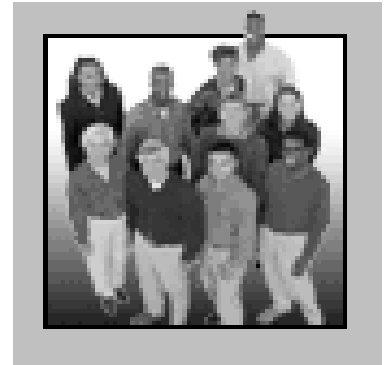


GUIDE TO THE DISSERTATION PROCESS

Argosy University



A Manual on Procedures for Planning and Writing a
Doctoral Dissertation at Argosy University

College of Education and Human Development
College of Business and Information Technology
College of Psychology and Behavioral Sciences

March 3, 2006





Author Note: This document is a work in progress. Argosy University reserves the right to alter the document and the procedures that it represents at any time during a student's enrollment in a program at Argosy University. Changes will be made only if, in the judgment of the individual Program Chairs, the changes will enhance or improve the academic programs in general or a student's individual program. Some departures from the information in this guide may be necessary due to specific needs at individual campuses.

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Overview of the Dissertation Process

What is the Dissertation?

The dissertation is an original, comprehensive investigation that makes a unique contribution to an academic discipline. This comprehensive investigation is the culminating activity of a doctoral student's formal academic career and represents an original contribution to the disciplinary literature. Research for the dissertation is generally conducted using quantitative, qualitative, action or mixed methodology with focus on a specific issue or topic within the student's discipline. The dissertation is the culminating activity of the student's academic study at Argosy University and reflects the highest levels of intellectual rigor and quality in higher education.

The dissertation has a formal structure, and this guide is designed to assist students in learning the process for completion and the format for presenting the dissertation at Argosy University. This guide designates to the students and their committees a set of foundations for their work together. The guide constitutes a starting place for mutual student and committee decisions on the writing, printing, presentation, use of assistance, submission, and planning that is necessary for completion of the dissertation. Any discrepancy between this guide and department policy will be resolved by the Program Chair.

As with any creative process, there will be times when the committee will choose to deviate from this guide. This should not be done without careful consideration or consultation with the Program Chair. The committee should deviate from this guide only with the best interests of the student and sound academic practice as the guiding factors. Students should refer to the guide and follow its direction whenever submitting materials to their committees unless otherwise directed by their committee chair.

The dissertation committee is the sole arbiter of whether students have successfully completed the dissertation requirements at Argosy University. The selection of and working relationship with the committee is crucial to the successful outcome of the dissertation process. The extent to which students use this guide, other resources available, the input of the committee, and their own abilities, skills and motivation, will determine whether the degree is obtained. Argosy University has prepared this guide to assist students in this very important journey.

The Dissertation Calendar

The timeline to complete the dissertation process, from the time of the committee assignment to the final signatures for the document, is approximately 15-18 months. In rare circumstances the process may be accomplished in a shorter amount of time, and in some cases, the process may take longer.

At Argosy University, the dissertation process is four semesters in length. Students register for dissertation credit in increments referred to as "blocks." These blocks divide the total number of credits required to complete the dissertation process.

For some students it is possible that additional time will be needed beyond the required four semesters, while some students may be able to complete in fewer semesters. Students needing time beyond four semesters will register for an additional semester for 3 dissertation hours. Each block helps to define progress through the dissertation process. Prior to Block I, students write a 3-to-7-page prospectus describing their research interest. This document is submitted to prospective committee members to determine whether there is a match between the student's interest and faculty expertise (the appropriate cover sheet for this document is in Appendix A and more complete descriptions of each item below may be found in the appropriate sections of this document).

Block I

1. Final formation of dissertation committee and approval of prospectus.
2. Preparation of Chapter 1.
3. Preparation of Chapter 2, the Review of Literature.

Block II

1. Preparation of Chapter 3.
2. Proposal defense.
3. Application to the campus Institutional Review Board.

Block III

1. Data-gathering phase(s).
2. Analysis of data.
3. Preparation for Chapter 4.

Block IV

1. Preparation of Chapter 5.
2. Completion of final dissertation document, including appendixes, reference list, acknowledgements, dedication, and table of contents.
3. Submission of document to *Turnitin*®.
4. Approval of the final dissertation document.
5. Final oral defense of the dissertation (open to faculty, student, public).
6. Completion of any committee-recommended revisions to the dissertation document and submission of the document to the chair, committee members, and the University.
7. Completion of final copy editing for binding and placement in the Library. A university-approved editor must edit the final document. Students are responsible for implementing editing revisions and submitting a final document.

The Dissertation Format

The dissertation is generally divided into the following chapters/sections:

Introduction - The Topic to be Studied, Definitions, Significance of the Study,
 Overview of the Sections of the Dissertation
 Review of Literature
 Methodology
 Results (May include more than one chapter)
 Analysis
 Conclusions
 Appendixes (e.g., Survey Instruments, Interview Guides)
 Reference List

The list above is not necessarily exhaustive. Alternative formats are possible with approval of the Dean or Program Chair and the dissertation committee. While there is no specific length requirement for the dissertation, it is expected that all dissertations be of appropriate length to cover the research question. A reasonable range is 100 to 200 pages, not including the appendixes and other ancillary sections or pages. Refer to University policy regarding total length of time allowed for degree completion (see Appendixes for appropriate cover sheets and samples).

The Writing and Drafting Process

The student may be required to complete multiple drafts of each chapter prior to approval by the committee chair. In some instances, it may be required that the student seek assistance in writing skills from a professional editor. The cost of this assistance or editing will be exclusively the student's responsibility.

Review of the dissertation chapters is time consuming. Students should allow at least two weeks for review keeping in mind that committee members have multiple responsibilities.

The Dissertation Chair and Committee Members

The Committee Selection Process

Upon successful completion of the comprehensive examination and after meeting all financial obligations to the University, the student begins the dissertation process. The first step after the selection of a topic, is to establish a dissertation committee (hereafter referred to as "the chair" and the "the committee" in this document).

The dissertation committee consists of the chair and two additional committee members (or a chair, a member and a reader). The student may discuss the topic with faculty members to facilitate the student's decisions regarding who they wish to serve, while faculty determines whether or not they may wish to serve. The student submits

names for the chair and committee members to the Program Chair for approval (Appendix B). Students may not have the chair or committee members they selected due to faculty schedules and other circumstances.

The committee members and chair are selected for their expertise. One may have content expertise, another may have methodology expertise, and another may have research expertise. Relationships among the committee members are important as well.

Qualifications of the Committee Members

Committee members and chair must have academic expertise in the field (business, education, or counseling), and must hold a dissertation-based doctoral degree. Committee members may include content experts, administrators, researchers, or professors from outside the University (Appendix C). In some cases, one or two committee members may have expertise primarily in a content area or vocation appropriate to the study. This person or persons may be deemed eligible for committee membership based on the person's expertise, which is specific to the dissertation topic or methodology, but must submit curriculum vitae to the University, as well as an official transcript which reflects the degrees earned.

Qualifications of the Committee Chair

In addition to academic expertise in the field (business, education, or counseling), chairs must also have expertise in the proposed dissertation research methodology to be qualified for approval by the program chair. The chair must be affiliated with Argosy University (full-time, part-time, adjunct, or an administrator), and an official transcript reflecting the terminal degree earned for that person must be on file with the University. Persons from outside the University, and with no affiliation with it, are usually not permitted to serve as a committee chair. In addition, no person without dissertation experience will be permitted to chair a dissertation committee. Terminal degrees such as the Masters of Business Administration (MBA), the Masters of Fine Arts (MFA), or the Juris Doctor or Doctor of Jurisprudence (JD) are not research-based and do not require for conferring of the degree, a culminating original research work; therefore a person holding such a degree but no doctoral degree that does require such work, may not chair a dissertation committee. The JD, formerly known as the LLB in most United States Universities, was changed to the JD to confer an equivalent professional status found in other American professional fields, such as medicine and dentistry. The graduate law degree of Doctor of Juridical Science (JSD) confers the academic title of "doctor," but practicing lawyers in the United States rarely uses the title. Those lawyers who hold doctorates, along with persons who hold a Doctor of Medicine (MD) and other similar degrees, are entitled to use the title of "doctor," but they are not likely to have completed a research project for a dissertation.

Responsibilities of the Committee Chair

The chair is responsible for the general direction of the dissertation, and relies on close collaboration with the student and the committee members. The student is

responsible for keeping the chair informed of all the developments as the dissertation is conceptualized, designed, and conducted. The chair works with the student in the theoretical and conceptual frameworks of the dissertation, and reviews the prospectus, proposal, and dissertation before each document is sent to the committee members for their assessment and feedback. The dissertation chair also maintains communication with the two committee members concerning the student's progress. Should a seemingly irresolvable disagreement occur between the student and a committee member or between the two committee members, the student should contact the chair to try to resolve the conflict. The chair will seek appropriate ways to resolve the situation in a timely fashion so that the student can proceed with the dissertation process. If, for any reason, a conflict arises between the student and the chair, the student should try to resolve the conflict with that chair. If the conflict is not resolved, however, the student should contact either, the program advisor, program chair or dean.

Responsibilities of the Committee

The members and chair should:

1. Serve as resources
2. Provide advice, suggestions, and guidance
3. Suggest sources of relevant literature
4. Suggest sources of data appropriate to research questions
5. Read for content and substance including:
 - a. Organization: logical and meaningful consistency in structure.
 - b. Completeness: evidence of covering all the parts without "wandering," and informing the reader without leaving unanswered questions.
 - c. Content: citation of significant concepts and insights from relevant theories of literature, and in-text citations in correct American Psychological Association (APA) format.
 - d. Relevance: avoidance of digression(s) from main points of argument(s); avoidance of "filler" material; avoidance of redundancy, jargon, slang, and other non-standard academic English usage.
 - e. Cogency: depth and breadth of insight, reasoning and understanding exhibited through integration of thought and argument.
6. Check for format and writing style to:
 - a. point out problems in writing, including "run-on" sentences, sentence fragments, misplaced modifiers that the student needs to edit or revise
Note: although committee members may point out constantly recurring errors, it is not their responsibility to proofread or correct every writing or APA error.
 - b. make suggestions for writing assistance such as reference materials or outside editing options.
 - c. verify correct APA style on tables, figures, citations, headings and references.

The Committee and the Prospectus

Doctoral candidates provide committee members with the prospectus as soon after completion of the comprehensive examination as possible. A meeting may be set to discuss it at which members will make suggestions and provide guidance on the research plan. At the meeting, or before, the student also provides the committee members with a calendar that sets forth when each task of the dissertation process will be completed. The calendar is important because once a member has agreed to the prospectus, that member can then plan a time to permit attendance at defenses, and other meetings that may be necessary. When the committee members and the student come to agreement on the plan and the calendar, they will sign two copies of the Committee Membership Form (Appendix D). The student keeps one copy and the other is submitted to the Program Chair to be kept on file.

