



GRADUATE SCHOOL



DISSERTATION/THESIS/SEMINAR HANDBOOK

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GRADUATE SCHOOL

DISSERTATION/THESIS/SEMINAR HANDBOOK

Editor:
Dr. Cosmas U. Nwokeafor
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This handbook has two sections:

Section I – Doctoral Dissertation Guidelines and Data

**Section II– Master’s Thesis/Seminar Paper Guidelines and
Data**

FOREWORD

PURPOSE OF THIS BOOK:

This book provides broad guidelines for all doctoral/master's student candidates in the graduate programs. The book provides enough detail for student candidates to follow in order to complete the requirements for their respective Doctoral/Master's degrees respectively with the appropriate level of preparation to fulfill their responsibilities and provide leadership in their various capacities in the education sector.

The book outlines the various steps required to plan, perform original research and appropriately report their research in the form of a dissertation that is clear, concise, logical, readable, and with appropriate detail to be replicable.

WHO MAY USE THIS BOOK:

This book is for the use of student candidates, faculty and staff of Bowies State University who may be involved in the dissertation/thesis process for any student candidate either in the Doctoral or master's Program.

Also, any one who is not part of Bowie State University but who is involved in any way, especially as a Doctoral/thesis Advisory or Doctoral/thesis Examination Committee or any other committee related to or involved with the doctoral dissertation/master's thesis process.

HOW TO USE THIS BOOK:

This book is a guide only. Its use therefore requires that the reader follow the steps outlined in each of the section depending on degree program as much as possible. Thus it is useful to always understand the context in which the steps are outlined. As the reader reads the main body of the text, certain statements require greater familiarity with the material in order to appropriately take the specific step implied. The step implied may be items in the appendix. Thus when the reader identifies a topic for guidance in the table of contents and reads that topic, equivalent appropriate material in the appendix should be accessed in order to apply and understand more clearly the intent and implementation of those instructions. Where there is need for greater clarity, the reader should contact the Graduate School.

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Bowie State University
Graduate School
Catalog 2010 – 2012

University Policy Statement

Bowie State University shall not discriminate against any individual on the basis of race, color, religion, age, ancestry or national origin, sex, sexual orientation, disability, marital status or veteran status. All policies, programs, and activities of Bowie State University are and shall be in conformity with all pertinent Federal and State laws of nondiscrimination, including, but not limited to: Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Equal Pay Act of 1963; the Age Discrimination Act; the Americans with Disabilities Act of 1990; Federal Executive Order No. 11373; and Article 49B of the Annotated Code of Maryland. This commitment applies in all areas and embraces faculty, staff, and students.

Equal opportunity of access to academic and related programs shall be extended to all persons. Bowie State University shall have as its firm objective equal opportunity in recruitment and hiring, rate of pay, all other promotions, training, retention and dismissals, for all employees and applicants for employment. The University will stress equal access for employees and applicants for employment to all programs and services provided by the University both on and off campus. The University will also provide equal opportunity and an atmosphere of nondiscrimination with respect to women and members of minority groups in all its operations. In addition, the University shall promote equal opportunity and equal treatment through a positive and continuing Affirmative Action Program.

**From the Bowie State University Policies and Procedures Manual – Section VI –
1.00. Equal Opportunity Policy Statement**

HISTORY

Bowie State University is an outgrowth of the first school opened in Baltimore, Maryland, on January 9, 1865, by the Baltimore Association for the Moral and Educational Improvement of Colored People, which was organized on November 28, 1864, to engage in its self-appointed mission on a statewide basis. The first normal school classes sponsored by the Baltimore Association were held in the African Baptist Church located on the corner of Calvert and Saratoga Streets. In 1868, with the aid of a grant from the Freedmen's Bureau, the Baltimore Association purchased from the Society of Friends a building at Courtland and Saratoga Streets for the relocation of its normal school until 1883, when it was reorganized solely as a normal school to train Negro teachers.

The Baltimore Normal School had received occasional financial support from the City of Baltimore since 1870 and from the state since 1872. In 1871, it received a legacy from the Nelson Wells Fund. This fund, established before Wells' death in February 1943, provided for the education of freed Negro children in Maryland. On April 8, 1908, at the request of the Baltimore Normal School, which desired permanent status and funding as an institution for the education of Negro teachers, the state legislature authorized its Board of Education to assume control of the school. The same law re-designated the institution as a Normal School No. 3. Subsequently, it was relocated on a 187-acre tract in Prince George's County, and by 1914, it was known as the Maryland Normal and Industrial School at Bowie.

A two-year professional curriculum in teacher education which started in 1925 was expanded to a three-year program. In 1935, a four-year program for the training of elementary school teachers began, and the school was renamed Maryland State Teachers College at Bowie. In 1951, with the approval of the State Board of Education, its governing body, Bowie State expanded its program to train teachers for junior high schools. Ten years later, permission was granted to institute a teacher-training program for secondary education. In 1963, a liberal arts program was started, and the name was changed to Bowie State College.

In 1970, Bowie State College was authorized to grant its first graduate degree, the Master of Education. A significant milestone in the development of the graduate studies at Bowie State was achieved with the Board of Trustees' approval of the establishment of the Adler-Dreikurs Institute of Human Relations in 1975. Currently, the University offers bachelor's and master's degree programs and two doctoral degrees. Included in the inventory of degree programs is the Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, Master of Arts, Master of Arts in Teaching, Master of Education, Master of Science, Master of Science in Nursing, Master of Business Administration, Master of Public Administration, Doctor of Education in Educational Leadership, and Doctor of Applied Science in Computer Science.

On July 1, 1988, Bowie State College officially became Bowie State University, a change reflecting significant growth in the institution's programs, enrollment and service to the local area. On the same day, the University also became one of the constituent institutions of the newly formed University System of Maryland.

In 1995, Bowie State University won an 11-year \$27 million award from the National Aeronautics and Space Administration/National Science Foundation to become one of only six national Model Institutions for Excellence in science, engineering and mathematics. This award significantly strengthened the institution's academic infrastructure and enhanced an already excellent computer science and technology program that has consistently ranked first in the nation in graduating African American students with master's degrees.

Bowie State University, throughout its history, has achieved major milestones in spite of limited resources. In spring 2005, with the unveiling of the supercomputer built by its faculty and students, Bowie State emerged as a leader among higher education institutions in computing power. At the time of its unveiling, Bowie State's supercomputer, Xseed, was the fastest supercomputer at any higher education institutions in the state of Maryland, the eighth fastest in the United States, and among the top 200 fastest in the world.

Bowie State University has a long history as one of the nation's leaders in teacher education with 50 years of successive accreditation by the National Council of the Accreditation of Teacher Education (NCATE). Remaining true to a heritage of producing leaders in teacher education, the University reached a major milestone when it was approved to offer its first doctoral program in the field of education. For the first time in the history of the University, Bowie State University conferred an earned doctorate, with 16 persons receiving the Doctorate in Educational Leadership, during the May 2005 commencement. In 2007, the Department of Computer Science received approval to offer the Doctor of Applied Science degree.

INSTITUTIONAL IDENTITY

Established in 1865, Bowie State University is the oldest Historically Black Institution of higher learning in Maryland and one of the oldest in the nation. The University evolved from a normal school into a comprehensive university that offers a wide array of undergraduate, graduate, and professional programs. Currently, Bowie State University serves a diverse student population, providing educational opportunities that enable students to function in a highly technological and interdependent world. The University continues to honor its heritage of providing access to higher education for under-represented populations, with a commitment to African Americans. The University remains a leader in graduating African Americans in technological fields.

Bowie State University fosters a supportive, rigorous, and collaborative environment that nurtures excellence in academics and in professional and cross-cultural relationships. The University places particular emphasis on excellence in teaching and research on teaching

methodology in order to improve the teaching-learning process. Bowie State University produces graduates who are leaders among their peers in a global community, who think critically, who value diversity, and who are committed to high moral standards.

Bowie State University is a leader in the infusion of technology into the curriculum while maintaining its role as an institution grounded in the liberal arts. The University is committed to providing a high-quality education that fosters learning and enhances skill acquisition and knowledge discovery based on proven pedagogies and an up-to-date curriculum for students at all levels. The University offers a comprehensive set of undergraduate programs that include the arts and humanities, business and management, teacher education, science and technology, and health and human services.

At the post-baccalaureate level, program offerings include the social sciences, information science and technology, and education. Students are able to pursue certificate programs as well as master's degrees in such disciplines as applied computational mathematics, business, computer science, counseling, counseling psychology, education, English, management information systems, nursing, and organizational communications. The University also offers two doctoral programs—one in computer science and one in Educational Leadership—and is exploring other doctoral programs in information technology and teaching.

The University is aggressively collaborating with its sister institutions and other agencies to:

- (a) address student retention issues
- (b) increase the number of student internships; and provide research opportunities for faculty and students.
- (c) increase the number of computer technologists
- (d) enhance the quality of the police force (Prince George's County Police Academy) and the quality of teaching in the county and State through Professional Development Schools induction programs, and critical issues workshops.

The University is committed to recruiting and retaining a student mix that reflects a population of honor students as well as those who demonstrate leadership qualities, display academic potential, and exhibit the motivation to learn. Bowie State University delivers instruction to a global audience of adult learners through traditional and alternative means.

Bowie State University's workforce consists of a diverse group of dedicated professionals who are committed to implementing the mission of the University. The full-time faculty, complemented by a highly qualified adjunct faculty and supported by a skilled staff, distinguishes itself through excellence in teaching, scholarship/research, and service. Effectively and efficiently, the University will continue to provide excellent educational services to its students through recruitment, development, and retention of a talented workforce.

VISION

Bowie State University will be an important higher education access portal for qualified persons from diverse academic and socioeconomic backgrounds who seek a high quality and affordable public comprehensive university. The university will empower our students and improve our world through rising enrollments, improving graduation rates, and service to the community. We will do so while placing special emphasis on the science, technology, and teacher education, leadership for urban schools, business, and nursing disciplines within the context of a liberal arts education.

Building on its image as a student-centered institution and its history as an HBCU, Bowie State University will provide its diverse student population with a course of study that ensures a broad scope of knowledge and understanding that is deeply rooted in expanded research activities. The University excels in teacher education and will become the premier teacher of teachers. Through the integration of internal business processes, technology, and the teamwork of administrators, faculty and staff, the University will be recognized statewide as a model of excellence in higher education for the effective and efficient use of human, fiscal, and physical resources.

MISSION

Bowie State University, a regional comprehensive university of the University System of Maryland, embraces diversity, which includes its African American heritage, emphasizes its foundational heritage in teacher education, facilitates interdisciplinary learning, fosters research, and produces graduates who are technologically astute, think critically, and demonstrate proficiency in their chosen fields.

Bowie State University, through the effective and efficient management of its resources, provides high-quality and affordable educational opportunities at the bachelor's, master's, and doctoral levels for a diverse student population of Maryland citizens and the global community.

The educational programs are designed to broaden the knowledge base and skill set of students across disciplines and to enable students to think critically, value diversity, become effective leaders, function competently in a highly technical world, and pursue advanced graduate study.

The university is committed to increasing the number of students from under-represented minorities who earn advanced degrees in computer science, mathematics, information technology, and education.

Constituent needs, market demands, and emerging challenges confronting

socioeconomic cultures serve as important bases in the university's efforts to develop educational programs and improve student access to instruction.

CORE VALUES

Everything we do as a University will be directed towards enhancing our quality and value to students, alumni, and the community. As the University progresses, we will continue to promote student academic success, public service, and scholarship while incorporating our core values:

Excellence - Promote a love for learning, discovery, and integration across a wide range of disciplines and interests.

Civility - Foster an environment in which each individual is valued, can live safely, and can express himself or herself without fear of reprisal.

Integrity - Promote a sense of justice, trust, consistency, and fair play.

Diversity - Promote an awareness of and sensitivity toward differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disability.

Accountability - Provide effective and efficient service all University constituents.

INSTITUTIONAL GOALS

- Goal 1 Provide high-quality and affordable academic programs and support services for all students
- Goal 2 Support growth by enhancing recruitment, access, and retention efforts University-wide
- Goal 3 Promote regional economic and workforce development
- Goal 4 Increase the University's external funding
- Goal 5 Promote effective and efficient use of institutional resources
- Goal 6 Enhance the University's image

CARNEGIE CLASSIFICATION

Master's (Comprehensive) Colleges and Universities I (MA I)

ACADEMIC ACCREDITATION

ACCREDITATION

Association of Collegiate Business Schools and Programs (ACBSP)
Computer Science Accreditation Commission (CSAC) of the Computing Sciences Accreditation Board (CSAB)
Maryland Board of Nursing
Maryland State Department of Education
Middle States Association of Colleges and Schools
National Council for the Accreditation of Teacher Education
National Council on Social Work Education
National League for Nursing Accrediting Commission

MEMBERSHIPS

American Association for Higher Education
American Association of Colleges of Nursing
American Association of Colleges of Teacher Education
American Association of State Colleges and Universities
American Association of University Women
American Council on Education
Association of Teacher Education and Institutions
College Entrance Examination Board
Council for the Advancement of Secondary Education
Maryland Association of Higher Education

National Association for Equal Opportunity in Higher Education
National League for Nursing

UNIVERSITY BUILDINGS AND FACILITIES

The setting of the University has much to do with its special atmosphere. The serenity of the campus offers students a chance to study in an environment free from distractions. A mixture of classic Georgian and contemporary architecture, the twenty-one (21) buildings on campus include facilities that house academic and instructional programs, residential and auxiliary support services, and administrative and support activities. Nine (9) buildings provide space for instructional activities and offices for professional staff.

The Center for Business and Graduate Studies is a three-story masonry facility dedicated to undergraduate and postgraduate teaching facility with high quality interaction space for hands-on learning and pedagogical research. It was completed in 2007 and is located on the left at the main entrance to the campus. The facility currently houses the College of Business and the Graduate School.

The Computer Science Building began its life in 2002 as a state-of-the art facility that houses instructional, laboratory, and research spaces for Computer Science. It also houses instructional space for the Department of Mathematics, the Bowie Satellite Operations and Control Center, and the MIE program.

The Center for Learning and Technology opened August 2000. It is a technology showcase designed to maximize interactions between faculty and students. The Center houses electronically equipped classrooms, interactive lecture halls, computer laboratories, a speech laboratory, and a three hundred-seat auditorium/conference center. The Colleges of Education and Professional Studies share the Center for Learning and Technology. The Xseed supercomputer is also housed in the Center.

The Martin Luther King, Jr., Communication Arts Center is the largest academic classroom and office facility on campus. First occupied in 1973, this building houses the Samuel L. Myers Auditorium, the Bowie State University Television and Radio stations, lecture halls, classrooms, and several specialized laboratories for programs in the arts, communications, English, foreign languages, music, television, radio, and theatre.

The Thurgood Marshall Library was occupied in 1977. The building was designed to house a collection of 270,000 bound volumes and to seat over 1,000 patrons. In addition to general reading and service areas, there are twenty-two (22) small private rooms for student research, studying, and other academic uses. Two large display areas, one on each side of the main entrance are home to special pieces of art work and historical artifacts for Bowie State University. The renovated basement of the Library provides additional computer laboratories, instructional laboratories, media capabilities, and classrooms for students and faculty. Thurgood Marshall Library houses the Division of Information Technology.

The Leonidas James Physical Education Complex is designed to accommodate students enrolled in physical education courses, as well as indoor intramural sports and intercollegiate athletic activities of the University. First occupied in 1973, this facility features a triple-court gymnasium, an exercise room, eight handball courts, and an eight-lane, 25-yard swimming pool. Spectator areas provide seating for 1,831 in the gymnasium and 196 in the pool area.

The George M. Crawford Science Building provides state-of-the-art laboratories and support areas for the departments of Natural Sciences and Mathematics. Additionally, the facility houses classroom/lecture space. The Facility was originally constructed in 1967 and renovated in 1991.

