of project completion.

Forms Required

All forms are available in electronic format in the *Student Handbook* website:

1. Plan of Study
2. EdD Dissertation Committee Appointment Form
3. EdD Dissertation Proposal Approval Form
4. EdD Dissertation Defense Approval Form
5. EdD Dissertation Defense Announcement

References

Creswell, J.W. (2014). *Educational research: Qualitative, quantitative and mixed methods approaches (5th ed)*. Thousand Oaks, CA: Sage Publications.