The Committee and the Proposal Defense

Prior to the proposal defense, the student must submit the proposal document to *Turnitin*® and then submit the confirmation report from that process to the committee chair. The student provides the committee members with a final copy of the proposal at least 10 days prior to the proposal defense. This defense is a discussion of the proposal. The proposal defense may be closed or open, at the discretion of the campus. The committee chair does the scheduling of the proposal defense. At this meeting, committee members:

1. Ask clarifying questions.
2. Relate concerns about scope, writing issues, data collection or analysis, and other issues.
3. Suggest additions that may be required or omissions that need to be reviewed.
4. Set a date for revision to be completed and the proposal returned to the chair.

The Committee and the Dissertation Oral Defense

Prior to the oral defense, the student must submit the document to *Turnitin*® and subsequently submit the confirmation report from that process to the committee chair. Doctoral candidates then provide the full committee with a final copy of the dissertation at least two weeks prior to the dissertation defense. The dissertation defense is open to the public and announced as such. Notification will be made to the university community at least 48 hours prior to the defense. Presentations will be assessed (Appendix E).

During the defense, the student presents the dissertation key points and may elect to use a Microsoft PowerPoint® presentation, which includes:

1. The conceptualization of the study.
2. A brief literature review.
3. Research methodology.
4. Data collection.
5. Results.

6. Summary, conclusions, implications and recommendations.

The committee assists the student in deciding what medium will be used for such a presentation.

The committee will then:

1. Ask the candidate for clarification of points.
2. Ask the candidate to defend conclusions, sources of data, and appropriate methodology.
3. Identify and suggest minor additions or omissions.
4. Set a date for revisions to be completed and the edited dissertation copy to be returned to the chair (Note: if major revisions are required, the entire committee may be requested to re-read the dissertation and perhaps to participate in a second oral defense).
5. Sign the Dissertation Approval Form (Appendix F).

The Student's Role in Working with the Committee

The student's responsibility in the dissertation process includes:

1. Proposing a viable project.
2. Conducting ethical research.
3. Delivering an error-free, professionally composed, final draft prospectus, proposal, and dissertation.
4. Incorporating the advice and editorial suggestions from the full committee in all sections of the dissertation.

Although securing assistance from resources outside of those found at the University is permissible, the student must keep the chair fully informed when this is a consideration and when it occurs. Assistance of any kind must only be in support of the student's own work. Though a student may consult with a statistician, editor, or formative or summative committees, in no case should any person other than the student conduct the work of the dissertation.

In the event that the student is experiencing or expecting changes that affect the progress of the dissertation (such as employment changes or personal situations), it is imperative that the student communicates with the chair. In addition, the student must communicate with the chair at least once a month to report on progress and obtain advice, service, or assistance. The student must be registered for dissertation credits to receive dissertation services or assistance.

Throughout the dissertation process, each individual (the student or any individual committee member) must send copies of significant correspondence to all the members of the committee and the student. The student is responsible for following up on all

communications that appear to be unclear or contradict previous decisions. A normal “turnaround” time for such communication should be no more than 10 days.

Changing the Committee Membership

Should a problem occur and the student finds it to be irresolvable, that student may submit a request to change the chair or members of the committee, to the Program Chair. If the Program Chair agrees that the change is indicated, the student then submits a list of the new membership to the Chair for approval (Appendix D). If the new committee membership is approved, the student must submit the prospectus to the new committee individual(s). The committee may decide to require the student to begin the entire process again, or begin at any point in the process. Changing the membership of a committee is a serious event; it may result in additional time and cost for the student, if the change makes it necessary for the student to begin at a point in the process that occurred earlier than the point at which that student was at the time of the change. A request to change membership should be considered very carefully. The committee has sole discretion as to where in the process the student begins work with the new membership. A change in committee membership also requires completion of the “Change in Procedure Application” pages in the IRB application form (Appendix G).

Components of the Dissertation

An outline of the dissertation sections can be found in Appendix H. Some variations may occur, depending upon the nature of the research. For example, for certain types of qualitative research, there may not be an hypotheses.

Chapter One: The Introduction

The introduction and statement of the problem section presents the problem to be addressed by the dissertation research. This section should describe the nature and purpose of the study, present the guiding research question(s), provide the definitions of the terms, identify the limitations and delimitations, and explain the significance of and justification for conducting the study. A framework for writing a solid introduction, regardless of the approach used, should include these eight key components:

1. Some introductory material to present the topic.
2. The research problem.
3. The research question.
4. The hypothesis or hypotheses (if appropriate).
5. The definitions of terms.
6. The limitations and delimitations of the study.
7. The anticipated significance of the study.
8. The overview of the study.

The final section of each chapter should lead smoothly into the next chapter.

Chapter Two: The Literature Review

The foundation of the dissertation begins with a review of the relevant literature. The relevant theories and the methodological and measurement considerations will be found in the literature. The literature review is extensive but not necessarily exhaustive. The literature review should provide the foundation to frame the argument explaining why the study is necessary and relevant.

The sources for the literature review include government documents, appropriate databases, books, professional journals, previous research on the topic, and other information about previous investigations and existing theories that form the rationale for the current undertaking. Information must be evaluated and interpreted, properly referenced and presented to build an argument for the importance of the research and the appropriateness of the methods used in the dissertation to add new and original information to the knowledge that already exists on the subject being explored.

Subsequent to the body of the literature review, Chapter Two usually closes with a summary, or recapitulation of the literature, where study results are presented in aggregate form. A sentence or paragraph to lead into Chapter Three follows.

Chapter Three: Methodology

In this chapter the design, procedures, and analysis plan for carrying out the purpose of the study are presented. When it is completed, this chapter will include all aspects of the methodology, both proposed and what actually occurred during the course of the research, in replicable detail. Prior to the proposal defense (see appropriate section of this document), this chapter is written in future tense. Subsequent to completion of the research, this chapter, along with Chapter One, is written in past tense.

The methodology chapter begins with a brief restatement of the nature and purpose of the study. This includes the research question(s) and a description of the methodology employed (i.e., quantitative, qualitative, experimental, non-experimental, action). Although there will be different sections and headings for studies of varying approaches, the most common sections are: an introduction, a description of the research design, the population and sampling procedures, access and permission information, data collection, instrumentation, procedures, data analysis, and interpretation. Some of these sections are described more fully in this chapter.

Research design. In this section, the student describes the specific design used in the study (i.e., ethnographic, historical, descriptive, correlational, action research, causal-comparative, mixed method). Variables and classifications are clearly spelled out and are consistent with the definitions in Chapter One. This section will often have several subsections or subheadings.

Selection of participants. In this section, there must be a complete description of the participants and where they came from, without identifying them personally (except

in a case study and in some phenomenological studies). How the participants were selected for the sample, and what population they represent must also be presented.

Instrumentation. In this section, a complete description of the instruments, tests, surveys, questionnaires, interviews, and observational protocols, or measures used in the study is presented. This includes information on their reliability, validity, origin, and appropriateness or rationale for uses in the study. In addition, any permission granted for use in the research should be included. Any instruments created for this study should be included in an appendix, along with information on the testing of the instrument from a pilot study (if such a study was conducted).

Procedures. Because the work conducted for the Dissertation must be replicable, the procedures section of Chapter Three must be very detailed. Therefore, it must include all of the information necessary for others to implement this same research. This includes, but is not limited to: the securing of institutional permission to conduct the investigation; the first contact with participants; the instructions and materials used in the study; the setting; the development of special instruments, the conducting of pilot studies, and any other information that would allow the study to be replicated from start to finish. If data-gathering instruments such as a lesson plan, protocol, script, or set of interview questions, or training manual are used, copies of them should appear in the appendixes for the document.

Analysis. Chapter Three will present what was actually conducted, and any deviations from the original analysis plan including why these decisions were made. The analysis of the data will depend on the design of the study, type of data collected, and the research questions (i.e., use of SPSS, coding manuals, statistical treatments for quantitative data, logical treatments for qualitative data). This section of Chapter Three should be organized to include a listing of the research questions, in the same order in which they appeared in Chapter One. Any other plans for presenting the data, including figures, charts, and graphs should also be listed with each question addressed in the study. As with all chapters except the final one, this chapter ends with a sentence or paragraph which leads smoothly into the next chapter.

The Institutional Review Board

Because the first three chapters of the dissertation are submitted to the campus Institutional Review Board (IRB), it is appropriate to discuss the process of institutional review in this section. After the proposal (Chapters One, Two, and Three) has been successfully defended, the document must be reviewed by the IRB. The IRB will review it for the ethical treatment of human participants, and the maintenance of confidentiality of records, test scores, and other materials. The Chair of the IRB will then sign a form that indicates the Board's evaluation of the project. A copy of the IRB Approval Forms and Procedures is included in this guide in Appendix G. No substantial deviations of procedures may occur subsequent to IRB approval. If such deviations are determined as necessary, the revised document may need to be resubmitted to the IRB. Should there be

a change in procedures or membership, the appropriate pages of the IRB form must be completed and submitted.

Chapter Four: Results

The results of the data collection and analysis of the data are presented in Chapter Four of the dissertation. There are several methods of presenting this information. The one thing in common for all data in Chapter Four is that they are factually presented and completely free of interpretation. Data may be presented in charts, graphs, tables, as individual statistics, or in any combination of these methods, according to the guidelines in the Publication Manual of the American Psychological Association.

This chapter should begin with a brief restatement of the purpose of the study, and an introduction to the content of the chapter. Data should be presented in the order in which the research question(s) appeared in Chapter One. The research question(s) and hypothesis (hypotheses) provide the best guidance as to the number, level, and title of subheadings within this chapter. Each section should present the question, the analysis or graphic display, and the results, before moving on to the next question. The chapter should conclude with a summary of all the findings and provide a transition paragraph to the final chapter of the dissertation.

Chapter Five: Discussion, Conclusions, and Recommendations

This final chapter should include a discussion of the findings, overall conclusions, implications for professional practice and recommendations for implementation, if appropriate, and indications for further research. The chapter begins with a summary of information presented in Chapters One, Two, Three, and Four, followed by a discussion regarding what can be concluded, and how these conclusions interact with the research questions and hypotheses. Next follows a discussion of the implications of these results. Recommendations for future research and any specific applications of the findings are then presented.

Finalizing the Document

Before the dissertation document is ready for binding, or for submission on a compact diskette (CD ROM), according to campus-specific rules, there are several revisions and tasks to be completed. Typing requirements and the APA format must be particularly precise at this time, as the only difference between the final, bound copy and the defense copy of the document is the quality of the paper. The tasks at this stage include but are not limited to:

1. Revision of Chapter One to ensure it mirrors the content of subsequent chapters.
2. Review of Chapter Two, and the inclusion of any literature review material added subsequent to the completion of chapters and blocks of work (particular attention should be paid to ensure that the references are all correctly cited, and that their corresponding citations are in the reference list).