The Charlotte B. Robinson Hall was originally constructed in 1960 as a laboratory elementary school. The building is currently being used to house a small number of classrooms, the newly created Office of Faculty Research, and several administrative offices.

The **Residence Halls** are Lucretia Kennard, Dwight Holmes, Towers, Harriet Tubman, Goodloe Apartments, Alex Hayley, and Christa McAuliffe Residential Complex. Students must meet special requirements to reside in Goodloe Apartments, Alex Haley, and Christa McAuliffe has special residency requirements. Alex Hayley houses the University's resident honors students.

The Goodloe Alumni House (Welcome Center) Educator Don Speed Goodloe built the five-bedroom home off Jericho Park Road for his family in 1916. Later when his life and accomplishments were all but forgotten, the home he built became equally inconspicuous. Goodloe, who died in Washington in 1959, was the first head of the institution that became Bowie State University. During his tenure it was called the Maryland Normal and Industrial School (for Colored students). Established on a 187-acre Prince George's County farm in 1910, it was the third teachers college begun in the state and the only one open to black people.

Goodloe led the teachers college for a decade, but a fire that destroyed many of the school's records after his resignation all but buried his contributions. He reemerged after a treasure trove of historical documents some relating to the black intelligentsia of the early 1900s, was discovered in his old house.

Bowie State University
Graduate School

DISSERTATION/THESIS HANDBOOK

A. WHAT IS A DOCTORAL DISSERTATION/MASTER'S THESIS?

A doctoral dissertation/Master's thesis is a defining component of a doctoral/master's education and should make a significant contribution to the body of knowledge it addresses. A doctoral dissertation/master's thesis should expand existing knowledge and demonstrate that the author understands and is capable of original research.

All completed Dissertation/thesis must be approved by the Dean of Graduate School before the degree is conferred. The Dean of the Graduate School reserves the right to reject any Dissertation/thesis that does not demonstrate the following qualities:

1. Represents high standards for original research in the field
2. Upholds the ethics and standards governing research in the field.
3. Demonstrates mastery of the research and the appropriate methodology.
4. Demonstrates an understanding of the relationship of the work to the broader field in which it is lodged.
5. Is commensurate in content, grammar, spelling, and format, as prescribed by university policy, and general readability with academic and scholarly publications.

B. DEFINITION OF TERMS

There are a number of items used throughout this handbook that have specific meanings within the Graduate School. These include the following:

1. DOCTORAL ADVISORY COMMITTEE

A doctoral advisory committee consists of faculty members who have agreed to oversee the Dissertation and whose signatures appear on the Dissertation proposal. The committee must include at least three senior faculty members from Bowie State University; two of these, including the chair, must be from the Department that represents the candidate's area of focus.

The committee, including the chair, may be expanded to include other Bowie State University faculty (from within or without the candidate's department) and/or doctorate-prepared experts from outside the university, who may serve as committee members provided that a majority of the members of the committee are Bowie State University senior faculty members.

The following steps must be taken to form and approve a Dissertation/Thesis advisory committee:

1. The student candidate discusses with the advisor regarding the choices for membership and chair of the committee
2. The student candidate completes a ***Committee Selection Form*** for each proposed member indicating their designation as either member or chair (doctoral dissertation only).
3. The student candidate accompanies each form with a ***Terms of Membership Form*** for each of the proposed members or chair (doctoral dissertation only)
4. The student candidate discusses with each member or chair and presents each a copy of the terms of membership and committee selection form, signed by the student candidate
5. The proposed committee member and chair will sign the two forms
6. The student candidate will obtain the signature of the director of the Doctoral Program who will forward the forms to the chair of the Department.
7. The chair of the Department will sign each form
8. The department chair will then forward the signed forms to the dean of Graduate School for his signature. They shall sign and return to the department chair.

The student candidate then collects the forms from the director of the doctoral program and makes copies for each of the members and chair, and all the other signatories. The student candidate keeps a copy for his or her records (Numbers 1 through 8 are for doctoral candidates only).

2. SENIOR FACULTY

To achieve the status of “senior faculty,” a member must either be a full-time faculty member who has achieved the rank of associate or full professor with continuous tenure or an adjunct faculty. With approval of the dean of the Graduate School, an adjunct and other faculty may be approved as senior faculty and become eligible to serve on Dissertation committees and even direct the Dissertation. Similarly, faculty from other institutions, as noted above, may also be approved for senior faculty status.

3. CANDIDACY

A graduate student candidate achieves “candidacy” when he or she has passed the doctoral comprehensive examination and completed all course work prescribed for the doctoral degree.

4. DISSERTATION EXAMINING COMMITTEE

The Dissertation/Master’s Examining Committee evaluates the Dissertation and the student candidate’s oral defense or presentation.

a. COMPOSITION OF THE EXAMINING COMMITTEE

The Dissertation Examining Committee consists of a doctoral advisory committee plus at least one “external examiner”. A doctorate-prepared expert not affiliated with a university may serve as the external committee member. The curriculum vitae of any proposed member who is not a member of Bowie State University’s senior faculty community or who is outside the university must accompany the graduate student candidate’s defense announcement. The chair of the Doctoral Program and the dean of Graduate School must approve the committee composition.

b. EXTERNAL EXAMINER

An external examiner must be an assistant, associate or full professor in the teaching or research area of the student’s discipline who is very knowledgeable in the area of the student’s research. An external examiner must have published in a referred journal or conference publications or an author of a book or book chapters. An external examiner must submit his/her credentials as documented on curriculum vitae to the Graduate School for review and approval. Every dissertation sponsoring committee should identify an external examiner no later than the beginning of the semester in which the oral defense is likely to occur. He or she should be invited to thoroughly review the student’s dissertation project prior to the time of oral defense. This person is not one who has been part of the student candidate’s committee all along.

c. EXAMINING COMMITTEE/FINAL ORAL DEFENSE CHAIR

An examining committee/final oral defense Chair must be identified. This person must be a senior faculty member as described above and may not be the chair of the student candidate’s doctoral advisory committee. All Dissertation Examining Committees must consist of at least five faculty members: the three from the doctoral advisory committee plus two additional members. One of these additional members must be from outside the Department. The Chair of the Dissertation Examining Committee will be a voting member of the committee.

C. STEPS IN THE DISSERTATION PROCESS

While there is no single set of steps that characterize all dissertations/thesis, there are elements and procedures that are common to all. These include the following:

1. SELECTING MEMBERS OF THE DOCTORAL/THESIS ADVISORY COMMITTEE

After selecting the dissertation/thesis topic in consultation with the candidate’s advisor, the next step is to obtain the additional members of the Doctoral/thesis Advisory

Committee. In general, student candidates should attempt to find additional members of the doctoral advisory committee who are knowledgeable about, and interested in the topic of the dissertation/thesis. Consultation with the Dissertation/Thesis Advisory Committee Chair is crucial in this decision. As mentioned above, the minimal size of the Doctoral advisory committee is three senior faculty members, one of who must be from outside the student candidate's program area and an external examiner. This brings to five the committee members and three only for the master's. There are no waivers to this policy.

The chair of the doctoral program in consultation with the doctoral dissertation chair and in the case of master's program, the coordinator of the graduate program approves the doctoral/thesis advisory committee. Changes in the composition of the committee are generally made and approved within the Department. Notification of the change when made should be sent to the dean of Graduate School.

After a committee has been approved, and the candidate or a committee member desires a change in the chairperson or a committee member, the parties involved shall discuss the concerns. If there is no resolution, the following steps shall be implemented by the student candidate:

1. The request for change of committee chair or member is initiated on the appropriate form (*Committee Modification Form*)
2. A request for a new committee member and or chair is proposed
3. The form is submitted to the chair of the Program who will review and approve.
4. The department shall make a final determination on this request. However, in a situation where the chair of the department is the one being requested to change, a senior faculty in the department will act in his stead.
5. A notification of change (*Notification of Committee Modification form*) with a copy of the form, with the department chair's signature, is forwarded to the Dean of Graduate School.

2. SELECTING THE TOPIC IN COLLABORATION WITH THE DISSERTATION ADVISORY COMMITTEE CHAIR

Perhaps the first step in the Dissertation process for most student candidates is selecting a topic, and perhaps the most common reason for difficulties is that many student candidates wait until the end of their course work to begin thinking about the issue. Ideally, a Dissertation/Thesis should be the logical culmination of the courses and experiences that constitute a student candidate's program. Consequently, the search for a dissertation/thesis topic begins with the first course that a student candidate takes and continues until the student candidate's doctoral/thesis advisory committee approves the dissertation/thesis proposal. However, selecting a topic for dissertation/thesis is a continuous process that requires the input of all members of the candidate's Advisory Committee and should be conducted accordingly. Throughout the process, it is critical that the student candidate begin to work closely with the faculty members who will assist

him/her during the dissertation/thesis writing process as soon as possible; because this person is important for a successful dissertation/thesis experience.

3 COMPLETING AN INITIAL DRAFT OF THE DISSERTATION/THESIS PROPOSAL

Dissertation/Thesis proposals will consist of the first three chapters of the dissertation, depending on the nature of the dissertation/thesis and the requirements of the doctoral/thesis advisory committee. The proposal should range between 70 and 80 pages (for dissertation), and 15-25 pages (for thesis), not including the complete references and appendices. Certain core elements of a Dissertation/thesis proposal are fairly common. Minimally, every Dissertation/Thesis proposal should contain the following elements:

- a. A statement of the purpose of the study, including such topics as the need for the study; the research questions that the dissertation/thesis will attempt to answer;
- b. A literature review containing at least a presentation of relevant research so that the proposed study is placed in a theoretical context and demonstrates familiarity with methods used in that area of interest;
- c. A detailed presentation of the methods that will be used in the study, including such areas as sampling, tools, variables, data collection methods and management with statistical software, statistical analytical procedures and formulae, hypothesis proposed and dummy tables of expected results; and
- d. A proposed timeline, containing a best-guess estimate of when each of the separate parts of the dissertation (IRB approval, data collection, data analysis, completion of first draft, oral defense, etc.) will be completed.

All proposals must contain a table of contents in which, minimally, the elements presented above are listed.

To help candidates complete an acceptable dissertation/thesis proposal, three models are presented in *Appendix D*.

While all doctoral advisory committees work differently, the most common practice is for the student candidate and his or her Dissertation/Thesis Chair to develop an initial draft of the proposal. This draft is then circulated among the remaining members of the proposed doctoral/thesis advisory committee for discussion. It is advisable, although not mandatory, for the doctoral/thesis advisory committee to meet officially at some point to discuss the proposal. The doctoral program requires at least one annual meeting of the student candidate's doctoral/thesis advisory committee. At some point, the doctoral/thesis advisory committee will approve the Dissertation/Thesis proposal and will indicate this by signing the proposal cover sheet. However, in the Doctoral Program (only) at BSU,

the Dissertation Committee Chair and the Department Chair are mandated to sign the dissertation approval cover sheet. A copy of this *cover sheet* can be obtained from the department.

4. OBTAINING FINAL APPROVAL FOR THE DISSERTATION PROPOSAL

After approval by the doctoral advisory committee (*with the Proposal Transmittal Form*), all proposals must be submitted to the School Proposal Review Committee (SPRC). This committee meets regularly, and the dean of Graduate School has charged the committee with the responsibility of granting final Approval for all Dissertation proposals. The following steps constitute the process by which the SPRC reviews a proposal (See *Appendix E*):

Figure 1: Flow Chart of Steps for Dissertation Development, Writing and Oversight

After the doctoral advisory committee has approved the dissertation proposal, and signed the *Cover Sheet* and *Proposal Transmittal Form* (attached in Appendix q). The Doctoral Advisory Committee, through the Chair, will submit one original and three copies of these documents and the approved Dissertation/thesis Proposal to the Graduate School. The Dean of Graduate School will review and sign the documents to signify approval of the Committee's composition.

The reviewers from the SPRC will evaluate the proposal against the *criteria* established by the committee (see *Appendix E*). If the proposal receives a favorable review, the reviewers will so indicate to the SPRC Chair, who will notify the Chair of the doctoral/thesis advisory committee. If the proposal receives an unfavorable review, it is brought to the full SPRC for discussion. This process produces one of three possible outcomes:

- (1) The proposal receives a favorable review by the committee,
 - (2) The proposal receives an unfavorable review, or
 - (3) The committee may ask for clarification.
- In all cases, feedback will be sent to the doctoral/thesis advisory committee Chair.
 - If a proposal has received an unfavorable review, or if clarification has been requested, the SPRC Chair will provide feedback to the student candidate regarding the reasons for the negative evaluation.
 - A student candidate and his or her Dissertation/Thesis Chair may be asked to meet with the committee.
 - Using the feedback from SPRC and in consultation with the doctoral /thesis advisory committee, the student candidate should revise his or her proposal and then resubmit the proposal to the SPRC Chair.
 - The revised proposal will be resubmitted to the original reviewers for their review and evaluation. By this process, approval may be finally obtained.

- Even if the SPRC has accepted a proposal on the first attempt, the SPRC will provide feedback. A student candidate may want to incorporate this feedback to make revisions in the proposal.
- When a final revision of the proposal has been completed, the student candidate should submit the final copy to the dean of Graduate School.
- If no revision is necessary, the original version of the proposal is the final version.

5. SUBMITTING THE PROPOSAL TO THE INSTITUTIONAL REVIEW BOARD (IRB)

The Bowie State University Institutional Review Board (IRB) must approve all research involving primary (human subject)/secondary data.

To ensure the protection of human subjects and to comply with federal law,

- Bowie State University requires IRB review and approval of all research projects involving human subjects or human materials before initiation.
- This policy applies to all biomedical and behavioral research involving human subjects or human materials conducted by faculty, staff, and student candidates of Bowie State University.
- If the research program or study is a part of an application to a sponsoring agency, the human protocol must be submitted for review before or when the Dean of Graduate School approves the proposal.

Research involving human subject(s) is defined as research involved with any living individual about whom any investigator (whether faculty, staff, or student candidate) conducting research obtains data through an intervention or an interaction with that individual or acquisition of identifiable private information. Intervention includes both a manipulation of the human subject's environment or physical acquisition of data performed for research purposes. Interaction includes any communication or interpersonal contact between the investigator and the subject for research purposes. Private information includes all information about an individual or the behavior of an individual that occurs in which an individual may reasonably expect that no observation is taking place and/or information that has been provided for specific purposes by an individual who reasonably expects that such information would not be made public. Such information must be individually identifiable by the investigator to constitute research involving human subjects.

Human research is defined as any activity initiated by Bowie State University faculty, staff, or student candidates that has the intent of securing information from humans for the purpose of advancing knowledge, whether funded or not funded. The IRB must review all research protocols involving human subjects. The IRB assumes that the investigator has included in the submission of the research protocol explicit objectives and formal procedures of the research so the IRB may undertake suitable review.

Any student candidate proposing research that involves the use of human subjects as defined above must submit his or her proposal to the IRB. To avoid unnecessary delays, the student candidate should submit the proposal to the IRB after all approvals have been obtained from the department and by deadlines established for submission to the IRB. That is, after the doctoral/thesis advisory committee members have signed the proposal, three copies of the student candidate's doctoral/thesis document must be submitted through the department to Chair of the IRB for review as required in the *IRB application package* using its format and procedures.

6. COMMUNICATING WITH OTHER MEMBERS OF THE STUDENT CANDIDATE'S DEPARTMENT

When SPRC has approved the proposal, the doctoral/thesis advisory committee Chair should distribute a one-page abstract of the proposal to all faculty members in the Department. This short abstract will also be posted by the department.