3. Review and completion of Chapter Three, including the addition of any conditions that affected the proposed implementation of the methodology after the defense of the proposal.
4. Review of Chapter Four, including all tables and figures.
5. Review of Chapter five, making sure that all research hypotheses are addressed.
6. Preparation of the signature page (Appendix I), cover pages (Appendix J), page numbering, reference list, table of contents (Appendix K), abstract, list of tables and figures, the preparation of all appendixes, and all other material must conform to the document requirements. Any reprints or copies that are included in the appendixes section must be accompanied by the appropriate written permission. A sheet that is page numbered corresponding to the table of contents, and contains the name (in all capital letters) and the title of each appendix (in upper and lower case letters), should precede each appendix. The name and title should be centered and placed eight spaces (four double spaces) from the top margin. Each page of each appendix should have a page number.
7. Carefully proofread and spell checked the entire document.

Specific information relative to two important sections of the document, which is not part of the chapters, are shown below.

The abstract. An abstract cover sheet follows the title page of the dissertation, and this sheet is followed by the abstract (Appendix L). The word “Abstract” should be centered at the top of the page, and the first letter of it capitalized. The abstract should not exceed 120 words and it should consist of an accurate and complete summary of the document. The abstract should be informative rather than descriptive, and as concise as possible. The abstract should be neither critical nor evaluative, but rather is a factual description of the study. The text of the abstract should include: (a) a statement of the problem and purpose of the research, (b) the research methodology employed and a summary of the procedures, (c) the results and conclusions of the study, and (d) recommendations for further study. The Abstract should not include: (a) discussion of or reference to the literature review; (b) detailed elaboration on the purpose, methodology, procedures, or implications of the study.

The table of contents. All APA level one, two and three headings, if used, must be included in the table of contents. A brief discussion of headings is included in the next section of this document. Further information about headings can be found in the APA Manual. A sample table of contents is included in Appendix J in this document.

Writing Style and the APA Manual

The fundamental guide for dissertation writing style is the *Publication Manual of the American Psychological Association* (5th ed) or the most current edition. This publication will hereafter be referred to as the “APA Manual, or simply, “the Manual.” Where there are differences between the *Dissertation Guide* and the APA Manual, the *Dissertation Guide* will take precedence. Where there are questions, the committee will resolve the issues. Campus-specific exceptions to both may also be made. The student is

responsible for familiarity with the most current edition of the APA Manual, and for ensuring that anyone assisting in the typing or editing of the document is following the rules of the Manual. The APA Manual also includes directions for the reporting of numbers, construction of tables and figures, structure of headings, use of non-gender biased language, the expression of ideas, and writing style suggestions. The following section addresses some specific topics relating to the requirements of the APA Manual.

Pagination for Front Matter and Dissertation Pages

1. Front matter is to be paginated as shown in Appendix H. The title page and the Signature pages are not paginated but are counted. Front matter information and samples can be found in the appendixes of this document as follows:

Title page (Appendix M)
 Copyright page (Appendix N)
 Committee and Program Chair signatures page (Appendix D)
 Abstract Cover Sheet (Appendix L)
 Dedication (Appendix O)
 Acknowledgements (Appendix P)
 Table of Contents (Appendix Q)
 Table of Tables (Appendix R)
 Table of Figures (Appendix S)
 Dissertation Title Page (Appendix M)

2. All Dissertation text pages and ending matter are paginated with lowercase Hindu-Arabic numerals, on the top right hand corner of the page. See the APA Manual for details. An outline of the order in which sections appear in the dissertation document can be found in Appendix H, along with pagination information.

Ending Matter

Following the dissertation text, appears the ending matter as shown below.

Reference List
 Appendixes Cover Sheet (Appendix T)
 Individual Appendixes Cover Sheets (Appendix U)

Other Formatting and Writing Issues

1. Block quotations (see Chapter 3, APA Manual, 5th ed), and each entry in the reference list (see Chapter 3, APA Manual, 5th ed).
2. Times Roman and Times New Roman are the only fonts acceptable for the document. All type for the dissertation will be 12 point in size. All text, tables, and figures will be printed in black and white. No color printing in any document of the dissertation process is acceptable, excluding appendixes.
3. For placement of tables and figures the student must refer to the Manual.
4. The final document must be printed with a laser printer. The paper used must be of a high-quality, white color, with a minimum standard similar in quality to 20 pound 25% rag content paper.
5. For chapter number and titles, headings, and levels, the student should consult the APA Manual.
6. Margin requirements are:
 - a. 1.5 inches left margin
 - b. 1 inch right margin
 - c. 1 inch at the top and bottom
7. All dissertations must be reviewed by a professional copy editor prior to binding.
8. Careful attention must be paid to the levels of headings (see Manual). Heading placement is similar to outlining a document. Each level subsumes the level below it. If there are five levels of headings, they should be placed, as shown below, on the succeeding page (Level 5 is usually the Chapter Heading).

CENTERED ALL UPPERCASE (Level 5)

Centered Uppercase and Lowercase (Level 1)

Centered, Italicized Uppercase and Lowercase (Level 2)

Flush Left Italicized, Uppercase and Lowercase (Level 3)

Indented, italicized, all lowercase with period. (Level 4) Note: the text begins here.

(Note: if a proper noun is to appear in the level 4 heading, it is capitalized.)

If there are only four levels of headings, they should be placed as follows:

Centered, Uppercase and Lowercase (Level 1)

Centered, Italicized, Uppercase and Lowercase (Level 2)

Flush Left, Italicized, Uppercase and Lowercase (Level 3)

Indented, all lower case (Level 4). The text begins here.

If there are three levels of headings, they should be placed as follows:

Centered, Uppercase and Lowercase (Level 1)

Flush Left, Italicized, Uppercase and Lowercase (Level 3)

Indented, Italicized, all lowercase (Level 4). The text begins here.

A careful examination of the APA Manual for level placement needs to be made to ensure that all headings appear in the appropriate places in the document, so that the document is easy to read and understand.

Computer Software and Submission Requirements for the Dissertation

The University has adopted *Microsoft Word*® as the standard for its word processing operations. In addition to the printed forms for dissertation documents described in the following pages, students are also be required to submit a copy of the final dissertation on a compact disc (CD), in *Microsoft Word*®, along with a letter granting permission for the university to reprint copies as needed. Students may also be requested to submit electronic copies of their raw data. Students should always submit well-written copies to their committee members for feedback, but reserve the submission on high quality paper for the final approved dissertation copies after a successful defense. After the successful defense of the dissertation, students will make any necessary corrections and submit professionally edited final copies to the bindery. Further information about the binding process appears later in this document.

Planning and Budgeting for the Dissertation Process

The dissertation is a major undertaking. Students can expect research-related expenses such as (a) postage; (b) printing and binding (c) purchase of specific software packages such as SPSS; (d) service of research assistants; and (e) professional copy editing service.

Students need to establish a timeline for the completion of their dissertation. Committee members are generally allowed 2 to 3 weeks from time of receipt of the document to the return of the document critique. Members of the committee will decide when the document is finished and the student is ready to defend, based on the work of the student and the quality of the research. No other deadlines or priorities will supersede this decision and responsibility.

The Oral Defense of the Dissertation

The oral defense of the dissertation is a formal proceeding and should be approached with the seriousness and dignity due the culminating event of the student's formal scholastic career. The dissertation chair notifies the Program Chair that the student is ready to defend the dissertation (Appendix V). The student and dissertation chair

coordinate the scheduling of the oral defense providing 2 weeks notice. The student is responsible for setting the defense in collaboration with committee members and Program Chair, and provides a copy of the defense announcement to the Program Chair for posting. The defense is open to the public. The student is responsible for knowing every aspect of the research, and is answerable to the committee for the procedures, accuracy, interpretation, and integrity of the results. A student should not include anything in a dissertation that cannot be described, understood, and explained by the student to the dissertation committee. The student must be able to convince the committee that the student has personally checked all work for accuracy.

The oral defense is the opportunity for the student to present the dissertation and to answer questions from the committee and the audience, at the discretion of the committee chair. Questions may relate directly to the research or evaluation conducted, may involve theoretical probing, or may be of a more general nature to test the qualifications of the student to receive the doctoral degree. The chair will moderate the presentation of the research and the questions, as well as set protocol at the beginning of the defense. Presentations will be assessed (Appendix E) by the full committee.

Following the defense, the committee will confer briefly before announcing the results of the defense. The committee can reach one of several conclusions, which include the following:

1. Pass: If needed, students make minor editing changes to the document before submitting the document to the professional editor for final editing and proofreading. Then the document may be submitted to the chair for permission to send it to the bindery (Appendix W).
2. Pass With Revisions: Pending the submission of changes, review, and approval by the committee. If needed, the student will make minor changes before submitting the document to the professional editor for final editing and proofreading. Then the document may be submitted to the chair for permission to send it to the bindery. With a result of "Pass," the student will not be required defend it again (Appendix W).
3. Major Revisions Needed: At the discretion of the committee, revisions are warranted beyond minor editing, so the student must meet with the chair (or committee) to develop a revision plan to be completed before the resubmission of the document and the rescheduling of a second oral defense.
4. Fail: the student fails to secure approval from the committee due to the following list of factors (but limited to them):
 - a. completion was not accomplished in the 7 year time limit
 - b. plagiarism is found in the document
 - c. the review of literature is not deemed complete
 - d. research was not completed correctly
 - e. appropriate steps were not taken to follow the rules of doctoral research

Failure to successfully defend the dissertation means that the student may not be conferred the degree, may not assume the title of “doctor” and may not discuss, share, or publish the research study as written.

The successful dissertation defense marks the conclusion of the work of the committee, and committee members will sign the approval sheet (Appendix F) to indicate their work is completed. The work of the chair and the student, however, is not completed until the signed, bound copy, as well as the CD copy of the document with a permission to reproduce letter, are delivered to the appropriate office on campus.

Additional resources are listed below:

Abbott, J. E., Arismendi-Pardi, E. A., & Bošnjak, B. A. (2004). *The Dissertation process and research methods*. Ann Arbor, MI: XanEdu Original Works.

Glatthorn, A. A. (1998). *Writing the winning dissertation: A step-by-step guide*. Thousand Oaks, CA: Corwin Press.

Isaac, S., & Michael, W. B. (1997). *Handbook in research and evaluation: A collection of principles, methods, and strategies useful in planning, design, and evaluation of studies in education and the behavioral science* (3rd ed.). San Diego, CA: EdITS.

Newman, I., Benz, C. R., Weis, D., & McNeil, K. (1997). *Theses and dissertations: A guide to writing in the social and physical sciences*. New York: University Press of America.

Thomas, R. M., & Brubaker, D. L. (2000). *Theses and Dissertations: A guide to planning, research, and writing*. Westport, CN: Bergin & Garvey.