Dissertation Proposal as an Agreement with Reciprocal Responsibility

The major advisor and the doctoral/thesis advisory committee work with the graduate student candidate to develop a proposal. The Dissertation/thesis proposal demonstrates the graduate student candidate's knowledge of and ability to conduct the proposed research. An approved proposal, signed by the doctoral/thesis advisory committee, is an agreement between the graduate student candidate and the advisory committee. Part of this agreement is that the proposed research be completed with the time limits established by the Graduate School, thus assuring the continuing relevance of the research topic.

Within 7 days of the approval of a proposal by all members of the Doctoral/thesis advisory committee, the student candidate must file the proposal with the Department and with the Graduate School with the following:

- a. the Dissertation committee members' signatures
- b. the Dissertation Proposal Transmittal form, and
- c. curriculum vitae, if a Dissertation Advisory Committee Chair or committee member is not a Bowie State University senior faculty member or is from outside the university.

7. CHANGES IN PROPOSAL OR COMMITTEE MEMBERSHIP AFTER APPROVALS HAVE BEEN OBTAINED

The student candidate must notify his/her department of any changes in membership of the Doctoral/Thesis Advisory Committee or of Committee Chair.

Once the proposal has been approved, and provided the proposal remains current, the doctoral/thesis advisory committee may not unilaterally require significant theoretical or methodological changes in the substantive direction of the project. The committee and

the graduate student candidate may, however, jointly agree on such changes. Such changes should be dated and noted in the student candidate's file. Changes of this nature will also require re-submission, review and approval by the IRB

Changes in the membership of the doctoral/thesis advisory committee after the acceptance of the proposal do not require re-approval of the proposal. A candidate whose dissertation/thesis fulfills the commitments made in the proposal and any modifications made to it as specified above is entitled to an oral defense of the Dissertation.

8. IMPLEMENTING THE PROPOSAL AND WRITING THE DISSERTATION

After the proposal has been approved as described, the student candidate may begin the process of implementing the study. As noted above, the critical element in this process is close contact and collaboration with the Dissertation/Thesis Chair. The student candidate should involve other members of the doctoral/thesis advisory committee, although their input at this stage may be less intense.

The Chair of the doctoral/thesis advisory committee (Dissertation/Thesis Chair) is responsible for the following:

- a. Seeing that the candidate receives regular and continuing guidance in his or her research, including timely response from all committee members to work on the document submitted to them by the candidate;
- b. Coordinating the responses of committee members, so that the candidate does not receive fundamentally conflicting advice; and
- c. Informing candidates who are not making reasonable progress what they must do to avoid being dismissed for failure to make such progress.
- d. In addition, each doctoral advisory committee will meet at least once a year with the candidate to do the following;
 1. Review the candidate's progress,
 2. Make suggestions concerning future research, and
 3. Record the committee's findings and suggestions.

A copy of this record (using the prescribed documents for this purpose: ***Advisory Committee Meeting Form***) must be placed in the graduate student candidate's file and given to the graduate student candidate.

A copy of the ***Advisory Committee Meeting Form*** is contained in Appendix A.

9. OBTAINING APPROVAL FOR SCHEDULING THE FINAL ORAL DEFENSE

All doctoral/thesis advisory committees are unique, and it is important for student candidates to clarify exactly what each member of the committee expects. In general, however, the major input into the original draft of a Dissertation will come from the Dissertation Chair. Members of the doctoral/thesis advisory committee should see each chapter of the Dissertation/Thesis as it is being written; in others, the committee members may want to see a complete draft after it has been given tentative approval by the Chair. Whatever procedure is used, all members of the committee must familiarize themselves with the contents of the Dissertation and agree that the Dissertation is ready for oral defense. At this point, the doctoral advisory committee members will sign a form (*Dissertation Readiness Form*) indicating their willingness to allow the Dissertation to be defended. Signing this form does not indicate that the members of the doctoral/thesis advisory committee have approved the Dissertation/Thesis; rather, each member is indicating that in his or her opinion the Dissertation/Thesis is in a state where the student candidate may present it to other members of the senior faculty.

Before an oral defense may be held, the following steps must be accomplished:

- a. The doctoral advisory committee members must stipulate in writing that the written Dissertation is of sufficient quality to be defended (*Dissertation Readiness Approval Form*).
- b. The examining committee must be formed. All members of the examining committee must have a complete copy of the written, formatted Dissertation
- c. An examining committee/oral defense Chair must be identified. The Dissertation Committee Chair may chair the Examining Committee.

The examining committee approves scheduling of the oral defense by signing the *Dissertation Readiness Approval Form*. A copy of the appropriate form for this approval is attached in Appendix A.

10. GRADUATE SCHOOL STANDARDS

Graduate School Dissertation Standard includes the following:

1. Approval of the Institutional Review Board
2. Completion of the requisite research and data analysis
3. Review of the appropriate literature which is of sufficient breadth and depth that it meets the level of scholarship for doctoral studies
4. Follows the American Psychological Association (APA) style format
5. Comprehensive and accurate use of citations for all sources used in the study
6. Consistent use of type-face throughout the document, diagrams, tables and charts

7. Avoiding plagiarism for the danger associated with being caught
8. Complete spell-check
9. Reference pages consistent with current APA style

11. SCHEDULING THE FINAL ORAL DOCTORAL/THESIS DEFENSE

a. Dissertation Defense (Oral Examination)

All dissertation defenses (oral examination) dates will be announced by the Graduate Dean. The defense of all dissertations must take place in the Graduate Studies Conference room located in the Center for Business and Graduate Studies. Food and beverages will not be permitted in the Conference room during the dissertation defense. (Bottled water will be permitted).

The scheduling of any dissertation defense is the responsibility of the **Graduate School**.

b. Procedures for Dissertation Defense (Oral Examination)

1. Attendance **(For more details see page 32)**

- Attendance at a Dissertation defense is not limited to the following:
 - i. Members of the dissertation examining committee
 - ii. The candidate
 - iii. Members of the academic community, and
 - iv. Family and friends

Dissertation defense is a university community event open to the university public.

2. Vote of the Examination Committee **(For more details see page 33)**

- The outcome of the Dissertation defense (oral examination) is decided by an open vote of the dissertation examining committee in the absence of the candidate. The decision of the committee (pass or fail) is determined by a majority of those present and voting.

3. Graduate School Representative

- The Graduate School will have a representative at the dissertation defense.
- The Graduate Dean will select the representative.

- The representative will be responsible for observing the defense process and insuring that the procedures are preserved and followed. The representative does not have any voting rights with regard to the student's performance on the defense. The representative may ask questions where necessary, but does not have any signature authority on the examination documents.

4. Dean's Representative

- The Dean of the College in which the doctoral program resides may send a representative to observe the dissertation process. The Dean's representative will not participate in the proceedings.

5. Defense Approval Deadline

- All doctoral defense approvals for May graduation must be completed by the second week in March. Any defense approval request submitted after the deadline will not be reviewed for approval for May graduation. All doctoral defenses must be completed by the second week of April. Any defense that failed to meet the deadlines will not be included in the list for May graduation.

B. Doctoral Dissertation Guidelines and Processes

The Dissertation is required of all students working towards completing a doctoral degree. Students will observe and follow the policies in this Dissertation Handbook. Upon completion of the dissertation, students will follow the procedures to have the document bound and for its submission to ProQuest/UMI

The doctoral Dissertation process starts in the department in which a student will work with his/her Dissertation advisor and four members of the dissertation committee. One member will be an external examiner from another institution with expertise in the area in which the student is obtaining his/her degree.

a. External Examiner

An external examiner must be an assistant, associate or full professor in the teaching or research area of the student's discipline who is very knowledgeable in the area of the student's research. An external examiner must have published in a referred journal or conference publications. An external examiner must submit his/her

credentials as documented on a curriculum vitae to the Graduate School for review and approval.

b. Dissertation Examining Committee

The Dissertation committee, therefore, will be comprised of the following:

1. Dissertation committee chairperson
2. three other committee members
3. an external examiner

The dissertation committee members are responsible for guiding the student through the writing period of the dissertation which will include the rewrites and changes that are synonymous with any dissertation writing process. The committee under the guidance of the dissertation advisor must make sure that the student's dissertation meets the graduate standard before submission for defense approval to the Graduate Studies office.

12. SUBMITTING DISSERTATION/THESIS FOR PUBLISHING AND BINDING

After successful dissertation defense and formatting, the steps to be taken for publishing and binding include the following:

6. Dissertation Binding

- The Dissertation/thesis must be cleared by the Dean of the Graduate school after it has been successfully defended and all revisions suggested by the committee have been made. Once cleared, students should upload their dissertation/thesis to ProQuest/UMI (<http://www.etdadmin.com>) with the original copy of the committee signed sheet. A receipt of payment must be submitted to the Dean of the Graduate School before a final clearance and approval will be granted. On the column that required an address where the completed dissertation/thesis will be mailed to, please fill out the Office of Graduate School. After publication and printing, the dissertation/thesis **must** be mailed to the Graduate School Bowie State University, Center for Business and Graduate Studies, Suite 1312. 14000 Jericho Park Road, Bowie MD. 20715. You must show indication that the mailing address to Graduate School is correct before your uploaded document will be approved and sent to ProQuest/UMI by the

Graduate Dean. Students will be notified to pick up their bound copies as soon as it becomes available.

TIME LIMITS AND PUBLIC ANNOUNCEMENT OF THE ORAL DEFENSE

The Graduate School requires that a minimum of 10 days must elapse from the time when the oral defense is announced and the date of the final oral defense. This allows the academic community to be informed of the pending defense.

Every Dissertation/Thesis oral defense must be publicly announced in writing and must be open to the academic community. Minimally, copies of the announcement must be sent to the Graduate School, posted on all the public bulletin boards in and around the department, and sent to all senior faculty in the candidate's program area.

The defense cannot take place without the approval of the Dean of Graduate School. The Dissertation/Thesis Advisory Committee Chair and the student candidate will receive a defense approval from the Dean of Graduate School before the defense.

The Graduate School neither accepts nor reviews any Dissertation/Thesis for which a defense announcement either was not received or was received fewer than 10 days in advance. This regulation is met by requiring that scheduling the oral defense must be submitted to the department Chair no later than three weeks prior to the oral defense.

13. SUBMITTING COPIES OF THE DISSERTATION

The Graduate School requires that one copy of the Dissertation must be submitted to the Dean of Graduate School when the Dissertation oral defense is scheduled. These copies are to be used by members of the academic community who may wish to read the Dissertation and attend the Dissertation defense. Each member of the doctoral/thesis advisory committee must receive the version of the Dissertation that has been submitted to the Graduate School (Department Services). In addition, a copy of the Dissertation/Thesis must be given to those faculty members who have been asked to participate in the oral defense as members of the Dissertation/Thesis Examining Committee. Because Dissertations/Theses often are revised, the student candidate must ensure that all members of the examining committee receive the most recent version of the Dissertation/Thesis before the oral defense.

14. PHILOSOPHY OF THE ORAL DEFENSE

The purpose of the oral defense is reflected in the philosophy of the doctoral dissertation/master's thesis

1. to demonstrate that the dissertation/thesis is commensurate with the standards for original research in the field,

2. to demonstrate that the ethics and standards governing research in the field have been followed,
3. to demonstrate the candidate's mastery of the research and the appropriate methodology, and to demonstrate the candidate's understanding of the relationship of this work to the broader field in which it is lodged.

15. PRODECUDRES FOR THE ORAL DEFENSE

a. Who May Attend the Oral Defense

Attendance at the defense is limited to the following:

1. members of the Dissertation Examining Committee,
2. the doctoral/thesis candidate,
3. members of the academic community,
4. the student candidate's family.
5. Open to Bowie State University academic community

If others wish to attend, permission must be obtained in writing from the doctoral candidate and members of the Dissertation Examining Committee at least five days before the defense. If consent is not granted, those seeking permission for others to attend must petition the dean of the School of Education. If there is need for additional appeal, the petitions should be forwarded to the Assistant to the Provost for the Office of Graduate Studies and Research.

Note: Student candidates in the School of Education are considered to be "members of the academic community." In practice, however, it is advisable for student candidate to check with the doctoral candidate before the oral defense to ascertain whether attendance at the oral defense is acceptable.

b. Who Must Attend the Oral Defense

All members of the Dissertation Examining Committee must be physically present for the defense (see page 37). If an emergency arises, the Dean of Graduate School must approve exceptions before the defense. Absent members of the Dissertation/Thesis Examining Committee must still participate in the defense through, for example, the use of teleconferencing, videoconferencing, or, where appropriate, the submission of written comments and questions. No more than one member of the Dissertation Examining Committee may be physically absent from the defense with the permission of the Dean of Graduate School. (If a member's absence is permitted, his or her original signature still will be required on the Dissertation/thesis signature pages.) In all cases the graduate student candidate and doctoral/thesis advisory committee Chair must be physically present for the defense.

16. OUTCOME OF THE ORAL DEFENSE

a. Vote of the Examining Committee

The outcome of the oral defense is decided by an open vote of the Dissertation Examining Committee in the absence of the candidate. The decision of the committee (pass or fail) is determined by a majority of those present and voting.

At the oral defense, only the members of the Dissertation/Thesis Examining Committee have the authority to decide whether or not the candidate passes or fails. Both the Dissertation/Thesis itself and the candidate's performance in the oral examination are grounds for the committee's decision to pass or fail.

Doctoral/Master's candidates may pass the oral defense but still be required to revise their Dissertation/Thesis. It is the responsibility of the doctoral/thesis advisory committee Chair to review and approve minor revisions to the Dissertation/Thesis. Dissertations/Thesis requiring either minor revisions or no revisions must be submitted to the Dean of Graduate School in final form within four weeks of the concluded defense. If the Dissertation is not received within four weeks of the oral defense, that defense is nullified and a new oral defense must be scheduled. If the changes cannot be made within four weeks of the defense or the Dissertation/Thesis Examining Committee identifies the required changes as major, then the oral defense must be reconvened. When major revisions are required, the defense should be suspended until a majority of the members of the doctoral/master's advisory committee agree that the Dissertation/Thesis has been sufficiently revised and is now defensible. The Dissertation/Thesis Advisory Committee Chair should notify the Dean of Graduate School when a defense has been suspended. New defenses also must be announced in writing at least 10 days in advance.

b. Forms to Be Signed

At the conclusion of a successful oral defense, in which the Examining Committee has viewed the dissertation/thesis as acceptable, the committee members will sign two forms. These are the *Report on the Final Exam* and the *Dissertation/Thesis Cover Sheet* (which is signed in duplicate). The Report on the Final Exam is a form used only in the department and should be handed in to the Dean of Graduate School at the completion of the oral defense. The dissertation/thesis Advisory Committee Chair must obtain this form from the Chair of the Department before the oral defense. The Dissertation Cover Sheet must be affixed to the Dissertation when it is handed in to the Dean of Graduate School (after complete editing and approval by the Dissertation/Thesis Advisory Committee Chair—see below).

16. FINAL EDITING AND SUBMISSION OF THE DISSERTATION

Almost all Dissertations/Thesis require at least minor editing after the oral defense. As mentioned above, the student candidate has four weeks from the date of the oral defense to complete these editorial changes, make sure that the Dissertation/Thesis is properly formatted (see the guidelines below *Appendix H* and *Appendix I*), obtain the signature of the Dissertation/Thesis Advisory Committee Chair, and submit the final edited Dissertation/Thesis to the Dean of Graduate School for approval to upload the document to ProQuest/UMI.

After the student candidate has defended the Dissertation/Thesis and made the required revisions, he or she must submit the following to the Dean of Graduate School

1. A final copy of the dissertation/thesis completely edited and revised;
2. one original signature page and hold for uploading purposes, with the red Bowie "B";
3. An abstract of not more that 350 words;

The Dean of Graduate School reserves the right to reject any dissertation/thesis that is not prepared in accordance with the current edition of the Publication Manual of the American Psychological Association (APA). The Dean of Graduate School must approve all complete Dissertations/Thesis.

17. SOME FINAL WORDS OF ADVICE

There is no single set of steps that will guarantee that the Dissertation process will be smooth or trouble-free. There are, however, several guiding principles that should help.

a. Always meet deadlines.

It is perhaps obvious to say that deadlines should be met, but evidence indicates that one of the most common reasons student candidates have problems completing Dissertations/Thesis is a failure to get things done on time. Student candidates should remember that certain critical parts of the Dissertation/Thesis process are not under their control. For example, a draft handed in to a committee member for review will not always be returned within a reasonable time period. If the draft was handed to the committee member shortly before Graduate School deadlines for completion, it is quite likely that the Dissertation/Thesis oral examination cannot be scheduled in time to meet this deadline. The most reasonable way to avoid this sort of problem is to allow more than enough time for each step in the Dissertation/Thesis process.

b. Complete the Dissertation/Thesis proposal early in the process.

This is a similar point to the first but is presented separately, because the Dissertation/Thesis proposal has proven to be one of the major obstacles to completing the Dissertation/Thesis. Recent SPRC experience has demonstrated that too many student candidates wait far too long to obtain a signed Dissertation/Thesis proposal. Student candidates should remember that no data should be collected before the proposal is signed by the doctoral/thesis advisory committee and approved by both the SPRC and IRB. This process often takes at least a semester. This time for SPR and IRB approval must be considered when the schedule for completing the Dissertation/Thesis is created.

c. When in doubt, ask

There are many regulations and rules that govern the Dissertation/Thesis process. While this handbook should help a student candidate understand how these rules are applied, it will still often be the case that the student candidate will be confused about how a specific rule applies in his or her specific case. The best way to avoid problems of this type is to ask those whose job it is to monitor and implement the rules. As mentioned several times, the central person in the Dissertation/Thesis for the student candidate is the Dissertation/Thesis Advisory Committee Chair, and this person should always be contacted if questions arise. The Advisor/Chair should be able to assist the candidate, at least, to get information or help needed from appropriate persons. Thus, when a candidate has an issue, the first person to contact is the Advisor/Committee Chair.

D. DISSERTATION/THESIS FORMATTING GUIDELINES

The Graduate School accepts only the current edition of the *Publication Manual of the American Psychological Association Manual (APA- Manual)*. Specific Formats accepted by the Graduate School are detailed in the Dissertation Formatting Guidelines (**appendix #**). This format must be used, as the Graduate School will accept no other formats.

1. DISSERTATION/THESIS CREDIT POST-CANDIDACY

A doctoral/master's student candidate must complete a minimum of six credits of research after achieving candidacy and before graduation. Normally, these will be in Dissertation Research (EDAD 669 or EDAD 700) for Educational Studies and Leadership; Advanced Research Concentration Area (requires 9 credits) in Computer Science and ORGC 502 and 738 in the case of Organizational Communications. However, credits earned in courses with other numbers, provided they are clearly research or Dissertation research credits, may also be counted. As these credits reflect continuing work on a single project, a grade is assigned only for the last semester before graduation (A, B, C,).

2. REGISTRATION DURING DISSERTATION/THESIS DEFENSE

Candidates must be registered during the semester when they defend their Dissertation and the semester when they submit their final work to the Dean of Graduate School. A student candidate must be so registered unless all degree requirements, including submission of the Dissertation final copies, have been completed before that semester, but an application to graduate has not been filed by the appropriate deadline. Deadlines for registration have been determined for each academic period.

3. DISSERTATION/THESIS DEFENSES DURING THE SUMMER

Student candidates are discouraged from attempting an oral Dissertation/Thesis defense during summer, because it is often difficult to obtain an adequate Dissertation/Thesis Examining Committee. Under unusual circumstances, however, an oral defense may be held during the summer. In this case, the student candidate must register for the appropriate section of dissertation/thesis during either the first or second summer session. This rule in effect if an oral defense is held between June 1 and Labor Day.

4. AUTHORSHIP AND PRIOR PUBLICATION

A doctoral Dissertation may have only one author. Previously published work by that author may be included in the Dissertation provided that the work:

1. represents research conducted by the candidate while the candidate was a Bowie State University doctoral/master's student candidate;
2. has not been used to meet the requirements for another degree;
3. is not coauthored;
4. is logically connected with and integrated into the Dissertation/thesis; and
5. the inclusion of the work does not violate any existing copyright or contractual agreement.
6. Jointly authored works may be included as appendices, provided they are clearly labeled as jointly authored, with all author's names given.

E. WHAT IS AN ACCEPTABLE DISSERTATION/THESIS?

This section of the handbook has been deliberately left until the end, because it is by far the most difficult topic to handle in an adequate manner. In a sense, the question of what makes a Dissertation acceptable is a little like the question that student candidates often ask instructors: How long does the paper have to be? Any instructor knows that the only meaningful answer to this question is: As long as necessary. And yet, most instructors

also know that giving student candidates some idea about expectations not only decreases anxiety but may also produce higher levels of achievement. How can a doctoral student candidate be assured that his or her Dissertation/thesis will be acceptable? The answer to this is, of course, that there is no series of steps or guidelines for action that, when followed, can ensure that a Dissertation/thesis is acceptable to everyone or that guarantees that the process of completing a Dissertation/thesis will be easy. However, following are some guidelines that might help:

1. Apprentice or Expert?

Most Dissertation/thesis definitions mention that the Dissertation should attain a professional level of quality. Dissertations/thesis are often seen as evidence that student candidates know their disciplines, can conduct research independently, and can present their findings clearly. Some view the Dissertation/thesis as the culmination of scholarly endeavors conducted by the student candidate. Despite this, the fact remains that most student candidates are not professionals in the designing, conducting, or reporting of research. For many doctoral student candidates, the Dissertation/Thesis may be the first, or at least one of the first, pieces of research and scholarship in which they have participated.

An additional reality is that the Dissertation/Thesis was originally designed, and is still usually conceptualized, as a critical step toward a professional life where conducting research is essential and ongoing. The Dissertation is often seen as the first step (albeit a big one) in one's journey toward becoming a university professor or leader of a school district. It should be viewed as the beginning of one's scholarly endeavors, rather than the culmination or end of one's work. But for many student candidates in the School of Education, the scholarly work in which they will be engaged does not typically involve the generation of research and scholarship, and thus they participate in any number of highly skilled activities for which the education achieved through the doctoral program is critical. Despite all of this, student candidates are required to design, implement, and execute research that is expected to attain a professional standard as part of the skill set they take with them as they enter the field with advanced training and expectations.

2. What Then, Makes a Dissertation/Thesis Acceptable?

The following questions with valid answers provide some guidance in the development and acceptance of a Dissertation/Thesis:

a. Does a Dissertation/Thesis have a purpose that can be clearly communicated to the reader?

When a reader has finished the Dissertation/Thesis, it should be clear why it was done and what questions(s) it hoped to answer. Ideally, the reader should have a good sense of this long before the end of the Dissertation/Thesis. A good rule of thumb is that the purpose of the Dissertation/Thesis should be stated clearly somewhere in the first five pages.

b. Does the reader have to know a specialized vocabulary or be aware of current jargon to understand the purpose of the Dissertation/Thesis?

Just as the reader should be aware of the purpose of the Dissertation/Thesis without having to read more than a few pages, so also should the reader be aware of the purpose without being totally knowledgeable about the topic. That is, the Dissertation/Thesis writer should be able to convey the purpose of the Dissertation/Thesis without the excessive use of a specialized vocabulary or field-specific jargon. A well-written dissertation should be able to hold the reader's attention when it is picked up and the first few pages read partly because the reader understands what is being presented without necessarily being knowledgeable of the field or area itself.

c. Does the Dissertation/Thesis have a logical and coherent flow?

Too often student candidates view the process of writing a Dissertation/Thesis as if it were related to anything else, as noted above. At the core, the Dissertation/Thesis is a process of communication through writing, and like all writing, one of the purposes is to tell a story. Like a good story, a Dissertation/Thesis must have coherence, logical sequencing, pace, flow, beginnings and endings, and so on.

1. Deadlines in the BSU Dissertation Process

These deadlines are guides to assist the student candidate move towards achieving the goal of graduating within a specified time frame. Thus following the deadlines is required for all student candidates.

Candidates are therefore advised to begin the process early and follow directions as well as advise from the advisors and committee members who are knowledgeable about the process and whose charge it is to move the student candidate through the system and to completion and graduation in conjunction with the people who work the system.

Not following the deadlines could cost the student candidate more time. Thus student candidates who plan to graduate in May of a year must adhere to the following schedule as closely as possible. They are not time mandates, but they WILL provide benchmarks that assure timely completion of the process. Remember, waiting for others to continue exponentially slows the student candidate's time completion clock.

Step	Activity	Time to Commence	Deadline
1	Proposal hearings on Chapters 1-3 (Clearance forms must be signed by the Chair of the department and committee chair before proposal hearings can be scheduled.)	September	October
2	Submission of IRB packets to IRB	October For fall March for Spring	Second Friday in October for Fall and second Friday in March for Spring
	Deadline for registering for May graduation (You must register to graduate if there is any chance at all you might graduate in May. Fees will roll over if you do not graduate in that May.....but it's just too difficult to register 'after the fact' if you become eligible to graduate. ONCE APPROVAL IS RECEIVED FOM IRB...Collection and analysis of data, completion of dissertation, consultation with committee members, constant contact with dissertation committee chair. Scheduling of final defense hearings***	-	December
4	ONCE APPROVAL IS RECEIVED FOM IRB...Collection and analysis of data, completion of dissertation, consultation with committee members, constant contact with dissertation committee chair. Scheduling of final defense hearings***	November	January

5	Defense Hearings	February	April
6	Completion of all dissertation requirements for May graduation	March	April
7	Graduation!!!	-	May

*** *The time frame for data collection and analyses depends on whether you are, among others, using secondary or primary data, what format it is in and many other conditions. The time limit given above indicates the average time it takes to manipulate secondary data.*

List of Dissertation forms and samples

1. ***Committee selection form***
2. ***Terms of membership form***
3. **Committee Modification Form**
4. **Notification of Committee Modification form**
5. ***Cover Sheet***
6. **Proposal Transmittal Form**
7. ***IRB application package***
8. **Student Candidate - Faculty meeting summary form**
9. **Dissertation Readiness Form**
10. **Dissertation Readiness Approval Form**
11. ***Oral defense scheduling form***
12. ***Report on the Final Exam***
13. ***Dissertation Cover Sheet***
14. **Certification of Dissertation Acceptability**
15. ***Dissertation Evaluation Report***

**EXAMPLES OF FORMAT FOR THE TITLE PAGE,
ABSTRACT, ACKNOWLEDGEMENTS, TABLE OF
CONTENTS, LIST OF TABLES FIGURES
OR GRAPHS, AND REFERENCES**

Note.

1. Examples of format begin at one-half page.
2. Appendix Title pages are not usually numbered – The Graduate School at Bowie State University provides the option to suppress or not to suppress the page number on half pages of Appendixes containing the Appendix title
3. Appendix and Title are centered to the page.
4. Use capital letters for Title of Appendix.
5. Use reverse triangle for Appendix Title.

Example 1

THE IMPACT OF PARENTAL INVOLVEMENT IN HOMEWORK OF THIRD
GRADE STUDENTS: A CAUSAL-COMPARATIVE STUDY

A Dissertation Submitted to the
Faculty of Graduate School
BOWIE STATE UNIVERSITY

In Partial Fulfillment
of the Requirements for the Degree of
DOCTOR OF -----

Department of -----

By

John Doe

MAY, -----

Note.

1. Page number is suppressed.
2. Page text is centered to the page.
3. Space to minimize white space (blank space) at the bottom of the page.

Example 2

ABSTRACT

THE IMPACT OF PARENTAL INVOLVEMENT IN HOMEWORK OF THIRD
GRADE STUDENTS: A CAUSAL-COMPARATIVE STUDY

Doctor of Education

Bowie State University, August, 2001

The purpose of the study was to determine

Note.

1. The page number is a lower case Roman Numeral.
2. ABSTRACT begins as close to 2 inches from the top of the page as the font and page numbering will allow.

ACKNOWLEDGMENTS

I would like to acknowledge the efforts of those...

Note.

1. The page number is a lower case Roman numeral.
2. ACKNOWLEDGMENTS begin as close to 2 inches from the top of the page as the font and page numbering will allow.

This is an example of the Table of Contents for a Part 1 and Part 2 Dissertation or Thesis format

TABLE OF CONTENTS

ABSTRACT	iv	Page
ACKNOWLEDGMENTS	v	
LIST OF TABLES.....	vii	

Part
1. THE IMPACT OF PARENTAL INVOLVEMENT IN HOMEWORK OF THIRD GRADE STUDENTS: A CAUSAL-COMPARATIVE STUDY

Introduction	
Statement of the Purpose	
Hypotheses	
Delimitations of the Study	
Limitations of the Study	
Methods	
Research Design	
Selection of Participants	
Instrumentation	

2. REVIEW OF LITERATURE

The impact of parental Involvement	
--	--

Note.

1. The page number is a lower case Roman numeral.
2. TABLE OF CONTENTS begins as close to 2 inches from the top of the page as the font and page numbering will allow.
3. Double space between TABLE OF CONTENTS and Page and double space between Page and ABSTRACT.
4. Page should be adjusted to the last four (4) spaces of the line.

LIST OF TABLES

Table	Page
1. Physical Characteristics of Subjects	
2. Pre-and Post-test Right and Left Hand-Grip Strength (n=10)	
3. Pre-and Post-test Strength for the Biceps Curl, Leg Press, and Bench Press	

4. Pre-and Post-Test Values for the Timed Shoulder Abduction/Adduction, and Shoulder Horizontal Abduction/Adduction (n=9)

E-1. Subject 1 Raw Data

E-2. Subject 2 Raw Data

Note.

1. The page number is a lower case Roman Numeral.
2. LIST OF TABLES (FIGURES and GRAPHS) begin as close to inches from the top of the page as the font and page numbering will allow.
3. Double space between LIST OF TABLES and Page and double space between Page and the first table.
4. Page should be adjusted to the last four (4) spaces of the line.
5. Locate the Table number in a position so that all of the periods following the number are in the same column (1,2, 3, 4, E-1, E-2).
6. If more than one line is required for the title of the table, indent 2 spaces on the second line.
7. The same format is used for the LIST OF FIGURES and LIST OF GRAPHS.

CHAPTER 1

THE PROBLEM

Introduction

THE IMPACT OF PARENTAL INVOLVEMENT IN HOMEWORK OF THIRD GRADE STUDENTS: A CAUSAL-COMPARATIVE STUDY

Note.

1. Arabic page numbering beginning with page1.
2. CHAPTER 1 begins as close to 2 inches from the top of the page as the font and page numbering will allow.
3. Double space between heading and text.

PART 1

THE IMPACT OF PARENTAL INVOLVEMENT IN HOMEWORK OF THIRD GRADE STUDENTS: A CAUSAL-COMPARATIVE STUDY

Introduction

The purpose of this quantitative research study was to examine parental involvement in the homework of third grade students... (Brodus-Yougha, 2008)/

Note.

1. Arabic page numbering beginning with page 1.
 2. PART 1 begins as close to 2 inches from the top of the page as the font and page numbering will allow.3.
- Double space between heading and text.

EXAMPLE 3

EXAMPLES OF USE OF HEADINGS AND LINE SPACING

Note:

Level 5 heading to Level 1 heading

CHAPTER 1

THE PROBLEM

Introduction

The evolving role of women in academia

Note.

1. Double space between level 5 and level 1 headings.
2. Level 1 heading is centered, and first letter of each word is capitalized. Two (2) and three (3) letter words are not normally capitalized if used as articles or prepositions.
3. If heading extends past the center of the page, split the heading into two lines in a single spaced inverted triangle.
4. Double space between level 1 heading and text.