Note: The APA manual indicates it is necessary to double space lines within reference entries. In the interest of saving paper, the dissertation committee may elect to instruct the student to single space within entries, while continuing to double space between them. The reference list above reflects that practice.

APPENDIXES

APPENDIX A

Cover Sheet for Prospectus and Proposal

Cover Sheet for Prospectus and Proposal

Title of Your Prospectus (or Proposal)

A Dissertation Prospectus (or Proposal)

Submitted to the
Faculty of Argosy University/Campus
in partial fulfillment of
the requirements for the degree of
Doctor of Education
Doctor of Business Administration
(select one)

Your Full Name

Argosy University/Your Campus

Month Year

Dissertation Committee Approval:

Committee Chair Date

Committee Member Date

Committee Member Date

Program Chair Date

APPENDIX B

Petition for Establishing a Dissertation Committee

Petition for Establishing a Dissertation Committee Argosy University

Student: Please complete the following section and return it to the Program Chair. Questions about this form and selection of committee members should be addressed to the Program Chair. Please print clearly.

Name: _____ ID#: _____

Address: _____

Home Phone: _____ Work Phone: _____

E-Mail: _____

I have consulted with my Program Chair AND my proposed dissertation chair to discuss my tentative research topic. In addition, I have informed the faculty members whose names I have listed below, that I am nominating them to serve on my Dissertation committee. A copy of the Prospectus has been forwarded to each nominee and a copy is attached to this Petition.

Student Signature _____ Date _____

Name of Nominee	Nominee Initials	Dean or Program Chair Initials
Dissertation Chair _____	_____	_____
Address _____		Telephone _____
Committee Member _____	_____	_____
Address _____		Telephone _____
Committee Member _____	_____	_____
Address _____		Telephone _____

General Topic or Working Title of Proposed Study:

This student has completed all of the requirements to begin work with the above-listed Dissertation committee.

 Signature of Program Chair
 cc: Student, Program Chair

 Date

APPENDIX C

Request for Non-Argosy Dissertation Committee Member Form

Request for Non-Argosy Dissertation Committee Member Form

Instructions: This form should be submitted to Program Chair for Approval.

Date of Request:

Student Name:

Name of School:

Name and Specialization Area of Proposed Committee Chair:

Has this person been contacted yet? _____

Rationale for non-Argosy University Chair: _____

____Approved ____Not Approved

Explanation (optional)

Program Chair Signature

Date

Dean Signature

Date

APPENDIX D

Argosy University Dissertation Committee Membership Form

APPENDIX E

Oral Defense Assessment



Oral Defense Assessment*
Graduate Schools
Argosy University

DIRECTIONS: Check the appropriate box for each item.

5=Exemplary; 4=Proficient; 3=Adequate; 2=Marginal; 1=Unacceptable

Use the back of the form for comments.

Item	1	2	3	4	5
Presents data appropriately					
Provides reasonable explanation of reliability, validity, and generalizability of the work					
Provides limitations and additional information as needed					
Provides logical interpretation of data					
Provides supported conclusions					
Provides implications and recommendations appropriate to the research problem					
The sections of the document are correct and appropriate					
The candidate responds well to probing theoretical questions					
The dissertation document and research study indicate the candidate has completed the work to qualify for the doctoral degree					

Candidate's Name _____

Chair & Committee Members' Names (print and signature) _____

Chair _____

Member _____

Member _____

Date _____

*All dissertation committee members assess the candidate. Dissertation Chair returns forms directly to the department chair.

APPENDIX F

Dissertation Approval Form

Dissertation Approval Form

Argosy University/Campus

Student Name: _____

Title of Dissertation: _____

Dissertation Committee (print name and terminal degree):

1. _____ Chair

2. _____ Member

3. _____ Member

A. Committee Approval

Program Chair Date

B. Proposal Approval

Committee Chair Date_____
Committee Member Date_____
Committee Member Date_____
Institutional Review Board Chair Date

C. Draft Approval

Committee Chair Date_____
Committee Member Date_____
Committee Member Date

D. Editing Completed

Editor Date

E. Final Draft Approval

Committee Chair Date

F. Bound Copy Accepted by School

Program Chair Date

APPENDIX G

Institutional Review Board Application Forms

IRB Application Form Checklist

Please review the documents listed below that pertain to your research project, In the event that your project does require the use of any of the listed documents, the candidate must attach a copy of the original form to the application submitted for IRB approval. Your cooperation in this matter is appreciated and it will hasten the approval turn-around time significantly.

Please be advised that all research project applications must have an Informed Consent Form Attached.

If a minor or incapacitated individual of any age is involved, parent permission forms must be attached with signature line included.

If you are conducting a research project in another institution (e.g., a hospital or school), the candidate must attach a signed permission letter from a supervisor or administrator who is in a position to grant the candidate permission to conduct the research at that site.

If that institution also has an Institutional Review Board (IRB), then written permission from the participating institution's IRB must be attached to your IRB application.

If the candidate is conducting the research outside the geographical location of the United States (US), then a letter of assurance that the candidate will abide by the laws and regulations of the governing bodies that preside over the state or country local of the location where the research is being conducted must be attached.

_____ Letter of Informed Consent

_____ Institutional Permission Letter (where research is taking place)

_____ Assurance of Adherence to Governmental Regulations Concerning Human Subjects (if research project is conducted outside the US)

_____ Parental Permission Letter (must have provision for written signature)

_____ Oral Statement of Assurance (used with minors)

_____ Survey(s) or Questionnaire(s) if included in research project

_____ Observation Instrument

_____ Interview Questions (structured or semi-structured)

Also required on your applications:

Dissertation Chairperson's signature and Primary Investigator's signature

Timelines (To be followed prior to data collection)

Once the method and procedure section of the project is discussed with and approved by the dissertation chair, it is possible to complete and submit the IRB application form within Dissertation Block I or II, but it must be submitted and approved after the dissertation proposal defense. If any substantial changes are made concerning the design or procedures for collecting data, the IRB application must be reprocessed. Approved IRB applications are effective for one (1) year.

Routing:

Upon completion of the IRB application, forward the application and supporting documents to your committee chair for review and signature. Once it is reviewed for accuracy and all required attachments, it will be forwarded to the IRB for processing.

Informed Consent Letter:

All letters of informed consent should contain the following elements:

1. The purpose and brief description of the research.
2. Duration of the participant's involvement.
3. Procedures for protecting confidentiality and anonymity.
4. Potential risks and benefits or costs to the subject for participating.
5. Contact person and compensation for participation, if any.
6. Criteria and circumstances for participating.
7. Acknowledgment that participation is voluntary and the subject may withdraw at any time.

Instructions to Participants Completing Survey Research

Note: The following statement may be included on the first page of the survey.

“The purpose of this research is to (fill in the blank, e.g., compare opinions, examine perceptions). By completing and turning in this survey you are giving your consent for the researcher to include your responses in the data analysis. Your participation in this research is strictly voluntary, and you may choose not to participate without fear of penalty or any negative consequences. Individual responses will be treated confidentially. No individually identifiable information will be disclosed or published, and all results will be presented as aggregate, summary data. If you wish, you may request a copy of the results of this research by writing to the researcher at: (fill in your name and address here).”

Argosy University/campus

IRB# _____ Date Received ____/____/____

Institutional Review Board

Application for IRB Review of Research Involving the Use of Human Subjects

* Application Status Exempt _____ (Minimal Risk – IRB Chair)
 Expedited _____ (Moderate Risk-1 IRB Member)
 Regular _____ (High Risk - Full IRB Member Review)

Investigator’s Name: _____

Social Security Number: _____

Address: _____

Title of Research Project: _____

Name of Dissertation Chair: _____

College and Department: BUS _____ COBS _____
 EDUC _____ OTHER _____

Program and Degree of Study: _____

Project Proposed Start Date: _____ Project Proposed Completion Date: _____

Approval Signatures: _____

Dissertation Committee Chair and Date _____ / _____

Principal Investigator and Date _____ / _____

DO NOT PROCEED TO COLLECT DATA PRIOR TO RECEIVING IRB APPROVAL

Important Notice:

- Please complete this form in detail, acquire signatures of the principal investigator and the dissertation chair, then submit the form to the IRB Chair with attachments relevant to this project (letter of informed consent, questionnaires, test protocol, interview questions, observational charts, institutional permission from site where research is to be conducted, parental permission if subject is under 18, completed IRB form, designated IRB category).
- Do not proceed with any research work with subjects until IRB approval is obtained.
- If any change occurs in the procedure, sample size, research subject, or other element of the project impacts subjects, the IRB must be notified in writing with the appropriate form (see ancillary forms).
- Please allow 30 days for processing Exempt and Expedited Forms, and 60 days processing for Regular.

IRB contact: _____ Date Logged In: _____ Date Approved: _____ Date Expires: _____

* Category of research must be checked by principal investigator.

Section A, Exempt Status: Read and complete the following: If the answer is yes to any of the following, the research does not qualify for exempt status and must be checked either Expedited or Regular based on risk vs. benefit ratio to subjects (If the project does not qualify for exempt status, proceed to Section B for Expedited or Regular Status.)

- a. Any research with minors or students, except where it only involves the observation of public behavior when investigator(s) do(es) not participate in the activities being observed. Y
N
- b. Research involving prisoners, fetuses, pregnant women, in vitro fertilization, or any protected groups. Y N
- c. Research involving intellectually, mentally, or physically challenged members of protected groups. Y N
- d. Research involving subject deception of any kind. Y N

Note: Exempt status must be approved by IRB and does not mean exempt from use of informed consent.

Please complete Section A below:

1. Study Site and Participants:

2. Brief but detailed summary of the Project (Attach extra page if needed).

3. Describe the nature of the involvement of human subjects in the project (personal interview, mailed questionnaire, observation, etc. (Attach copy of any instrument, chart, or questionnaire that will be used with subjects).

4. Attach a copy of the letter of informed consent.

5. Describe how confidentiality will be maintained: Be specific, if using secondary documents, audio/video tapes, etc.

6. Describe the exempt category(s) of the project

7. Signatures and date of review:
Principal Investigator / Date _____ / _____

Dissertation Committee Chair/Date _____ / _____

Attach any other forms, tests, institutional permission slips, etc, relative to this study. Failure to do so will result in delayed processing of the approval form.

Section B, Expedited or Regular Review Status

Research with minors, prisoners, mentally/emotionally/physically challenged persons, pregnant women, fetuses, in vitro fertilization, and/or individual or group studies where the investigator manipulates the subjects/ behavior or the subject is exposed to stressful or invasive experiences do(es) not qualify for expedited status.