Note.

Level 1 heading to Level 2 heading

Aging and Sarcopenia

Declines in muscle mass (sarcopenia) and strength occur with advancing age (Nevitt, Cummings, & Kid, 1966)...

Muscle Fiber Distribution

Skeletal muscle undergoes significant morphological...

Note.

1. Double space between Level 1 and Level 2 headings.
2. Level 2 heading is centered and underlined. The first letter of each word is capitalized. Two (2) and three (3) letter words are not normally capitalized if used as articles or prepositions.
3. If heading extends past the center of the page, split the heading into two lines in a single spaced inverted triangle.
4. Double space between Level 2 heading and text.

Note.

Level 2 heading to Level 3 heading

Testing Procedures

Evaluations of muscular strength and muscular endurance were performed prior to and at...

Muscular Strength

Muscular strength was evaluated by two criteria: right and left hand-grip strength and the ...

Note.

1. Double space between Level 2 and Level 3 headings.
2. Level 3 heading is left adjusted and underlined. The first letter of each word is capitalized. Two (2) and three (3) letter words are not normally capitalized if used as articles or prepositions.
3. If heading extends past the center of the page, split the heading into two lines in a single spaced inverted triangle.
4. Double space between Level 3 heading and text.

Note.

Level 3 heading to Level 4 heading

Muscular Strength

Muscular strength was evaluated by two criteria: right and left hand-grip strength and the ... Hand-grip strength. Hand-grip strength is measured...

Note.

1. Double space between level 3 and level4 headings.
2. Level 4 heading is underlined and begins at paragraph indentation with only the first letter capitalized.
3. Text follows on the same line and continues to be double spaced.

EXAMPLE 4

STEPS IN THE DISSERTATION PROCESS

CHECKLIST FOR COMPLETING THE DISSERTATION

These steps will generally be completed in the order listed. However, there may be some individual variations among faculty/departments. Student candidates should check with their advisers as they go through this process to make sure the order is correct, and to determine if there are other steps that may be specific to the faculty member/department that should be added to their list.

A. Obtaining a Singed Proposal

ACTIVITY:	Date Accomplished
(1) Select Dissertation Chair	_____
(2) Original meeting with Dissertation Chair to discuss Dissertation topic	_____
(3) Discuss with proposed members of the Doctoral Advisory committee about possibility of serving on the committee.	_____
(4) Submit first draft of proposal to Dissertation Chair	_____
(5) Consult with Dissertation Chair regarding revisions to proposal	_____
(6) Submit revised proposal to other members of the Doctoral Advisory Committee	_____
(7) Meeting of the Doctoral Advisory Committee to discuss the proposal	_____
(8) Additional revisions (as necessary) based on discussions with Doctoral Advisory Committee	_____
(9) Proposal signed by all members of the Doctoral Advisory Committee (Using required Proposal Cover Sheet and Transmittal Form)	_____

Note. Student candidates will note Section C below, which addresses “Obtaining Approval from the University’s Institutional Review Board (IRB).” It is important to remember that if student candidates conduct any pilot studies as part of their proposal development, these pilot studies must be approved by the University IRB prior to collecting any pilot data. Although University IRB approval is obviously required after a proposal has been approved/signed by the Doctoral Advisory Committee (and such IRB approval must be received before the Dissertation research can begin), approval for pilot studies must also be obtained before these pilot studies can be conducted. This provides a safeguard for all concerned.

B. Obtaining Approval from the DEPARTMENT Proposal Review Committee (DPRC)

ACTIVITY:	Date Accomplished
(11) Meet with the DPRC to discuss proposal (if necessary)	_____
(12) Respond to feedback by DPRC and re-submit proposal (as necessary)	_____
(13) Final approval by the DPRC	_____
(14) If revisions have been made in proposal, submit revised proposal to all members of the Doctoral Advisory Committee and be prepared to move forward to IRB	
(15) Short abstract of proposal distributed to all members of the student candidate’s department	_____

**C. Obtaining Approval from the University’s Institutional Review Board (IRB)
(Done after proposal hearing and approval by DPRC.**

Note: Student candidates are not allowed to submit their document to IRB. The submission of Proposal must be done through the unit area to the Chair of IRB. Documents submitted to IRB by a student candidate will not be accepted. Submission of IRB by a student candidate is subject to disqualification.

ACTIVITY	Date Accomplished
(16) Obtain Proposal Application Forms for submission of proposal to IRB	_____
(17) Submit proposal to the IRB through the department	_____
(18) Respond to feedback from IRB and re-submit (if necessary)	_____
(19) Final approval by IRB	_____

D. Completing the Dissertation Research and Writing the Dissertation/Thesis

ACTIVITY	Date Accomplished
(20) Required yearly meeting of the Doctoral/Thesis Committee and completion of “Advisory Committee Meeting Form” (Year 1	_____
(21) Required yearly meeting of the Doctoral Advisory Committee	

and completion of “Advisory Committee Meeting Form” (year 2-

E. Obtaining Approval of the Dissertation/Thesis

ACTIVITY	Date Accomplished
(22) Submit first draft to Dissertation/Thesis Chair	_____
(23) Revise draft and re-submit to Dissertation/Thesis Chair as needed	_____
(24) Submit draft to other members of the Doctoral/Thesis Advisory Committee	_____
(25) Revisions as needed	_____
(26) Signing of “Dissertation Sign-Off Page” by members of the Doctoral/Thesis Advisory Committee	_____
(27) Completion of “Request to Schedule Final Doctoral/Thesis Examination”	_____

Note: There is considerable variation in this process within and between departments; therefore, the above steps may be somewhat different for some student candidates. In some cases, for example, the committee may prefer to receive the Dissertation/Thesis chapter-by-chapter. In other cases, the Dissertation/Thesis may be submitted to all members of the committee at one time rather than first going to the Dissertation/Thesis Chair. In some programs, the Chair reviews all drafts before the Dissertation/Thesis Examining Committee receives the Dissertation.

F. Scheduling the Dissertation Oral Defense

ACTIVITY

Date Accomplished

(28) The dissertation chair ascertain from the Dean of Graduate School a convenient time to schedule a defense

(29) Submit “Request to Schedule Dissertation Request” form to department Chair (must be three weeks prior to oral defense

(30) Confirmation of an external examiner by the Dean of Graduate School.

(31) Submit a final copy of the Dissertation/Thesis to the Dean of Graduate School, (two weeks prior to an oral defense).

(32) Submit Dissertation to all five (5) members of the Examining Committee (2 weeks prior to an oral defense)

(33) All necessary forms to be signed during and after the defense should be ready prior to the oral defense.

G. Completing the Process

ACTIVITY

Date Accomplished

(34) Prepare for oral defense (review Dissertation; prepare materials for presentation; check with Dissertation adviser, etc

(36) Oral defense

(37) Hand in “Report of the Final Exam” to the Dean of Graduate School

(38) Complete editing, following the Graduate School Standards

(39) Submit final form of Dissertation to Dissertation Chair. If acceptable, she/he will sign “Certificate of Acceptability”

(40) Submit final and corrected copy of Dissertation/Thesis to final review and approval to the Dean of Graduate School.

The final approval from the Dean of Graduate School Authorizes a student after defending successfully and Making the right changes with approval to upload their Document (Dissertation/Thesis) to ProQuest/UMI at <http://www.etsadmin.com>

Models of Dissertation Proposal

- A. Elements of a Dissertation Proposal (after Martin, 1980):
1. Problem Statement (on Rationale or Purpose of the Dissertation)
 2. Literature Review
 3. Research Questions or Research Hypotheses (if appropriate)
 4. Method
 - a. Subjects
 - b. Instruments
 - c. Procedures, etc. (as appropriate)
 - d. Data Analysis Procedures (as appropriate)
 - e. Time Line
- B. Elements of a Proposal for a Quantitative Study (Creswell, 1994)
1. Introduction
 - a. Context (Statement of the Problem)
 - b. Purpose of the Study
 - c. Research Question or Objectives or Hypotheses
 - d. Theoretical Perspective
 - e. Definition of Terms
 - f. Delimitations and Limitations of the Study
 - g. Significance of the Study
 2. Review of the Literature
 3. Methods
 - a. Research Design
 - b. Sample, Population, or Subjects
 - c. Instrumentation and Materials
 - d. Variables in the Study
 - e. Data Analysis.
 4. Time Line
 5. Appendices: Instruments
- C. Elements of a Proposal for a Qualitative Study (Creswell, 1994)
1. Introduction
 - a. Statement of the Problem
 - b. Purpose of the Study
 - c. The “Grand Tour” Questions and Sub-questions

- d. Definitions
 - e. Delimitations and Limitations
 - f. Significance of the Study
2. Procedure
- a. Assumptions and Rationale for a Qualitative Design
 - b. The Role of the Researcher
 - c. Data Collection Procedures
 - d. Data Analysis Procedures
 - e. Methods of Verification
 - f. Outcome of the Study and its Relations to Theory and Literature
3. Time Line
4. Appendices

PROPOSAL REVIEW COMMITTEE
Dissertation Proposal Evaluation Summary Sheet Sample

Student candidate:

Reviewer:

	Rating					Comments
	E	S	U	??	NA	
Statement of the Problem (or purpose)						
Research Questions (or hypothesis)						
Research Design/Paradigm						
Sample Population, or participants						
Description of researchers role						
Instrumentation and materials						
Data collection procedures						
Time line						
Attention to ethical issues						
Limitations to the study						

Writing quality						
Grammar and spelling						
Overall impression/coherence						
Scope (or breadth) of the study						
Feasibility of the study						

Note: E - Excellent; S- Satisfactory; U – Unsatisfactory? – Cannot be determined from the information given: NA – Not Applicable. Global Rating: Clearly Acceptable. Needs further discussions

BOWIE STATE UNIVERSITY

Institutional Review Board

Proposal Submission Form (Approved 1/98)

Name _____ E-mail _____ Phone _____

School _____ Department _____

Home Address: -- _____

Thesis/Dissertation Chair (*If this is a student candidate's proposal*)

Start Date _____ End Date _____

Sponsor's Name: Project title: (If this protocol applies to several sponsored projects, provide all different titles)

1.

2.

3.

After completing the above section, please respond to questions 1 through 15 on this form. If the proposed research is **EXEMPT** from IRB review, please indicate the appropriate category number (1-6) from the Exemption Reasons attached. Indicate category # _____

Please allow 2-4 weeks for the IRB review process to be completed prior to the submission of the proposal to the sponsor; or if it is not a sponsored project, before the start date of the research.

1. Please provide a precise description of how human subjects will be involved in the research including a clear description of all activities and responsibilities of the subjects
2. What is the pool of subjects? Will there be any minors (under the age of eighteen)?

3. How many subjects to be recruited?
4. Describe the risk of the subjects? Could the research be done without using humans?
5. How will the subjects be informed that they do not have to participate in the study, and may withdraw at any time with no penalty?
6. In what way have the confidentiality and privacy of the subjects' responses been ensured?
7. Is there deception to the human subjects? If yes, what debriefing procedures have been arranged?
8. If the procedures are physically invasive or potentially harmful, describe arrangements made for medical referral.
9. If the procedures could be emotionally upsetting, describe arrangements made for psychological counseling.
10. What provisions have been made for the cultural and language problems, if they arise?
11. Has consent been obtained from the authorities where the research is to be conducted?
12. Include a copy of the written informed consent form with the proposal. If it is not possible to obtain a written consent form, describe how an understandable explanation will be given to the subjects.
13. Attach a copy of a positive parental consent if the subjects are minors.
14. If a surveyor questionnaire is used, please include copies and describe the exact nature of the questions to be asked.
15. If a student candidate is to conduct the research, submit a statement from the faculty advisor, indicating:
 - The faculty member's approval of the project
 - The faculty member's willingness to supervise the research
 - An indication that the student candidate is competent to conduct the research

Submit 3 hard copies, the Proposal Submission Form, the questionnaire (instrument) or survey (if used), consent forms, and statement of support from the faculty advisor (when it's a student candidate's proposal) to:

Dr. Cosmas U. Nwokefor, Chair IRB
Center for Business & Graduation Studies
Suite 1312
301-860-3406 (office)
301-860-3414 (fax)
cnwokefor@bowiestate.edu

Exemption Reasons

1. Research that does not involve direct contact with human subjects such as interviews, surveys, etc.

2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement) survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at the risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

3. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, or observation of public behavior that is not exempt under paragraph (2) if (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) the research is conducted for the Department of Justice under the Federal statute 42 U.S.C. 3789g, or for the National Center for Education Statistics under Federal statute 20 U.S.C. 1221 e-1, which provide certain legal protections and requirements for confidentiality.

4. Research involving the collection of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified directly or through identifiers linked to the subjects.

5. Research and demonstration projects which are conducted by or subject to the approval of department or agency heads and which are designed to study, evaluate or otherwise examine (i) public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs.

6. Taste and food quality evaluation and consumer acceptance studies, if wholes wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural, chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

NOTE: If the application is to be reviewed by the Institutional Review Board as exempt, one copy is sufficient. Complete the Proposal Submission Form and include the consent form.

Institutional Review Board

Bowie State University

Institutional Review Board Policies and Procedures

I. PURPOSE

The purposes of the Institutional Review Board (IRB) are:

1. To review applications requesting permission to conduct research involving human subjects for compliance with University guidelines and federal regulations regarding the protection of human subjects (Title 45 Code of Federal Regulations Part 46).
2. To assist applicants to meet University guidelines and federal regulations regarding the protection of human subjects.

II. APPLICABILITY

1. SCOPE

This policy applies to:

- i. Individuals or groups planning to conduct research with humans affiliated with BSU.
- ii. . Campus-based individuals or groups submitting a proposal for external funding.
- iii. Campus-based individuals or groups conducting research off-campus.

2. ELIGIBILITY

- i. Faculty, staff and student candidates affiliated with BSU.
- ii. Individuals or groups not affiliated with BSU who wish to conduct research involving BSU constituencies.

3. RESPONSIBILITIES

The Bowie State University IRB is responsible for the implementation of this policy. The IRB will meet monthly to review applications.

III. GUIDELINES AND STANDARDS

Researchers must submit the following:

- a) A statement of project approval from the department where the research is to be conducted.
- b) Approval of the faculty advisor (if a student candidate is conducting the research).
- c) One original nine (9) copies of the typed *IRB Proposal Submission Form* (see attached).
- d) One original and nine (9) copies of the proposed consent form (see example attached)

- e) One original and one (1) copy of the typed *IRB Proposed Submission Form* if the project is EXEMPT from IRB review.

IV. RESULTS

Applicants will receive written notification of approval or suggestions for modification of the proposal. Applications that have not been approved may be resubmitted.

V. EXCEPTIONS

Research that does not involve human subjects is exempt from this policy. Categories for exempt research are listed on the *IRB Proposal Submission Form*.

VI. DEFINITIONS

(Source: 45 CFR 46.102 Definitions)

Institutional Review Board (IRB): a committee established to review and approve research protocols involving human beings. This committee operates under the rules and regulations of the Code of Federal Regulations, 45 CFR 46, Protection of Human Subjects (Revised June 18, 1991) and the policies and procedures of Bowie State University. The IRB is comprised of faculty and representatives from departments within graduate programs which research is conducted with human subjects (Behavioral Sciences and Human Services Business and Economics, Communications, Education and Nursing), the Director of the Office of Sponsored Programs a representative of the school of Graduate Studies and Research, a community representative and other individuals as deemed necessary by the IRB of the Dean of the School of Graduate Studies and Research. Decisions are made based on a 2/3 majority vote of those in attendance. A tie is broken by the Chair

Human Subjects: living individuals about whom an investigator (whether professional or student candidate) conducting research obtains:

1. data through intervention or interaction with the individual, or
2. identifiable private information

Research: a systemic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.

Sponsored Research: all research and development activities that are sponsored by federal and non-federal agencies and organizations. This term includes activities involving training of individuals in research techniques where such activities utilize the same facilities as other research, for the purposes of this document shall be combined with sponsored research under the function of organized research. 11/98

The code of federal regulations (Title 45) mandates that a written informed consent be obtained prior to conducting research with human subjects. The following outline is provided to assist you in developing an informed consent form for your research.

NOTE: If the application is to be reviewed by the Institutional Review Board as exempt, one copy is sufficient. Complete the Proposal Submission Form and include the consent form.

Process for Obtaining Approval of Doctoral Dissertation Proposal

1. Student candidate receives Advancement to Candidacy letter
2. Advisor approves proposal (first three chapters of Dissertation)....
3. Doctoral Advisory Committee approves proposal
4. Approved proposal is forwarded to School Proposal Review Committee
5. Approved proposal is submitted to Bowie State University Institutional Review Board (IRB) ...
6. When approved by Bowie State University Institutional Review Board (IRB), student candidate may seek approval from other IRB as appropriate and/or required based on the extension of their data collection.

IRB PROPOSAL SUBMISSION DUE DATES AND SEMESTERS

Fall Semester due date for submission of proposal is second Friday in October

Spring Semester due date for submission of proposal is second Friday in March

(Advisors are available to provide additional information as requested.)

EXAMPLE 5

DISSERTATION FORMATING GUIDELINES

Preparing the Dissertation

Basic Requirements

The final electronic file that you upload to the ProQuest (UMI, formerly University Microfilms) through the Dean of Graduate School must meet the following conditions. The final document must:

1. be submitted in the ProQuest/UMI electronic dissertation format <http://www.etdadmin.com>
2. be in an approved font (Times New Roman).
3. have acceptable margins, line spacing, page numbering, and layout.
4. contain all required Formal Elements of the Thesis/Dissertation.

File Format

ProQuest acceptable format should be located by accessing their electronic dissertation site <http://www.etdadmin.com>. Microsoft software is widely available, and is present on most campus computers. Most commercially available word processing software packages, including Word and WordPerfect (versions 6.0 and above) have the capability to save into ProQuest/UMI portal. Note: Dissertations and Theses are published by ProQuest electronically as PDF files; all files submitted to ProQuest will be converted into usable PDF'd for evaluation and publication.

Latex files and other symbol / image- or figure-dependent documents should be verified when accessing and uploading your document to ProQuest as a PDF file; this will ensure that the representation of your work published by ProQuest is as accurate as possible.

No matter what method you choose for preparing your draft, **BACK UP YOUR WORK ON AT LEAST TWO DIFFERENT DISKS** and keep those disks in safe places. It is often advisable to make CD Rom archive copies of your work.

Font / Type Style

The font listed below is the approved font for Dissertation/Thesis publication. The same typeface must be used throughout the document, for all paged, page numbers, labels, captions, chapter headings, and so forth. Script fonts are unacceptable, as are font sized below 12 point (Save for captions, etc.). Italics should only be used for emphasis, not as the default font.

The Font that will definitely be approved by the Graduate School is:

- **Times New Roman 12**

LATEX users: The Computer Modern fonts in LATE_X are in most cases an acceptable substitute for the above fonts. Please keep in mind, however, that other defaults, including margins and headings in technical software such as LATE_X may not conform to Graduate

School standards. You must use the same typeface throughout the Dissertation/Thesis—for text, headings, page numbers, labels, captions, legends, tables, notes, and references. You may create headings that are two or three points larger than your standard typeface. Thus, if you are using Times New Roman 12 for your text, your heading should not be larger than 14. Your headings may, if you choose, be the same size as your text.

For symbols, use Symbol 12 or a symbol font compatible with your base font. Most word processors include basic character fonts.

Margins

Each page must have at least a 1.5” left-hand margin, and at least 1” top, bottom, and right margins. Most word-processing packages provide a style or template that will set these automatically for your document. Margins may be wider but not narrower than these standards. Please note that all pages must meet these requirements, including the Title Page, illustrations, tables, appendices, and curriculum vitae. Figure 1 at the end of this guide illustrates the required margins for these Dissertations.

Justification

Types may be left justified, which leaves a “ragged right” margin (as is used in this manual), or may be full-justified, which establishes even margins on the left and right. You may wish to consult with your department as to the standards in your discipline.

Line Spacing

Each page must be double-spaced, with the following exceptions:

1. Front matter such as the title page, table of contents, lists of tables and figures may be single-spaced.
2. Tables within the text may be single-spaced
3. Extended citations within the text may be set off and single-spaced. Consult your style manual for details.
4. Definitions within glossaries or questions within surveys may be single-spaced, but double-spaced between entries.
5. Scholarly references—footnotes, endnotes, bibliography or list of references—may be single-spaced, but double-spaced between entries.

Page Number Placement

Page numbers must be placed either at the bottom center or the top right of each page. If you choose the top right you may place the page number at the bottom center when beginning a new chapter. Otherwise, maintain a consistent placement throughout your manuscript.

Widows and Orphans

A “widow” is a short line or single word ending a paragraph at the top of the next page. An “orphan” is a heading or subheading that appears at the bottom of a page with the text beginning on the following page. These are not desirable for reasons of aesthetics and readability, although they are not prohibited. Word processing software can be set to avoid both ‘widows’ and ‘orphans’ automatically.

Chapters

Begin each chapter on a new page and number the page consecutively. Do not use a secondary page numbering system for sections within chapters.

The Formal Elements: Abstract, Title Page, Lists, Tables and Appendices

The formal elements described below. The Abstract, Title Page, Copyright Page, and Table of Contents must be formatted in the method described; other pages, as long as long as they adhere to the previously stipulated requirements (font, margins, justifications, etc.) may be designed as the author deems appropriate.

Below is the required order of the formal elements of the Dissertation/Thesis

1. Abstract (must be First, Required)
2. Title Page (must follow Abstract, Required)
3. Dissertation/Thesis Committee Approval Page (highly recommended)
4. Dedication (Required)
5. Acknowledgements (Required)
6. Table of Contents (Required)
7. List of Tables (Required)
8. List of Figures (Required)
9. Body of Text (Chapters 1 through 5)
10. Appendices (Required)
11. Glossary (if any)
12. References (Highly Recommended & Required)
13. Index (if any)

Abstract

(Required; not numbered; double-spaced). Your abstract provides a summary of the Dissertation/Thesis. Its purpose is to convey the essence of your work to those who may not wish to read the entire document. Abstracts include a statement of the problem, a summary of methods or procedures, the results, and the conclusions.

Abstracts for the master's thesis must be no longer than 150 words. Abstracts for doctoral Dissertations must not exceed 350 words (2450 characters). If the abstract is longer, it will be cut arbitrarily at the word limit, and so published in Dissertation Abstracts International (Ann Arbor, Michigan: ProQuest, 1969-) is issued in two sets, one for humanities and social sciences, and one for sciences. You may find these volumes in the McKeldin Library reference section, call number Z5055.UD5A53. Digital Dissertations is ProQuest's online resource and archive of Theses and Dissertations. It is available on the World Wide Web at www.proquest.com. Dissertations or Theses written in a foreign language must have a title page (but not the title itself), abstract, and if used, copyright page in English. You may also have an abstract in the foreign language, and you may include it in your thesis or Dissertation as a separate page following the English version.

The Dissertation/Thesis approval page which has the signatures of the committee members is the only part of the Dissertation/Thesis that the Graduate School requires in hard-copy. This document will be uploaded to ProQuest along with your entire document electronically.

Title Page

(Required; not numbered). The title page **MUST** include the following information:

- i. the full title of your Dissertation/Thesis
- ii. your name as it appears on university records
- iii. the year of the degree (not month or day)
- iv. a standardized degree statement typed in inverted pyramid form (given below),
- v. and an alphabetical list of all members of your committee, but with the Chair first. If a member is of any professional rank, use the title "Professor"; if not, use "Dr." or other title as appropriate.

Word your title very carefully. Electronic databases, citation indices, and bibliographies search using key words, so choose terms carefully to reflect accurately the content of your thesis / Dissertation. Be sure that the title is exactly the same on the abstract, title page, and ProQuest agreement form. The title page must not include italics, unless foreign work, or botanical terms

form part of the title itself. Do not use abbreviations. Formulas, symbols, superscripts, Greek letters or chemical names must be expressed as words wherever this is possible and consistent with disciplinary standards.

Standard Degree Statement. Use the following wording, inserting the correct degree title and the year (only the year) of your graduation, and typing in inverted pyramid style:

Dissertation submitted to the Faculty of the Graduate School of Bowie State University in partial fulfillment

of the requirements for the degree of

[complete degree title]

[year of graduation]

There is a title page format sample in *Appendix A* acceptable for doctoral Dissertation.

Blank or Copyright Page

(Required; not numbered).

Both master's degree and doctoral candidates may apply for a copyright. This can be done through the electronic submission process (via Proquest) or through the Library of Congress. Follow the directions on the Proquest website when you submit your document to apply for a copyright.

There is a sample copyright page for theses and Dissertations at the end of this document.

Preface of Forward/Dedication/Acknowledgements

(Optional; if used, begin numbering using lower-case Roman numeral ii).

All, some or none of these elements may be included. Many theses do not include any of these elements. Check your style manual for the preferred order in your discipline.

According to The Chicago Manual of Style, a Foreword includes a statement about the work by someone other than the principal author. A Preface contains the author's own statement

about a work, sometimes including acknowledgments and permissions. If all you want to do is acknowledge others' assistance and support, then label the page "Acknowledgements," not "Preface." Acknowledgements are made for special assistance or unusual permissions granted. You may wish to dedicate the work to a special mentor, but avoid elaborate or fulsome language.

Table of Contents

(Required: if no optional elements precede, begin numbering with lower-case Roman numeral ii; otherwise, continue in sequence using lower-case Roman numeral).

A table of contents is required in all theses. Most word processing software allows you to mark each chapter heading and subscription in the text and then generate a table of contents automatically with correct page numbers retained. You may single-space between chapter subheadings, but be sure to double-space between chapters or major sections. You may choose to use dot leaders or not as you wish. Most software-generated tables of contents would be acceptable.

Please note that the numbering of the entries in the table of contents must be absolutely consistent with any numbering system used in the text. Thus, if you number subheadings within Chapter 1 as 1.1, 1.2, and so on, this same numbering must be used in the table of contents. You need not number or label subheadings, however. At the end of this chapter there is an example of the table of contents that is valid for both the master's thesis and doctoral Dissertation.

List of Figures/List of Tables/List of Abbreviations

(Optional; number consecutively following the table of contents using lower-case Roman numerals).

If you have at least one figure or one table, or more than one page of abbreviations, you must include the appropriate list. A table includes written material or data, whereas a figure refers to non-textual illustrative material. The easiest way to generate these lists is to create a secondary table of contents if your word processor permits. Unless your style guide directs otherwise, use the table and figure captions from your text to identify these in the list. Be sure all captions and numbering correspond exactly to those within the text. Check your style manual for the preferred order in your discipline. Remember to keep the required 1.5” left hand margin.

Body

(Begin page numbering with Arabic numeral 1 and number all subsequent pages consecutively to the end.)

The body of the thesis / Dissertation should be typed continuously (except if your word processor is set to avoid “widows” and “orphans”), double-spaced, with each new chapter beginning on a fresh page. The chapter title may be typed no more than 3” from the top of the paper, and may be typed in a font not more than two or three points larger than the base font. However, you need not place the chapter heading lower on the page or use a larger font, if you prefer.

Illustration

In this Guide the term “illustration” is meant to cover all non-text elements of the thesis / Dissertation, e.g., figures, tables, maps, plates, photographs, drawings, and so on. Each illustration must be numbered consecutively. Consult your style manual for a consistent numbering and identification system. Illustrations must be listed by category in the preliminary pages. All illustrations must conform to the minimum margin formats. If illustrations are larger, then use photographic reduction to achieve an appropriate size. However, page numbers and figure captions must be in the standard font and size, consistent with the body of the thesis / Dissertation text.

Plates/Photographs

Since Theses and Dissertations are accepted only electronically, all photographs, plates, and illustrations should be included in the electronic file, via scanning or other method of reproduction. Most word processing programs (MS Word, WordPerfect) have a feature that enables one to embed objects, such as images, into the text.

Other Materials

Some few theses will include video audio tapes; films or slides, or computer or compact discs. These materials will need to be submitted in hard copy (preferable burned onto a CD/DVD) to the Office of Graduate Studies and Research. Please be sure to label these materials very carefully, using the full title of your thesis / Dissertation, the year of the degree, the name of the degree, and your complete name as it appears on the title page. The formatting evaluation table and other materials, including sample tables and referencing format are inserted below

(Appendix H):

Reviewing the Dissertation Formatting

The guidelines below are used to evaluate and review the dissertation for compliance and for processing before approval for binding and publishing.

The student candidate will receive an evaluation based on these criteria after submitting to the Office of Graduate Studies and Research for Review

1. APA Adherence:

Section	Comment
Front Page(s)	
Abstract:	Order: Title, Author and Chair format. Single double space for title please. Use Double Spacing for Title (change from double to single double spacing)
Title Page	Order: Use Double Spacing for Title (change from double, double to single, double spacing); please reorder to place after the Abstract
Acknowledgements e.t.c.	Acknowledgements: Double space
Preface/Foreword e.t.c.	Same format as Acknowledgement if included in manuscript
Table of Contents e.t.c.	Please reflect exactly in the same words and order as your text proper and ensure the logical and conceptual flow are appropriate

Chapters. References and Appendix	
Chapter 1	Please left justify all section headings. No double, double spaces, only single double spaces are accepted even between text and heading.
Chapter 2	Ensure page numbers are INSIDE the 1" margin.
Chapter 3	Same as Chapter one, make sure tables are figures are appropriately constructed and labeled
Chapter 4	Page numbers as in previous chapters. Tables: please format to avoid redundant columns.
Chapter 5	Generally Ok. Please format the margins. You may want to use the Footer function in your MS Word to see the page numbers or go to insert and click page numbers and set the format you want for each of the document's sections.
References	Avoid missing references; match all references; please check spelling, dates and format. Please format reference section to be single space within reference and double space between references. Indentation is correct.
Appendix	Please number your appendixes and reflect the same in your table of Contents.
Order of Sections	Please order your sections as shown in the left column of this table.
Page Margins:	The margins must be: Top: 1 inch, Bottom: 1 inch, Left: 1½ inches and Right: 1 inch. All tables, figures and text (including page numbers) must be within these margins. Please modify ALL your pages appropriately

2. General Writing Style: Make sure statements are as clear, precise and succinct as possible. Avoid sweeping statements and expletives; illustrate your views with figures/numbers, ratios or references and avoid making absolute statements.
3. Indentations, Paragraph spacing and headings: Please check table of contents and double space. Also, Check through the chapters to harmonize all in the same heading and indentation format. Always left justify your headings and sub headings except the chapter headings. Make all spacing in the body text double please. No extra spaces between the headings and text. Keep all your page numbers inside the required margins for the page. Please start List of Tables and List of Figures on separate pages.
4. Tables: Modify tables to make them a little simpler to read. Some columns are repetitions and should be deleted: Reformat the tables; use the example below. Collapse and re-present.

Table #: table Title

Heading Category	Heading Category	Heading Category
Class or Level		
Class or Level		
Class or Level		
Class or Level		

Source: Adapted from (if you culled/created it from some data or you copied another table)
Keys, legends, and statistical testing values e.t.c.