1. Requested Review (see instructions) Expedited_____Regular_____
2. Purpose of the Study:
3. Summary of the Study. Methodology (Be Specific-attach extra page if needed).
4. Participant Demographics:
 - a. Anticipated Sample Size:_____
 - b. Special Ethnic Groups (describe):_____
 - c. Institutionalized Y N Protected Group (describe):_____
 - _____
 - d. Age group:_____
 - e. General State of Health:_____
 - f. Other details to describe sample group._____
5. Will deception be used in the study? Y N (please describe)
6. Will audio or videotapes be used in the study? Y N (please explain)
7. Confidentiality protection issues (pertains to audio and video as well as written documents.)
 - a. What precautions will be taken to insure the privacy and anonymity of the

participants? (i.e., closed doors, private rooms, handling of materials where participants' identity could be discovered, etc).

- b. What specific precautions will be taken to safeguard and protect participant's confidentiality while handling the data (audio/video/paper) both in researcher's possession and in reporting the findings? (i.e., coding, removal of identifying data).
- c. Describe procedures where confidentiality may be broken by law (e.g., child abuse, suicidal intent).

- 8. Review by institutions outside of Argosy University/campus Y N (Attach copies of permission letters, IRB approvals, and any other relevant documents).
- 9. Informed Consent and Assent (Attach copies of all relevant forms). If consent is not necessary (e.g. an anonymous interview), describe how the candidate will inform all subjects of the elements of consent (see instructions).
- 10. If informed consent, written consent is required, describe the manner in which consent or assent was obtained for each category).
 - a. Adult Participants (18 years and older – written consent required).
 - b. Child Participants (under 18 – parent or guardian consent required).
 - c. Child Participants (under 7 years old- child assent required).
 - d. Institutionalized Participants (parent or guardian or conservator).
- 11. Describe any possible physical, psychological, social, legal, economic or other risks to participants (Attach another page if needed).
 - a. If there are any potential risks, describe the precautions taken to minimize risk to participants.

- b. Describe procedures implemented for correcting harm caused by participating in the study (e.g., follow up calls, referral to appropriate agencies).

12. Potential benefit of the study:

- a. Assess the potential benefit(s) of the study for the participants:
- b. Assess the potential benefits(s) to the professional audience in the study:

As the primary investigator, I attest that all of the information on this form is accurate, and that every effort has been made to provide the reviewers with complete information related to the nature and procedures to be followed in the research project. Additional forms will be immediately filed with the IRB to report any: change in subject(s), selection process, change of primary investigator, change in faculty Dissertation chair, adverse incidents, and final completion date of project. I also attest to abide by any other governmental regulations that apply to this study, particularly as applies to research work conducted in countries other than the United States.

Signature Primary Investigator

Date

Signature Advisor or Committee Chair

Date

Attach any other forms, tests, institutional permission slips, etc., relative to this study. Failure to do so will result in delayed processing of the approval form.

Argosy University/campus

IRB# _____ Date Rcvd_____

Institutional Review Board

Research Progress Report

Type all answers.

NOT TO BE USED TO CHANGE PROCEDURES.

IRB File No. _____

Continuing Review: _____

Final Report: _____

1. General Information

Principal Investigator: _____

Address: _____

Telephone: _____ FAX: _____

Department or College _____

Committee Members _____

2. Project Information

Title of Project: _____

3. Continuing or Final Report Information

Does this research involve primary data collection? Y_____ N_____

If yes, answer the following:

Number of participants participating since last review, if any: _____

Total number of subjects invited to participate in this project: _____

Are you continuing to recruit new participants? Y_____ N_____

If yes, attach most current informed consent(s).

How many recruited subjects have withdrawn or dropped out? _____

Explain why:

4. Summarize the research hypothesis or purpose of this project and procedures:
5. Summarize the progress/steps completed from inception to date and/or attach any data summaries, progress reports, etc. pertinent to this study.

6. Were benefits of this research expected? Were they realized? Explain:

7. At this time, are you revising the Informed Consent to include any significant new information which may relate to the participants' willingness to continue participating? Y_____ N_____. If yes, please attach a copy of the revised consent form and highlight all revisions.

8. Have there been any changes in Dissertation Committee Membership?

Your acknowledgment is requested to assure the University's Institutional Review Board that you are aware of the existence and status of this research activity and that you agree to the statements made in the original IRB application including the "Statement of Assurance."

Committee Chair (Print Name)	Committee Chair Signature	Date
Committee Member (Print Name)	Committee Member Signature	Date
Committee Member (Print Name)	Committee Member Signature	Date
Committee Member (Print Name)	Committee Member Signature	Date

9. Principal Investigator Statement of Assurance

"I understand that additions to or changes in procedures involving human subjects, as well as any problems connected with the use of human subjects once the study has been approved for continuation by the Institutional Review Board, must be brought to the attention of the IRB."

"I agree to provide whatever surveillance is necessary to ensure that the rights and welfare of the human subjects are properly protected."

“I understand that I cannot initiate any contact with human subjects before I have received approval and complied with all contingencies made in connection with the approval.”

Signature of Principal Investigator

Date

Please return this application and any attachments to:

Attn: Program Chair, Business/Education
Argosy University/Campus
(Address)

Argosy University/Campus

IRB# _____ Date Rcvd_____

Institutional Review Board

Change in Procedure Application

Type all answers

NOT TO BE USED TO CHANGE PRINCIPAL INVESTIGATOR

Date of last IRB review: _____

Was Additional Institutional Approval originally obtained? (e.g., from School, Hospital, etc.)

Y _____ N _____ (If Yes, please attach).

Please check appropriate changes: _____ Addition
_____ Revision
_____ New Title
_____ Revised Informed Consent
_____ Other _____

(Attach a complete copy with all additions, revisions, or changes highlighted.)

1. General Information

Principal Investigator: _____

Address: _____

Telephone and Fax: _____

Dept. College _____

Committee Members _____

2. Project Information

Title of Project: _____

3. Amendment Information - Please Complete Entire Section

a. Describe the proposed additions and revisions in appropriate detail:

b. Describe any significant change in the risk/benefits for the participants from these additions/revisions:

c. Have you revised the Informed Consent to include any of the additions/revisions?

Y_____ N_____ If yes, please attach a copy of the revised consent form and highlight all revisions.

4. Change in Dissertation Committee Membership

Your acknowledgment is requested to assure the University’s Institutional Review Board that the candidate is aware of the existence and status of this research activity and that the candidates agree to the statements made in the original IRB application including the “Statement of Assurance.”

Committee Chair (Print Name)	Committee Chair Signature	Date

Committee Member (Print Name)	Committee Member Signature	Date

Committee Member (Print Name)	Committee Member Signature	Date

5. Principal Investigator Statement of Assurance

“I understand that I cannot initiate any changes in my approved protocol before I have received approval and complied with all contingencies made in connection with that approval.”

Signature of Principal Investigator

Date

Please return this application and any attachments to:

Attn: Program Chair,
College of Education and Human Development
College of Business and Information Technology
College of Psychology and Behavioral Sciences

Argosy University/campus
(address)

Argosy University/Campus IRB# _____ Date _____

Institutional Review Board

Off-Site Adverse Report

Type all answers.

“Adverse event” refers to any event, circumstance, or occurrence that was not anticipated, or accounted for, in the original IRB application and may have a negative impact on the research project as a whole.

1. General Information

Principal Investigator: _____

Address: _____

College: _____ Telephone/Fax: _____

Chairperson: _____

2. Information

Title of Project _____

- a. In the space below, please list all attached report numbers applicable to the report of the AE, i.e., Sponsor's Letter, etc.
- b. Does this AE significantly change the risk or benefit? ___ Yes ___ No
Explain
- c. Does this AE require change in the Informed Consent? ___ Yes ___ No
If yes, attach a copy of the revised consent form and highlight all revisions.

3. Principal Investigator Statement of Assurance

"I understand that I cannot initiate this project before I have received approval and/or complied with all contingencies made in connection with that approval."

Signature of Principal Investigator

Date

Please return this application and any attachments to:

Attn: Program Chair, Education/Business
Argosy University/Campus

Argosy University/Campus IRB# _____ Date _____

Institutional Review Board

On-Site Adverse Report

Type all answers.

Adverse event refers to any event, circumstance, or occurrence that was not anticipated or accounted for in the original IRB application and may have a negative impact on the research project as a whole.

1. General Information

Principal Investigator: _____

Address: _____

College: _____ Telephone/Fax: _____

Chairperson: _____

2. Information

Title of Project: _____

3. Adverse Event Information

Describe the Adverse Event (AE). Please provide details if the AE occurred in your participants. Submit all written materials applicable to the report of the AE.

Is the AE related to the study? Explain why or why not.

Does this AE significantly alter the risk or benefits ration to participants?

Does this AE Require change in the Informed Consent? Y__ N:___

If yes, please attach a copy of the revised consent form and highlight all revisions.

Additional comments:

4. Principal Investigator Statement of Assurance

"I understand that I cannot initiate this project before I have received approval and/or complied with all contingencies made in connection with that approval."

Signature of Principal Investigator _____ Date _____

Please return this application and any attachments to:

Attn: Program Chair, Education/Business
Argosy University/Campus
(Address)

Argosy University/Campus

IRB# _____ Date _____

Institutional Review Board

Project Completion Report

Type all answers.

1. General Information

Principal Investigator: _____

Address: _____

College: _____ Telephone/Fax: _____

Chairperson: _____

2. Information

Title of Project: _____

3. Date of Completion _____

4. Summary of Outcome:

APPENDIX H

Outline for the Dissertation Sections

The Dissertation: An Outline with Additional Information

Note: Some items in this list may not be required for all kinds of research studies. Those that are required of all studies are marked with an asterisk (*).

- *Blank Page (completely blank – no page number)
- *Title Page
- Copyright Page (This comes immediately after the title page in the final dissertation)
- *Abstract Title Sheet (page i)
- *Abstract (page ii)
- *Approval Sheets (no page numbers)
- *Table of Contents (page iii - ?)
- *Table of Tables, if there are more than four tables (page iv)
- *Table of Figures, if there are more than four figures (page v)
- *Table of Appendixes, if there are appendixes (page vi)
- Acknowledgement Page (page vii)
- Dedication Page (page viii)

Chapter 1.

- *Introduction (page 1, etc.)
- *Background of the Study: general introduction to the topic
- *Research Problem: statement or question; directs the study
- Hypothesis(es): statement(s), direct the study
- Limitations: threats to validity beyond researcher control
- Delimitations: threats to validity within researcher control
- Definitions of Terms
- *Anticipated Significance of the Study: who will benefit
- *Overview of the Study: what is in each chapter

Chapter 2.

- *Review of Literature: review and critique, comparisons
- *Recapitulation: summary and lead-in to next chapter

Chapter 3.

- *Methodology
 - *Introduction: to the method of the study
 - *Research Design: type of study, design plan
 - *Data Collection Methods: type and discussion
 - *Population: description (except for historical)
 - Sample: description and methods for sampling
 - Instrumentation: description of instrument
 - *Procedures of the Study: steps
- *Analysis of the Data: discussion of method for analysis
- Validity: discussion, relating to limitations and delimitations
- Reliability: discussion, relating to limitations and delimitations

Generalizability: expansion of external validity

Additional Concerns (researcher bias, explanation of procedures and circumstances which vary from the norm, etc.)