OR

Table #: table Title

Heading Category	Heading Category		Heading Category	
	Heading Sub-Category	Heading Sub-Category	Heading Sub-Category	Heading Sub-Category
Class or Level				
Class or Level				
Class or Level				
Class or Level				

Source: Adapted from ... (if you culled/created it from some data or you copied another table)
Keys, legends, and statistical testing values e.t.c.

OR

Table #: table Title

Heading Category	Heading Category		Heading Category	
	Heading Sub-Category	Heading Sub-Category	Heading Sub-Category	Heading Sub-Category
Class or Level	Sub-Class or Level			
	Sub-Class or Level			
Class or Level	Sub-Class or Level			
	Sub-Class or Level			

Source: Adapted from -if you culled/created it from some data or you copied another table.
Keys, legends, and statistical testing values e.t.c.

***EXAMPLES OF REFERENCE CITATIONS IN TEXT* (Consult Publication Manual of the American Psychological Association – APA Style Manual 6th edition)**

A. Citing a work by one author; paraphrasing author’s idea:

Restructuring efforts should focus on providing high-quality education for at-risk students (Slavin, 1993).

B. Citing a work by two authors; paraphrasing authors’ idea:

School success can be viewed as an accurate predictor of both self-esteem and self-concept (Gage & Berliner, 1989).

or

Gage and Berliner (1989) noted that school success can be viewed as an accurate predictor of both self-esteem and self-concept.

C. Citing a work by more than two authors:

When the reference is to a work by three to five authors, cite all the authors the first time the reference appears. In a subsequent reference, use the first author’s last name followed by et al. (meaning “and others”).

First reference:

A survey of several community colleges in the state corroborated these findings (Douglas, Bradner, Torrington, & Williams, 1997).

Subsequent reference:

Community colleges have long been beleaguered by convoluted internal politics and policies (Douglas et al., 1997).

D. Citing a work by six or more authors:

Cite only the surname of the first author, followed by et al. and the year.

Ornstein et al. (1999) suggests that artful teaching relies to a great extent on talking, rather than telling.

E. Citing a work by a group (e.g. corporation, association, government agency):

If the group author is readily identified by an abbreviation or acronym, use the full name in the first citation, and the abbreviation in subsequent citations.

First reference:

(American Educational Research Association [AERA], 2000)

Subsequent references:

(AERA, 2000)

F. Citing a specific page in a work (quotation under 40 words):

He also observed that “the intermingling in the school of youth of different races, differing religions, and unlike customs creates for all a new and broader environment” (Dewey, 1916, p. 21).

or

Dewey (1916) observed that "the intermingling in the school of youth of different races, differing religions, and unlike customs creates for all a new and broader environment" (p. 21).

G. Quotation of more than 40 words:

Do not use quotation marks. Start the quote on a new line indented five spaces, and indents each subsequent line (block quote format) Example:

Neilsen (1998) states:

As I prepared to begin my doctoral research, I clung to one truth that seemed enduring. Qualitative approaches to educational research, approaches that relied on observation, description, and analysis, especially through writing and talking, seemed most consistent with my increasingly complex perspective on literacy and learning, my need as a researcher to tap into deeper social and political forces than I had to date, and my ongoing love for writing as a mode of learning, researching, and creating connection among people (p. 57).

H. Citing a secondary source:

A primary source is the article or book that you have read and cited in your paper. A secondary source is any work cited in your primary source. If you are unable to consult the original source, you may cite the secondary source in the text as follows:

Andrew Douglas (as cited in Whalen, 1999) has examined the consequences of approaching adult education from a market-led perspective.

I. Citing personal communications (including email, interviews etc.):

She felt that “universities must better inform the public as to how taxpayers’ dollars translate into future benefits for society” (M. Singer, personal communication, March 3, 1998).

J. Citing web documents:

Follow the standard author/date format. To cite specific parts of a Web Document, indicate the chapter, table etc. as appropriate. For quotations, give page numbers if available (for example in a .pdf document posted to the web).

Some educators have spoken out against censorship, noting that what is needed is meaningful dialogue with an emphasis on inquiry and the development of critical thinking skills (Vandergrift, 2001).

EXAMPLES OF REFERENCE LIST ENTRIES (from University of Saskatchewan web Education Library web site):

*Note: With the Fifth Edition of the APA manual, the hanging indent is the preferred format for entries in the reference list. Entries should begin flush left, with second and subsequent lines indented approximately five spaces. Titles should be italicized rather than underlined. *EndNote users: For versions 6 and higher, APA 5th appears as a style; for earlier versions, select APA Published, rather than APA Submitted.

A. Book with one author:

Allison, C. B. (1995). *Present and past: Essays for teachers in the history of education*. New York: Peter Lang.

B. Book with multiple authors or editors (up to 6 authors):

Zehm, S. J., Powell, R. R., Garcia, J., Gambell, R. V., & Morrow, L. R. (1998). *Strategies for reaching at-risk adolescents*. Englewood Cliffs, N.J.: Merrill.

C. Book with more than six authors:

After the sixth author use “et al.” to indicate remaining authors.

D. Book with a corporate author:

National Council of Teachers of English. (1996). *Motivating writing in the middle school*. Urbana, IL: Author.

E. Edited book:

Marshall, K. (Ed.). (1993). *Rediscovering the muses: Women's musical traditions*. Boston: Northeastern University Press.

F. Chapter from an edited book:

Ochs, E. (1984). Language acquisition and socialization. In R. Levine (Ed.), *Culture theory: Essays in mind, self, and emotion* (pp. 276-320). New York: Cambridge University Press.

G. Re-published book:

Mill, J. S. (1999). *On liberty*. Peterborough, Ont: Broadview Press. (Original work published 1859)

H. Video recording

Johnson, G. (Producer), & Padgett, J. (Director). (2001). *Sticks & stones* [Videocassette]. Montréal, Quebec: National Film Board of Canada.

I. Journal article:

Acker, S. (1997). Becoming a teacher educator: Voices of women academics in Canadian faculties of education. *Teaching and Teacher Education, 13*(1), 65-74.

J Newspaper article:

Ottawa preparing no-liability stance on native schools. (1997, December 17). *Vancouver Sun*, p. A1.

K. ERIC document:

Radford, M. (1992). *Watching what people say and do about the Greenhouse effect*. Yazoo, MI: National Conference of Concerned Communicators. (ERIC Document Reproduction Service No. ED 987 321)

L. Thesis:

Woloschuk, D. M. (2003). *The implementation of inclusive education in three Saskatchewan secondary schools*. Unpublished master's thesis, University of Saskatchewan, Saskatoon, Saskatchewan, Canada.

M. Dissertation

Berg, D. H. (2003). *Prospective leadership development in colleges and universities in Canada: Perceptions of leaders, educators and students*. Unpublished doctoral dissertation, University of Saskatchewan, Saskatoon, Saskatchewan, Canada.

N. Master's project

Stakiw, E. (2004). *Perceptions of a collaborative project to adapt instruction within the regular classroom* Unpublished master's project, University of Saskatchewan, Saskatoon, Saskatchewan, Canada.

O. Article from an electronic journal, which is an exact duplicate of the print version:

Sanger, M. G. (2001). Talking to teachers and looking at practice in understanding the moral dimensions of teaching. [Electronic version]. *Journal of Curriculum Studies*, 33(6), 683-704.

P. Full text article retrieved from an online database:

Phillion, J. (2003). Obstacles to accessing the teaching profession for immigrant women. *Multicultural Education*, 11(1), 41-45. Retrieved April 1, 2004 from ERIC® PlusText database.

Q. Electronic journal article retrieved from the World Wide Web (no page numbering):

Foster, R., & St. Hilaire, B. (2004). Leadership for school improvement: Principals' and teachers' perspectives. *International Electronic Journal for Leadership in Learning*, 7(3). Retrieved February 25, 2004 from <http://www.ucalgary.ca/~iejll/>

R. Chapter or section of a multipage web document:

Vandergrift, K. E. (2004). *Censorship, the internet, intellectual freedom, and youth*. Retrieved April 2004 from <http://www.scils.rutgers.edu/special/kay/censorship.htm>

S. Web document with no author identified; no date:

About Canada's Native peoples. (n.d.) Retrieved March 13, 2004 from http://www.mta.ca/faculty/arts/canadian_studies/english/about/native/#CONTACTS

SECTION II – MASTER’S THESIS/SEMINAR PAPERS

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THESIS SAMPLE CHAPTERS

Chapter 1: Introduction	00 pages (1)
Background	00 pages (2)
Purpose of the Study	00 pages (1)
Problem Statement	00 pages (2)
Theoretical Framework.....	00 pages (3)
Variable Definitions.....	00 pages (2)

Scope of the Study00 pages (1)
Significance of the Study00 pages (1)
Limitations00 pages (1)

TOTAL PAGES..... 15 pages

- Chapter II: Literature Review
- Chapter III: Study Design/Methodology
- Chapter IV: Findings
- Chapter V: Discussion of Findings

PART I

GENERAL INFORMATION: MASTER'S THESIS

The organizational communication master's thesis at Bowie State University provides the student with an opportunity to systematically study a subject of their choice using research techniques. An appointed advisor and two additional committee members (both terminal degree holders chosen by the student) provide guidance through the period of thesis writing. A minimum of ABD (All But the Doctorate degree) is required for a committee member who is also a faculty in the Department of Communications. The proposal for the research is developed with the assistance of the Applied Research course instructor during the period that the student is enrolled in the Applied Research class.

Relevance to the Graduate Program

The thesis is a requirement for a master's degree in the organizational communication program. It requires an immersion that provides the depth of knowledge expected of a graduate student. The graduate student is expected to be informed about research and to understand the application of research to organizational communication. The entire thesis writing process is an effective way to help the student acquire the necessary understanding of research and the accompanying skill.

Scope of the Thesis

The length of the thesis varies according to the nature of the problem addressed, the literature reviewed, methodology used, statistical treatment, and the data discussed. There is no typical length of a thesis. However, the research course instructor reserves the right to require a

minimum number of pages per chapter. What is needed is an exhaustive discussion of the research and findings.

PART II

TYPE OF RESEARCH EXPECTED

The thesis must clearly address an organizational communication problem on which there is available body of relevant research literature. An organizational setting for such a study must be established. It is advised that students select an area that is relevant to their professional work or expected career. Thesis research makes the student an expert in a given area of organizational communication and puts the student in a strong position to move ahead in the job market in that given area.

Applied Research

It is important to remind students that the applied research method is expected for the thesis. Basic research is not acceptable and should be reserved for doctoral dissertations. Applied research, or field research as it is sometimes called, is primarily focused on testing theories in the field. Studies using this method must identify an organizational setting, which should restrict their scope of research. The findings from such studies are therefore directly applicable to the identified organization.

PART III

RESEARCH METHODOLOGIES

There are several research methods that can be used for the master's thesis. The student is however advised to use methods that are high in replicability. Students are, thus, expected to use methods requiring statistical tests. Note that this is only advisory. The thesis advisor has the ultimate right to advice on an appropriate method. In certain cases, a qualitative study may be advisable. The

methods listed below should be strictly regarded as examples because they are clearly not exhaustive of all possible methods:

1. Experimental method
2. Survey research
3. Content analysis

Students are advised to consult a social science research text for detailed information on each of the above methods or additional methods. These methods are learned in at least two courses (Theory and Research; and Applied Research Design) before the student enroll in the thesis course.

PART IV

RESPONSIBILITIES OF FACULTY

AND GRADUATE STUDENTS

Responsibilities of All Graduate Faculty

All graduate faculty members shall assist graduate students in identifying thesis topics prior to the students' enrollment in the Applied Research course (see pages 9-11 for topic examples). Each student must have identified a topic no later than the second week of the Applied Research course.

Responsibilities of the Instructor of Applied Research Course

The instructor of the Applied Research course has responsibility for guiding all students enrolled in the Research course through the first three chapters of the thesis and instrument design. The instructor is responsible for instruction in research methodology, research report design, and all the processes of conducting research including computer analysis of results. The instructor is responsible for determining the feasibility of researching the topic selected for the thesis and

evaluating the technical adequacy of the research design. At the end of the Applied Research course, each student should have the first three chapters of the thesis as well as the instrument ready for committee evaluation.

Responsibilities of the Thesis Course Instructor

The instructor of the thesis course (ORGC 540) is responsible for guiding the student in the completion of the thesis. The instructor shall provide in-class step by step guidance.

Responsibilities of the Advisor

The major responsibility of the student's advisor is to assist the student in topic selection and provide leadership to the student's thesis committee. This guidance should begin early in order to help the student determine the topic's appropriateness to the area of concentration.

Responsibilities of the Thesis Committee

Each member of the committee shall participate in the evaluation of the thesis document from the time the student enrolls in the thesis course until after the oral thesis examination (The thesis defense). The committee, under the leadership of the advisor, may organize both a pre-defense and an oral defense of the thesis for the student. The pre-defense is designed to determine whether the thesis document is ready for oral defense. Note that a pre-defense is optional and may be replaced with other methods that the committee deems reasonable. However, an oral defense/examination is mandatory except in a special case where university policy waives this requirement because of documented and/or compelling reasons. It is at the oral defense that a determination is made on whether the student passes or fails the Thesis course (ORGC 540).

NOTE: The thesis committee is made up of the advisor and two members selected by the student. All members of the committee must be Bowie State University faculty and at least the advisor and one of the members must be Organizational communication faculty.

Responsibilities of the Graduate Student

The student is responsible for topic selection (Topic suggestions can be found on pages 9-11) in conjunction with the advisor and with the support of the Applied Research instructor. Early in the Applied Research course the student shall meet with the advisor for the approval of the thesis topic. The topic must be an organizational communication topic in the narrow terms that it involves a clear flow of information (the exchange of information, ideas, attitudes and the transmission of meaning) within and/or from an organization (NOTE: characteristics of an organization includes formality, hierarchy, many people, beyond human life).

The student is responsible for preparing the final copy of the thesis including the costs of binding and copies. Four copies shall be submitted by the student to the thesis defense chairperson after the completion of the thesis has been approved and the document signed. Note that the thesis advisor, before the oral defense/examination, appoints the thesis chairperson. In certain cases, the thesis advisor will decide to double as the thesis chairperson. The thesis defense chairperson then distributes copies to the Graduate School (for distribution to the Library), the advisor, and the department. The student retains one copy.

NOTE: It is the student's responsibility to eliminate all spelling, punctuation, and grammatical errors. Inability to write correctly is a serious limitation. The student is advised to use an editor as well as to re-read the document before each submission to the Applied Research course instructor, thesis advisor, or committee members.

PART V

CHOOSING A TOPIC

Note that the topics and theories that are listed here are not exhaustive. Thus, they should be

considered strictly as advisory.