*Protection of Human Subjects: explanation of process for approval, and for anonymity preservation of participants, field notes, etc. (if human subjects are used)

*Lead-in to next chapter

Chapter 4.

*Results and Findings

*Presentation of Data: raw or ordered, tables, charts, narrative, etc.

Statistical Applications: description, outcomes

Discussion of findings if appropriate (not interpretation in relationship to hypothesis(es))

*Lead-in to next chapter

Chapter 5.

*Conclusion

*Interpretation of Data

*Conclusions Relative to Hypothesis(es)

*Implications and Recommendations, relating to Anticipated ` Significance of the Study

*References

Appendix Cover Sheet

Appendixes: Each with a cover sheet

Blank Page

APPENDIX I

Signature Sheet for the Dissertation

TITLE OF DISSERTATION HERE
ALL CENTERED AND
UPPERCASE

A Dissertation

Submitted to the
Faculty of Argosy University/Campus
in partial fulfillment of
the requirements for the degree of
Doctor of Education
Doctor of Business Administration
(select one)

by

Your Full Name

Argosy University

Month, Year

Dissertation Committee Approval:

Type Name of Committee Chair

Date

Type Name of Committee Member

Type Name of Committee Member

Type Name of Program Chair

APPENDIX J

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TITLE OF DISSERTATION HERE
ALL CENTERED AND UPPERCASE

Abstract of Dissertation

Submitted to the
Faculty of Argosy University/Campus
College of Education and Human Development
College of Business and Information Technology
College of Psychology and Behavioral Sciences
(select one)

in partial fulfillment of
the requirements for the degree of
Doctor of Education
Doctor of Business Administration
(select one)

by

Your Full Name

Argosy University

Month, Year

Chair: Dr. _____

Committee: Dr. _____

Dr. _____

Department: College of Education and Human Development
College of Business and Information Technology
College of Psychology and Behavioral Sciences

APPENDIX L

Dissertation Title Page

TITLE OF DISSERTATION HERE CENTERED ALL
UPPERCASE WITH EVERY SUCCEEDING
SLIGHTLY SMALLER THAN THE
PREVIOUS LINE

A Dissertation

Presented to the
Faculty of Argosy University/Campus
College of Education and Human Development
College of Business and Information Technology
College of Psychology and Behavioral Science

In Partial Fulfillment of
The Requirements for the Degree of

Doctor of Education
Doctor of Business Administration
(select one)

by

Your Full Name

Month, Year

APPENDIX M

Sample Copyright Page

NAME OF DISSERTATION GOES HERE

©200X

Your Name Goes Here, (Uppercase and Lowercase)

ALL RIGHTS RESERVED (UPPER CASE)

APPENDIX N

Sample Dedication Page

Dedication

To all the family members whose love and support
have helped turn this once lifelong dream into a shared reality.

APPENDIX O

Sample Acknowledgements Page

Acknowledgements

The author would like to express sincere gratitude to committee members, Dr.XXXXXXXXXX, Dr.XXXXXXXXXX, and Dr.XXXXXXXXXX for their invaluable support and guidance in the planning and implementation of this research project. The deepest appreciation is further offered to the managers and employees of ABC, DEF, GHI, and XYZ corporations or leaders or faculty at XYZ school or college for their participation in the research study. Without their contributions of time and resources, this study would not have been possible.

APPENDIX P

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APPENDIX U

Program Outcome Rubrics

EdD in Counseling Psychology with a concentration in Counselor Education and Supervision Program Rubric			
NOTE: Please consult with Campus Program Chair for campus-specific program outcomes and rubric.			
Student Name:		Rater Name:	
1 Unacceptable	2 Minimally Acceptable (Knowledge & Comprehension)	3 Good (Application and Analysis)	4 Excellent (Synthesis & Evaluation)
Goal 1: Effectively apply theories and practices of counselor supervision (Counselor Supervision):			
<p>Fails to demonstrate or incorporate required basic counselor supervision skills and/or uses harmful strategies. Unable to identify skills and their purposes accurately. Shows little ability to reflect on or evaluate own abilities.</p>	<p>Demonstrates or incorporates many required counselor supervision skills, exhibits clear caring relationship, though lacking smoothness and efficiency. Accurately names supervisory skills and their purposes. Knows range of possible counselor supervision theories and practices that might be offered.</p>	<p>Demonstrates or incorporates all required counselor supervision skills, however without smoothness or confidence. Critically and accurately evaluates own supervisory skill delivery. Designs and plans for counselor supervision relevant to developmental level of supervisees and settings.</p>	<p>Demonstrates or incorporates all required counselor supervision skills smoothly and confidently. Critically and accurately evaluates own supervision skills demonstrating insight about connections between supervisory abilities and personal issues. Effectively applies theory so as to deliver quality, comprehensive counselor supervision .</p>
Goal 2: Apply scientific foundations of counseling and scientific methodology to the design of research and analysis of counseling topics: case material, counselor education and counselor supervision (understanding, applying, and designing Quantitative and Qualitative Research):			
<p>Fails to adequately evaluate and apply existing theory and research to counseling practice education, and supervision. Unable to design research.</p>	<p>Presents some theory and research that is relevant to counseling practice, education, and supervision, without the ability to organize, apply, or evaluate it. Identifies</p>	<p>Offers well-developed and organized presentation of theory and research that is relevant to counseling practice, education, and supervision, with some efforts to</p>	<p>Effectively evaluates and applies existing theory and research in an organized manner to counseling practice, education, and supervision, demonstrating originality and</p>

	research strategies without being able to apply them situationally to counselor practice, education, and supervision.	critically evaluate and apply it. Designs research relevant to counseling practice, education, and supervision.	comprehensiveness. Designs excellent research strategies relevant to counseling practice education, and supervision.
Goal 3: Effectively apply theory pertaining to the principles and practice of counseling, career development, group work, systems, assessment and consultation (Advanced Practice/Assessment):			
Fails to distinguish among different counseling theories, or to apply theory to counseling conceptualization, practice, education or supervision. Unable to describe appropriate use of assessment data.	Demonstrates an understanding of different theories – key concepts, definition of problems and how they develop, counseling and assessment strategies, type of counseling relationship. Able to describe appropriate use of assessment data.	Effectively able to apply a variety of theoretical perspectives to case conceptualization, assessment, counseling practice, counselor education and supervision. Able to effectively apply assessment data to cases and counselor settings.	Critically evaluates the role of theory in conceptualization, assessment, practice, counselor education and supervision; weighs the benefits and drawbacks of using particular theoretical frameworks within particular settings and with diverse client populations, resulting in flexible and client-relevant application of theory.
Goal 4: Effectively apply instructional theory and methods relevant to counselor education (Counselor Education)			
Fails to distinguish among different instructional theories, or to apply theory to counselor education.	Demonstrates an understanding of different instructional theories – key concepts, definition of pedagogical issues, and instructional strategies.	Effectively able to apply a variety of instructional perspectives to the counselor education setting.	Critically evaluates the role of theory in counselor education; weighs the benefits and drawbacks of using particular instructional frameworks within particular settings and with diverse student populations, resulting in student learning outcomes being realized.
Goal 5: Commit to, demonstrate, and engage in ethical practice and ethical decision making strategies in counselor education and supervision, grounded in the ACA Code of Ethics as well as socially responsible practice and living (Ethics)			
Fails to demonstrate	Knows the ethical	Applies ethical	Evaluates and applies

<p>an understanding of ethical issues, apply ethical principles to practice, and/or demonstrate adequate personal responsibility.</p>	<p>and legal standards that are relevant to counseling practice, education, and supervision, and can report the steps in ethical decision making models.</p>	<p>standards to counseling practice, education, and supervision; applies ethical decision making models to resolving ethical dilemmas. Behaves in socially responsible and professional manner.</p>	<p>ethical standards to counseling cases, counselor education settings, and supervisory relationships reflectively and flexibly; thinks critically and comprehensively about ethical dilemmas that may arise in counseling situations; effectively applies ethical decision making models to resolving ethical dilemmas.</p>
<p>Goal 6: Demonstrate multicultural awareness, knowledge, and skills with regard to the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical, and mental status, local, regional, national, international perspective, and equity issues in counseling practice, counselor education, and supervision. (Social & Cultural Issues/Multicultural Competence):</p>			
<p>Fails to demonstrate awareness, knowledge, and skills about own or clients' cultures, and the impact of culture on the counseling relationship</p>	<p>Understands characteristics of own cultural groups, and identifies characteristics of other cultural groups.</p>	<p>Applies cultural awareness, knowledge, and skills to counseling practice. Identifies own and others' biases and racism.</p>	<p>Because of awareness that all of life and counseling is cultural, engages in ongoing evaluation of how to apply cultural awareness, knowledge, and skills to all of life and counseling. Proactively counters oppression wherever it is found.</p>
<p>Goal 7: Students will pursue personal development, including ongoing self reflection, growth in interpersonal skills, and openness to feedback (Self-Awareness).</p>			
<p>Fails to demonstrate self awareness, personal reflection, good interpersonal skills, or openness to feedback.</p>	<p>Beginning efforts at self reflection and hearing feedback that have resulted in increased self awareness. Some difficulty with assertion in conflict situations or in the face of others' strong and/or differing views.</p>	<p>Active use of self reflection and feedback to increase self awareness and interpersonal skills; clearly linking personal issues with counseling practice; able to fully dialogue with those with different views.</p>	<p>Exemplary depth of self reflection and use of feedback to increase self awareness and interpersonal skills; use of such awareness to overcome difficulties in counseling practice, education and supervision; creation of better products through fully inclusion of those</p>

			with differing views.
Goal 8: Using appropriate media and technology, present counseling information orally and in writing that is concise, organized, well supported, created in a professional manner, and appropriate to the audience (Written and Oral Presentation):			
Does not address the questions asked. Includes an unacceptable number of errors in organization, grammar, spelling, word choice, and/or APA mechanics. Fails to support assertions.	Acceptable level of organization, use of APA style, and clarity. Presents information relevant to counseling practice, education and supervision however, leaves out critical resources. Does not critically evaluate the material presented.	Presents substantive information in a concise, clear, organized, well-supported and professional manner. Clearly applies information to counseling practice, education and supervision.	Presents information in a concise, clear, organized, well-supported and professional manner. Comprehensively and substantively covers and critically evaluates multiple perspectives on a topic.

Edd Counseling Psychology Program Rubric			
Note: Please consult with Campus Program Chair for campus-specific program outcomes and rubric			
Student Name:		Rater Name:	
1 Unacceptable	2 Minimally Acceptable (Knowledge & Comprehension)	3 Good (Application and Analysis)	4 Excellent (Synthesis & Evaluation)
Goal 1: Effectively deliver – or arrange to be delivered or taught --a range of individual, couples, family, and group counseling, consultation, career, diagnostic, and assessment services toward the development of optimal psychological and interpersonal health (practice/skills):			
<p>Fails to demonstrate or incorporate required basic counseling skills and/or uses harmful strategies. Unable to identify skills and their purposes accurately. Shows little ability to reflect on or evaluate own abilities or programs.</p>	<p>Demonstrates or incorporates many required counseling skills, exhibits clear caring relationship, though lacking smoothness and efficiency. Accurately names skills and their purposes. Knows range of possible counseling services that might be offered.</p>	<p>Demonstrates or incorporates all required counseling skills, however without smoothness or confidence. Critically and accurately evaluates own skill delivery or program delivery. Designs counseling services relevant to clients and settings.</p>	<p>Demonstrates or incorporates all required counseling skills smoothly and confidently. Critically and accurately evaluates own skill and/or program delivery, demonstrating insight about connections between skill/program abilities and personal issues. Designs quality, comprehensive counseling programs.</p>
Goal 2: Apply scientific foundations of counseling and scientific methodology to the design of research and analysis of counseling topics, case material, and programs (understanding, applying, and designing research):			
<p>Fails to adequately evaluate and apply existing theory and research to counseling practice and programs. Unable to design research.</p>	<p>Presents some theory and research that is relevant to counseling practice and programs, without the ability to organize, apply, or evaluate it. Identifies research strategies without being able to apply them situationally.</p>	<p>Offers well-developed and organized presentation of theory and research that is relevant to counseling practice and programming, with some efforts to critically evaluate and apply it. Designs research relevant to counseling practice or programming.</p>	<p>Effectively evaluates and applies existing theory and research in an organized manner to counseling practice, demonstrating originality and comprehensiveness. Designs excellent research strategies relevant to counseling practice or programming.</p>

Goal 3: Interpret and apply core theory and research on human development, abnormal psychology, and counseling theories to all aspects of counseling practice and programming (theory applications):			
Fails to distinguish among different counseling theories, or to apply theory to counseling conceptualization, practice, or programming.	Demonstrates an understanding of different theories – key concepts, definition of problems and how they develop, counseling and assessment strategies, type of counseling relationship.	Effectively able to apply variety of theoretical perspectives to case conceptualization, counseling practice, and design of counseling programs.	Critically evaluates the role of theory in conceptualization, practice, and program design; weighs the benefits and drawbacks of using particular theoretical frameworks within particular settings and with diverse client populations, resulting in flexible and client-relevant application of theory.
Goal 4: Demonstrate commitment to a professional identity that includes appreciation for the historical and cultural context of counseling, incorporation of prevention and psychoeducational strategies, involvement in client and professional advocacy, and empowerment of clients toward optimal mental health (identity):			
Fails to identify with the counseling profession or to incorporate prevention, psychoeducation, advocacy, or an orientation toward client wellness as key components of counseling practice and programming.	Demonstrates an understanding of the key factors distinguishing counseling from other mental health professions and the contributions that these make to client welfare.	Proactively incorporates prevention, psychoeducation, advocacy, systemic understandings, and an orientation toward client wellness as key components of counseling practice. Identifies with the counseling profession.	Takes leadership and advocacy roles in counseling profession, actively creating comprehensive programs that incorporate prevention, psychoeducation, advocacy, or an orientation toward client wellness as key components of effective counseling services.
Goal 5: Commit to and engage in ethical practice and ethical decision making strategies, and socially responsible practice and living (ethics):			
Fails to demonstrate an understanding of ethical issues, apply ethical principles to practice, and/or demonstrate adequate personal responsibility.	Knows the ethical and legal standards that are relevant to counseling practice and programming; can report the steps in ethical decision making models.	Applies ethical standards to counseling practice; applies ethical decision making models to resolving ethical dilemmas. Behaves in socially responsible and	Evaluates and applies ethical standards to counseling cases, reflectively and flexibly; thinks critically and comprehensively about ethical dilemmas that may arise in counseling situations; effectively

		professional manner.	applies ethical decision making models to resolving ethical dilemmas.
Goal 6: Demonstrate multicultural awareness, knowledge, and skills, as applied to self, clients, the counseling relationship, organizations, and the larger society (diversity):			
Fails to demonstrate awareness, knowledge, and skills about own or clients' cultures, and the impact of culture on the counseling relationship	Understands characteristics of own cultural groups, and identifies characteristics of other cultural groups.	Applies cultural awareness, knowledge, and skills to counseling practice. Identifies own and others' biases and racism.	Because of awareness that all of life and counseling is cultural, engages in ongoing evaluation of how to apply cultural awareness, knowledge, and skills to all of life and counseling. Proactively counters oppression wherever it is found.
Goal 7: Students will pursue personal development, including ongoing self reflection, growth in interpersonal skills, and openness to feedback (self-awareness).			
Fails to demonstrate self awareness, personal reflection, good interpersonal skills, or openness to feedback.	Beginning efforts at self reflection and hearing feedback that have resulted in increased self awareness. Some difficulty with assertion in conflict situations or in the face of others' strong and/or differing views.	Active use of self reflection and feedback to increase self awareness and interpersonal skills; clearly linking personal issues with counseling practice; able to fully dialogue with those with different views.	Exemplary depth of self reflection and use of feedback to increase self awareness and interpersonal skills; use of such awareness to overcome difficulties in counseling practice/programming; creation of better products through fully inclusion of those with differing views.
Goal 8: Using appropriate media and technology, present counseling information orally and in writing that is concise, organized, well supported, created in a professional manner, and appropriate to the audience (written and oral presentation):			
Does not address the questions asked. Includes an unacceptable number of errors in organization, grammar, spelling, word choice, and/or APA mechanics. Fails to support assertions.	Acceptable level of organization, use of APA style, and clarity. Presents information relevant to counseling practice, however, leaves out critical resources. Does not critically evaluate the	Presents substantive information in a concise, clear, organized, well-supported and professional manner. Clearly applies information to counseling practice.	Presents information in a concise, clear, organized, well-supported and professional manner. Comprehensively and substantively covers and critically evaluates multiple perspectives on a topic.

	material presented.		
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Student Name:	College of Education and Human Development Rubric	Student #		
Rater:		Date:		Average Rating:

Program Learning Outcome	4-Excellent	3-Good	2-Minimally Acceptable	1- Unacceptable
1.0 Research and Theory Educational Leaders make decisions based on research and supported theory. They use their knowledge and skills for performance, understanding, analysis, application and decision-making.	<ol style="list-style-type: none"> 1. All, many of the program learning outcome components are included. 2. Shows comprehensive knowledge and understanding of the program learning outcome. 3. Extensive use or application of the program learning outcome to an issue, work, practice or a setting. 4. Highly research-based with multiple citations and a reference list in the correct APA style. 	<ol style="list-style-type: none"> 1. Half (+ or -) of the components are included. 2. Shows sufficient knowledge and understanding. 3. Adequate application or use. 4. Moderately research-based. 	<ol style="list-style-type: none"> 1. Few components are included. 2. Shows little knowledge and understanding. 3. Minimal application or use. 4. Minimally research-based. 	<ol style="list-style-type: none"> 1. None of the components are included. 2. Shows no knowledge and understanding. 3. No application or use. 4. Not research-based.
2.0 Communication and Informational Literacy Educational leaders effectively communicate a vision of educational excellence to the learning community. They utilize oral and written language skills, knowledge of informational literacy and organizational communication, and the use of	<ol style="list-style-type: none"> 1. All, many of the program learning outcome components are included. 2. Shows comprehensive knowledge and understanding of the program learning outcome. 3. Extensive use or application of the program learning outcome to an issue, work, practice or a 	<ol style="list-style-type: none"> 1. Half (+ or -) of the components are included. 2. Shows sufficient knowledge and understanding. 3. Adequate application or use. 4. Moderately research-based. 	<ol style="list-style-type: none"> 1. Few components are included. 2. Shows little knowledge and understanding. 3. Minimal application or use. 4. Minimally research-based. 	<ol style="list-style-type: none"> 1. None of the components are included. 2. Shows no knowledge and understanding. 3. No application or use. 4. Not research-based.

<p>technologies.</p>	<p>setting.</p> <p>4. Highly research-based with multiple citations and a reference list in the correct APA style.</p>			
<p>3.0 Critical Thinking and Problem Solving Educational leaders develop systems to check their own thinking, to reflect on present and past practices in considering the future and to analyze complex issues and to evaluate potential solutions. They use their knowledge and skills for critical thinking, problem solving, decision-making and evaluation.</p>	<p>1. All, many of the program learning outcome components are included.</p> <p>2. Shows comprehensive knowledge and understanding of the program learning outcome.</p> <p>3. Extensive use or application of the program learning outcome to an issue, work, practice or a setting.</p> <p>4. Highly research-based with multiple citations and a reference list in the correct APA style.</p>	<p>1. Half (+ or -) of the components are included.</p> <p>2. Shows sufficient knowledge and understanding.</p> <p>3. Adequate application or use.</p> <p>4. Moderately research-based.</p>	<p>1. Few components are included.</p> <p>2. Shows little knowledge and understanding.</p> <p>3. Minimal application or use.</p> <p>4. Minimally research-based.</p>	<p>1. None of the components are included.</p> <p>2. Shows no knowledge and understanding.</p> <p>3. No application or use.</p> <p>4. Not research-based.</p>

<p>4.0 Collaboration Educational leaders promote democratic values by respecting the ideas and gifts of those with whose care they are charged. They continuously seek improvement and use their knowledge and skills for teambuilding, families and community and a focus on achievement.</p>	<ol style="list-style-type: none"> 1. All, many of the program learning outcome components are included. 2. Shows comprehensive knowledge and understanding of the program learning outcome. 3. Extensive use or application of the program learning outcome to an issue, work, practice or a setting. 4. Highly research-based with multiple citations and a reference list in the correct APA style. 	<ol style="list-style-type: none"> 1. Half (+ or -) of the components are included. 2. Shows sufficient knowledge and understanding. 3. Adequate application or use. 4. Moderately research-based. 	<ol style="list-style-type: none"> 1. Few components are included. 2. Shows little knowledge and understanding. 3. Minimal application or use. 4. Minimally research-based. 	<ol style="list-style-type: none"> 1. None of the components are included. 2. Shows no knowledge and understanding. 3. No application or use. 4. Not research-based.
<p>5.0 Leadership Educational leaders have an evolved leadership style that supports the development of others, is harmonious with democratic principles and best educational practices and focuses on student achievement as the ultimate goal of the learning community. They use their knowledge and skills for Leading, Motivating, Coaching and Delegating, Supervision, Professionalism, Change Management and Contemporary Issues, Curriculum, Instruction and Assessment, Data-driven Decision-making and</p>	<ol style="list-style-type: none"> 1. All, many of the program learning outcome components are included. 2. Shows comprehensive knowledge and understanding of the program learning outcome. 3. Extensive use or application of the program learning outcome to an issue, work, practice or a setting. 4. Highly research-based with multiple citations and a reference list in the correct APA style. 	<ol style="list-style-type: none"> 1. Half (+ or -) of the components are included. 2. Shows sufficient knowledge and understanding. 3. Adequate application or use. 4. Moderately research-based. 	<ol style="list-style-type: none"> 1. Few components are included. 2. Shows little knowledge and understanding. 3. Minimal application or use. 4. Minimally research-based. 	<ol style="list-style-type: none"> 1. None of the components are included. 2. Shows no knowledge and understanding. 3. No application or use. 4. Not research-based.

<p>Managing Resources.</p>				
<p>6.0 Ethics and Principles Educational leaders are bold in exhibiting and expecting accountability in integrity, fairness and ethical behavior.</p>	<ol style="list-style-type: none"> 1. All, many of the program learning outcome components are included. 2. Shows comprehensive knowledge and understanding of the program learning outcome. 3. Extensive use or application of the program learning outcome to an issue, work, practice or a setting. 4. Highly research-based with multiple citations and a reference list in the correct APA style. 	<ol style="list-style-type: none"> 1. Half (+ or -) of the components are included. 2. Shows sufficient knowledge and understanding. 3. Adequate application or use. 4. Moderately research-based. 	<ol style="list-style-type: none"> 1. Few components are included. 2. Shows little knowledge and understanding. 3. Minimal application or use. 4. Minimally research-based. 	<ol style="list-style-type: none"> 1. None of the components are included. 2. Shows no knowledge and understanding. 3. No application or use. 4. Not research-based.

<p>7.0 Diversity Educational leaders appreciate the value of every individual and are committed to their success. They use their knowledge and skills for managing, theory and research, and leading.</p>	<ol style="list-style-type: none"> 1. All, many of the program learning outcome components are included. 2. Shows comprehensive knowledge and understanding of the program learning outcome. 3. Extensive use or application of the program learning outcome to an issue, work, practice or a setting. 4. Highly research-based with multiple citations and a reference list in the correct APA style. 	<ol style="list-style-type: none"> 1. Half (+ or -) of the components are included. 2. Shows sufficient knowledge and understanding. 3. Adequate application or use. 4. Moderately research-based. 	<ol style="list-style-type: none"> 1. Few components are included. 2. Shows little knowledge and understanding. 3. Minimal application or use. 4. Minimally research-based. 	<ol style="list-style-type: none"> 1. None of the components are included. 2. Shows no knowledge and understanding. 3. No application or use. 4. Not research-based.
<p>8.0 Internship Not Applicable</p>				
<p>9.0 Human Growth and Development Educational leaders consider the personal and professional continuum of development of their various constituencies and use this knowledge in all phases of their work from curriculum planning to staff development. They use their knowledge of human intellectual, physical, social and emotional growth for human development, organizational development, personal leadership and lifelong learning.</p>	<ol style="list-style-type: none"> 1. All, many of the program learning outcome components are included. 2. Shows comprehensive knowledge and understanding of the program learning outcome. 3. Extensive use or application of the program learning outcome to an issue, work, practice or a setting. 4. Highly research-based with multiple citations and a reference list in the correct APA style. 	<ol style="list-style-type: none"> 1. Half (+ or -) of the components are included. 2. Shows sufficient knowledge and understanding. 3. Adequate application or use. 4. Moderately research-based. 	<ol style="list-style-type: none"> 1. Few components are included. 2. Shows little knowledge and understanding. 3. Minimal application or use. 4. Minimally research-based. 	<ol style="list-style-type: none"> 1. None of the components are included. 2. Shows no knowledge and understanding. 3. No application or use. 4. Not research-based.

Class Number:	College of Business and Information Technology Rubric	Class Name:		Rubric Average:
Session Number		Student #		
Student Name:		Date:		FINAL GRADE:
Rater:				

Category	1- Unacceptable	2- Marginal	3- Satisfactory Knowledge & Comprehension	4- Good Application & Analysis	5- Excellent Synthesis & Evaluation
1a. Research Performing — Designs, conducts and justifies applied research in a business context using appropriate methodology	Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.	The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken together, they result in a low-scored paper	A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.	A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.	An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.
1b. Research Understanding —Evaluates and applies existing theory and research to current business practice.	Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.	The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken together, they	A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.	A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.	An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.

		result in a low-scored paper			
<p>2a. Communication, Oral—Presents orally, complex business information that is concise, clear, organized, and well supported in a professional manner appropriate to the context.</p>	Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.	The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken together, they result in a low-scored paper	A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.	A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.	An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.
<p>2b. Communication, Written—Presents in writing, complex business information that is concise, clear, organized, and well supported in a professional manner appropriate to the business context using the required format.</p>	Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.	The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken together, they result in a low-scored paper	A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.	A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.	An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.

<p>3a. Critical Thinking - Evaluates the relevance of established theory to current business practice and identifies gaps in the current literature.</p>	<p>Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.</p>	<p>The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken together, they result in a low-scored paper</p>	<p>A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.</p>	<p>A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.</p>	<p>An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.</p>
<p>3b. Problem Solving— Given a business situation, diagnoses the underlying causes of the situation, evaluates the possible solutions, in relation to underlying business theory and determines and defends the appropriate course of action.</p>	<p>Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.</p>	<p>The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken together, they result in a low-scored paper</p>	<p>A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.</p>	<p>A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.</p>	<p>An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.</p>
<p>COMPETENCIES RELATED TO ACCOUNTING:</p>					

<p>4a. Financial Analysis - Evaluates the results of accounting analyses including audit, financial and risk analyses to determine appropriate business strategies.</p>	<p>Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.</p>	<p>The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken together, they result in a low-scored paper</p>	<p>A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.</p>	<p>A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.</p>	<p>An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.</p>
<p>4b. Systems - Evaluates effectiveness of comprehensive accounting systems in meeting the goals of an organization.</p>	<p>Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.</p>	<p>The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken together, they result in a low-scored paper</p>	<p>A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.</p>	<p>A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.</p>	<p>An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.</p>
<p>COMPETENCIES RELATED TO INTERNATIONAL BUSINESS:</p>	<p>COMPETENCIES RELATED TO INTERNATIONAL BUSINESS:</p>				

<p>5a. Global Economic & Regulatory Environment - Global Economy - Evaluates the elements of global economics, trade laws, and the complexities of globalization in view of organizational strategy.</p>	<p>Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.</p>	<p>The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken together, they result in a low-scored paper</p>	<p>A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.</p>	<p>A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.</p>	<p>An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.</p>
<p>5b. Global Organization al Context - Global & Multinational business practices: Evaluates international business practices within multinational organizations.</p>	<p>Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.</p>	<p>The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken together, they result in a low-scored paper</p>	<p>A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.</p>	<p>A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.</p>	<p>An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.</p>
<p>COMPETENCIES RELATED TO INFORMATION SYSTEMS:</p>	<p>COMPETENCIES RELATED TO INFORMATION SYSTEMS:</p>				

<p>6a. Organization al Constructs system:— (1) Evaluates the effectiveness of an organization's IT resources including personnel, in meeting the goals of an organization.</p>	<p>Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.</p>	<p>The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken together, they result in a low-scored paper</p>	<p>A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.</p>	<p>A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.</p>	<p>An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.</p>
<p>6b. Organization al Constructs system:— (2) Evaluates, selects and justifies appropriate software and hardware for a given business situation.</p>	<p>Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.</p>	<p>The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken together, they result in a low-scored paper</p>	<p>A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.</p>	<p>A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.</p>	<p>An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.</p>
<p>6c. Systems Planning - Formulates a comprehensive plan to integrate IT solutions into organizational strategy.</p>	<p>Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.</p>	<p>The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-</p>	<p>A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.</p>	<p>A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these</p>	<p>An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive</p>

		up. Taken together, they result in a low-scored paper		topics well.	in its format.
COMPETENCIES RELATED TO MANAGEMENT:					
7a. Strategic Planning - Develops clear initiatives to assist a business in reaching its goals in a changing environment.	Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.	The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken together, they result in a low-scored paper	A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.	A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.	An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.
7b. Resource Management - Motivation, coaching, and delegating - Evaluates the potential effectiveness of a leadership strategy for training, coaching, delegating and motivating and applies those concepts within a	Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.	The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken	A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.	A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.	An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.

specific organizational context.		together, they result in a low-scored paper			
COMPETENCIES RELATED TO MARKETING:					
8a. Strategic Marketing - Analyzes the foundation and development of marketing theory in relationship to modern marketing planning and practice.	Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.	The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken together, they result in a low-scored paper	A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.	A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.	An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.
8b. Application and Practice - Evaluates current marketing and consumer behavior and practice relative to theoretical models found in the literature.	Does not address the questions asked. Or, a paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone and/or APA mechanics.	The pertinent responses show some evidence of addressing organization, development, word choice, style, tone and/or APA mechanics. However, many minor errors were demonstrated in the write-up. Taken	A satisfactory paper as relates to the conciseness, clarity, organization and written support provided. It offers a write-up which is basically acceptable. Some minor errors were noted, however, as relates to writing skills it is acceptable.	A good paper. It offers appropriate levels of conciseness, clarity, organization and written support for business contexts, using the required format. The benefits of these approaches and logic are well developed. It may have a minor error, but basically it covers these topics well.	An excellent paper. It is concise, clear, organized, and well supported in a professional manner for the business context. Its overall pattern of organization is quite good as relates to these topics. It leaves no aspect uncovered. The write-up shows originality in the details and is comprehensive in its format.

		together, they result in a low- scored paper			
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APPENDIX W

Dissertation Binding Process

The Dissertation Binding Process

After permission is given to the student to have copies bound of the completed dissertation, the student may submit the dissertation document to the bindery to have it bound. The student is required to have at least one copy bound, which is then submitted to the library at the student's home campus (some campuses require two). The student may choose to provide a bound copy for the School or Department as well. An optional third copy for the dissertation chair is a final consideration. Students may order as many bound copies as they wish for others they may want to present with one.

The student must provide to the bindery as many copies as is wished to have bound, delivered in person, or sent via delivery service to the bindery. The Program Chair or campus librarian will provide the name and contact information of the bindery,

The official color for the cover of bound copies for business is maroon with gold imprint and text. The official color for the cover of bound copies for education is blue with gold imprint and text.

The information below refers to the following page that provides formatting for binding. NOTE: Imprints could vary by campus. Students must check with their home campus for specifics on imprints on bound copies.

On the spine of the bound copy there should appear an abbreviated title of the dissertation, the degree initials, the last name of the student, and the words "Argosy University," as well as the year. In addition, students must obtain the volume number to be assigned to the copy from the librarian, and that volume number should appear at the bottom of the spine. On the front cover of the bound volume there should appear the full title of the dissertation, the student's full name, the name Argosy University and the year.

Campus-specific information about binderies, prices, and other particulars may be obtained at the appropriate office on each campus. Samples for the spine and cover are provided by each individual campus.