Topic/Theoretical Suggestions

Topic Focus	Theory/Explanation	Theorist
Organizational Socialization	Assimilation	Fred Jablin
	Uncertainty reduction	Robin Lester
Group Effectiveness	Groupthink	Irving Janis
	Faulty decision making	Hirokawa Randy
	Group syntality	Raymond Cattell
Leadership/Management	Theory X	Douglas McGregor
	Theory Y	Douglas McGregor
	Theory Z	William Ouchi
	Contingency leadership	Fred Fiedler
	Bureaucracy	Max Weber
	Scientific Management	Frederick Taylor
	Four Leadership Systems	Rensis Likert
	HR management	Elton Mayo
	Managerial grid	Blake & Mouton
	Independent mindedness	Dominic Infante
Motivation	2-factor theory	Fred Herzberg
	Need hierachy	Abraham Maslow
Systems	GST	Ludwig von Bertalanffy
	Dynamic social impact theory	Bibb Latane
	Functional/structural systems	Farace, Monge, & Russell
Topic Focus	Theory/Explanation	Theorist
Organizing	Organizing	Karl Weick
Climate	Structuration	Poole & McPhee
	Communication climate factors	Redding Dennis
Culture	Org. culture interpretation	Clifford Geertz

	Organizational culture	Deal & Kennedy
	Org. comm & cul performance	Pacanowsky & Trujillo
	Genesis, maintenance, transmission of culture	Van Maanen & Barley
Interaction analysis	Interaction process	Robert Bale
	Group interaction	Aubrey Fisher
	Superior-Subordinate communication	Laird, Johnson, & Downs
	Coordinated management of meaning	Pearce & Cronen
Decision making process	Multiple sequence	Marshall Scott Poole
	Social exchange	Thibaut & Kelley
	Interactional systems	Fisher & Hawes
	Organizational control	Cheney & Tompkins
Information Technology Use	Information richness	Trevino, Daft, & Lengel
	Social influence	Fulk, Schmitz, & Steinfield
	Critical mass	Lynne Markus
Critical theory	Gender differences	Carol Gilligan
	Muted minority voices	Ardener & Ardener
	Group communicative action	Jurgen Habermas
Knowledge Differences	Knowledge gap	Tichenor
Nonverbal communication	Expectancy violations	Judee Burgoon
	Kinesics (body language)	Ekman & Freisen
	Proxemics (Space)	Edward Hall
Topic Focus	Theory/Explanation	Theorist
Message production	Communication apprehension	James McCroskey
	Communication accommodation	Giles & Wiseman
Media use	Uses & gratifications	Blumler, Katz, & Gurevitch

	Cultivation	George Gerner
	Agenda setting	McCombs & Shaw
Persuasion	Social judgment & ego involvement	Sherif Muzafer
	Compliance gaining	Marwell & Schmitt
	Cognitive dissonance	Leon Festinger
	Value expectancy	Fishbein & Ajzen
	Spiral of silence (Media infl on public opinion)	Noelle-Neumann, Elisabeth
Diffusion process	Diffusion of innovation	Everett Rogers
Cultural differences	High & Low context cultures	Edward Hall
	Face negotiation theory	Stella Ting-Toomey
	Adaptation process (U-Curve)	Sven Lysgaard
	Adaptation process (W-curve)	Gullahorn & Gullahorn
	Uncertainty reduction	Gudykunst & Hammer
	Whorfian hypothesis	Whorf & Sapir

Search for Previous Research

Search for previous research includes (a) understanding types of available research reports, and (b) understanding where they can be found. Finding, reading, and evaluating research leads researchers to select and review the most appropriate literature for their thesis.

Types of Available Research Reports

PRIMARY SOURCES	SECONDARY SOURCES
** Journals e.g. <i>Journal of Nonverbal Behavior</i> , <i>Academy of Management Review</i> , <i>Management Communication Quarterly</i> , <i>Journal of Applied</i>	**Textbooks, books, magazines, television, other.

<p><i>Communication Research, Journal of Business Communication, Communication Research Reports.</i></p> <p>** Scholarly texts (usually edited books, annuals, etc)</p> <p>**Conference papers e.g. ERIC (http://www.accesseric.org/)</p>	
--	--

Location of Research Reports

1. Libraries: Academic (universities, colleges), Special Use (often dedicated to collections in a narrow field), Public (county, municipal)
2. Internet: Electronic journals (<http://ejournals.cic.net/>), (<http://www.ingenta.com/>)
 Associations/Organizations:
 (<http://www.iabc.com/>),(<http://www.natcom.org/>),(<http://www.icahdq.org/>)
 Discussion lists/newsgroups
 (<http://tile.net/>), (<http://www.onelist.com/>), (<http://www.dejanews.com/>)

PART VI

SPECIAL RULES AND REGULATIONS GOVERNING THESE REPORTS

Students are expected to use short sentences that are clear, concise, simple, and direct. Slang, hackneyed, or flippant style should be avoided. Objectivity should be demonstrated through the writing style. The research report describes and explains rather than persuades people to action.

Students should also be consistent in the use of terms throughout the thesis. In addition, every sentence should be a logical sequel to the one that preceded it. Also use the active voice as much as possible. For completed studies, the past tense should be used to add vigor to the study, especially in the introduction.

Completion of the Document

Students who do not complete the thesis will receive a grade “I” (Incomplete) for the course (ORGC 815). A student has two semesters to remove the “I” in the thesis. Such a student must enroll in Thesis Advisement (ORGC 816) for one graduate credit hour in order to remove the “I”. A successful completion of the ORGC 816 shall lead to the change of the “I” grade in ORGC 815.

Typing the Thesis

Students should observe the following rules of writing procedure:

1. Advisable to use a word processor instead of a typewriter.
2. Have all work printed on good quality 8 1/2 x 11 white paper. It should also be double spaced and in 12-point Times Roman. Headings should be in 12-point Times Roman, as well.
3. Do not carry to a new page a fraction of a line, or even only one full line of text of a paragraph.

Margins

For all theses, the basic margins shall be: minimum of 1 inch for right, top, and bottom margins and 1 1/2 inch for left margin. A greater margin is required on the left to compensate for thesis binding. In addition, only the left margin shall be justified.

Pagination

Every page in the thesis is assigned a number. The page number will not be shown on the first page of each chapter, however, the page will still be counted in the sequence. Note that the pagination for this *Guidelines for Preparation of Thesis* is NOT consistent with the required pagination for a thesis document. Thus, it is important to strictly follow the specified instructions. Page numbers in the main body of the text will begin from the first page. Page numbering will be

done on the top right of each page with Arabic numerals. They shall be placed about 1 inch from top of the page with the last digit of the number 1-inch from the right margin.

All pages preceding chapter I are considered preliminary and shall be numbered with Roman numerals at the bottom center of each page beginning with the Abstract Page.

Headings

There will be four acceptable levels for all headings. Those levels are listed below:

Level 1

All upper case, centered two inches from the top. Chapter title will also be centered in upper case 4 spaces below the word CHAPTER. See example below:

CHAPTER I

INTRODUCTION

Text should begin 4 spaces below the heading.

Level 2

Centered and 4 spaces below preceding material. Should be in upper and lower case, underlined without period. Example is shown below:

Background

Text should begin 2 spaces below the heading.

Level 3

Flush at the left margin and 4 spaces below the preceding material. Should be in both upper and lower case, underlined without period. Example is shown below:

History of BXY Company

Text begins 2 spaces below the heading.

Level 4

Indented paragraph heading with only the first letter of first word in upper case. It should be underlined with a period. Text should continue on the same line. See example below:

Bxy company two years ago. Text begins on the same line.

Placement of Tables and Figures

The placement of both tables and figures should be on the page immediately after being mentioned in the text or near as possible to the first mention of the table or figure in the text. Each

table or figure occupies a separate numbered page without textual material. Tables or figures should not be continued on a second page unless the material is so extensive that it cannot be placed on one page. If this occurs, then the number and title of page or figure is also included in the second page with the word continued beside the title.

Figures are given Arabic numbers below each figure, flushed left. The word 'figure' is underlined and a period put at the end of the figure number before the title of the figure is placed. See example below:

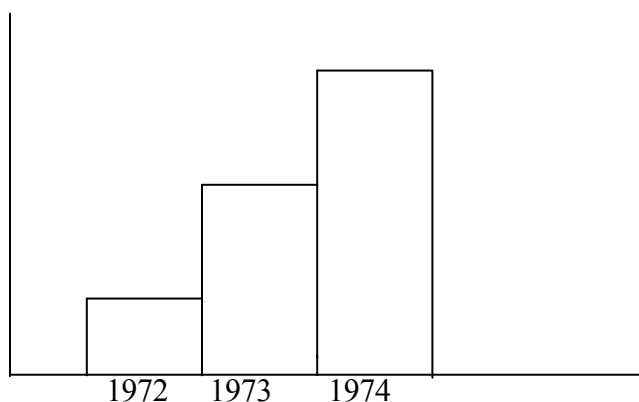


Figure 1. Distribution of scores from 1972 to 1974.

Tables should make data visible and easy to interpret for the reader. Tables are numbered with Arabic numerals at the top center. The title of the table is then centered below the table number. A rule is required at each place where it is necessary to separate information. Legends or very brief statistical explanations of the table may then appear below the table. Shading and bolding are not acceptable in tables. An example follows:

Table 3

Masters Degree conferred by Age at BSU in last five years

Age	1996	1997	1998	1999	2000
24-30	49	67	76	85	127
31-40	104	130	122	173	212
41 & above	10	12	13	15	20
Total	163	209	211	273	359

Note. Does not include Distance Education students.

NOTE: Tables and figures should be used economically or sparingly to avoid clutter. Use only those that have important data related to the study.

Thesis Binding

Students should strictly abide by the following guidelines:

1. All thesis copies (4 copies) must be black-tape bound. Spiral, thermal, and cone binding are unacceptable.
2. Cover and back pages of all bound copies must be in light grey-colored 'back' paper.
3. Cover pages should be titled exactly as advised on p. 24.

Quotation of Sources

Examples

He noted that “satisfaction has been used as a criterion of competent communication in

organizational contexts” (Edwards, 1999, p. 44).

Edwards (1999) noted that “satisfaction has been used as a criterion of competent communication in organizational contexts” (p. 44).

He noted that “satisfaction has been used as a criterion of competent communication in organizational contexts” (Edwards, 1999b, pp. 56-57).

Several scholars have pointed out that satisfaction is a major criterion of competent communication in organizations (Edwards, 1999a, 1999b; Mobley, 1968; and Young, 2000).

Edwards (1999) found the following:

Satisfaction has been used as a criterion of competent communication in organizational contexts. However, some situations do not augur well for the concept of satisfaction. In fact, it is unclear what the outcome is in a relationship between communication competence and communication satisfaction in an argument setting within organizations. (p. 44)

Reference List

The style of reference lists presented here follows the recommendations made by the American Psychological Association (APA). They should serve only as examples, as they do not cover the breadth of variations in reference listing. Please refer to the Publication Manual of the APA (latest edition) for references that may be more appropriate for the literature sources that you have used for your thesis.

Journal Article

Pratt, C. A., Pratt, C.B., Montague, S., Salazar, J., and Graves, M. (1996). Do popular magazines promote weight control messages? The Howard Journal of Communications, 7(40), 349-364.

Magazine Article

Posner, M. (1993, October 29). Seeing the mind. Science, 262, 673-674.

Daily Newspaper Article

Balz, D. (2000, November 29). Gore loses bid to speed review. The Washington Post, pp. A1, A28.

Books

Infante, D., Rancer, A., and Womack, D. (1997). Building communication theory (3rd ed.). Prospect Heights, Ill: Waveland Press, Inc.

Kasoma, F. (2000). Press and politics in Zambia. In R. M'Bayo, C. Onwumechili, and R. Nwanko (Eds.), Press and politics in Africa (pp. 207-233). Lewiston, NY: Edwin Mellen Press, Ltd.

Merriam-Webster's collegiate dictionary (10th ed.). (1993). Springfield, MA: Merriam-Webster.

Unpublished Master's Thesis

Gray, B. (1995). Perceptions of employees in Black organizations on the management styles of minority managers. Unpublished Master's thesis, Bowie State University, Bowie, Maryland.

Online

Sannah, T. (1998, March 25). Liberia cancels guidelines stifling press freedom [On-line]. Available: [Http: www. Africanews.org/PANA/News/](http://www.Africanews.org/PANA/News/)

Other Items

The style for other items such as paragraph indentation, use of numerals and percent in the text, serialization, statistical & mathematical copy, nonsexist language, grammar, punctuation, abbreviations, and capitalization can be found in the Publication Manual of the American Psychological Association's (Latest Edition).

Once the thesis has been approved and defended, the student is required to submit four copies to the Graduate Studies Office for binding (students may pay to have the University bind the copies for them). These four copies need to be printed on either 24lb bond paper or on paper with a cotton content. Each of the four copies must be signed by the three members of the student's thesis committee prior to submission to the Graduate Studies Office.

PART VII

OUTLINE OF THE MASTER'S THESIS

All theses must include the following sections:

1. Cover Page
2. Signatories Page
3. Abstract
4. Dedication
5. Acknowledgment
6. Table of Contents
7. List of Tables
8. List of Figures
9. Chapter I - Introduction
 - Introduction
 - Background
 - Problem Statement
 - Theoretical Framework
 - Variable Definitions
 - Scope of Study
 - Purpose of Study
 - Significance

10. Chapter II - Literature Review
 - Introduction
 - (Other Subheads to be determined by variables that are investigated)
11. Chapter III - Methodology
 - Introduction
 - Research Method (Testing hypotheses)
 - Instrumentation
 - Sample and sampling method
 - Reliability and Validity
 - Statistical measures for analysis
 - Pretesting (IF APPLICABLE)
12. Chapter IV - Findings
 - Introduction
 - Demographic descriptions
 - Findings
13. Chapter V - Interpretation and Recommendations
 - Interpretations
 - Limitations to study findings
 - Recommendations
14. Appendices
15. References

(Cover Page)

Bowie State University

(TITLE OF THESIS IN CAPS)

A Thesis Submitted to
the Faculty of the
Graduate School

of

Bowie State University

in Partial Fulfillment
of the requirements for
the degree of

Master of Arts
in Organizational Communications

By

(Name of Candidate)

(Date of graduation e.g. May 2004)

(Signatories Page)

**BOWIE STATE UNIVERSITY
THE GRADUATE SCHOOL
DEPARTMENT OF COMMUNICATIONS
MASTER'S THESIS COMMITTEE**

John Doe, Ph.D

Jane Doe, Ph.D.

Charles Doe, Ph.D.
Thesis Advisor

Candidate: (Candidate's name)

Date of Defense: (Month, Year)

Abstract

This is a summary of the completed thesis document. This summary should not be more than two pages, double spaced. It should include the essential parts of the study such as the problem, hypotheses, methodology, and results. It should be succinctly written.

Dedication

Usually one line statement inscribed to someone or a cause. This statement should be kept as simple as possible.

Acknowledgment

No more than two pages of text written in recognition or to express thanks or gratitude to certain individuals who provided help towards the thesis writing and completion.

Table of Contents

There should be an item in the Table of Contents for each of the orders of headings as explained in the section, Headings (see pp. 15-16). The contents inside the box (below) provide a brief example of how a Table of Contents should be designed:

CHAPTER II. LITERATURE REVIEW.....	34
Introduction.....	34
Employee Communication.....	37
Dissatisfaction & Turnover.....	56
CHAPTER III. METHODOLOGY.....	72
Introduction.....	72
Research Method.....	76

List of Tables and List of Figures

These items follow the Table of Contents in the material preceding the body of the thesis.

The contents in the box (below) provide an example:

LIST OF TABLES		
1.	Student Population at Bowie State University.....	13
2.	Perceptions of Female Students.....	23
3.	Values of Students.....	57

CHAPTER I

INTRODUCTION

This requires one or two paragraphs describing the study and what topics are expected to be discussed in this chapter. It should create reader interest in the topic. This is usually written in the past tense since it reports on a completed study. In addition, this section as well as other sections in the research report must be written in the third person.

NOTE: The above also describes all INTRODUCTION sections that should appear at the beginning of each subsequent chapter.

Background

This sets the stage for the study. The material in this section is generally related to and gives rationale for the study. This section should establish the problem that leads to the study.

Problem Statement

Tell the reader in a concise statement what the problem is. This must be in a question form. For example, *what is the effect of supervisor's communication strategies on the employees' work attitudes?* The statement of the problem is often at a broad conceptual level and not operational. The sub problems, however, are more precise and operational.

An overview of literature, explaining the problem, is necessary in this section in order to clarify the problem and also to tell the reader what research has and has not been done on the problem.

Theoretical Framework

In this section, the theory or theories used in the study is/are clearly identified. It is advisable to use one overarching theory that explains the studied problem (see pages 9-11 for examples of theories). The theorist must also be mentioned. The goal here is to explain, in great detail, the basic tenets of this theory and to alert the reader on why the theory should be seen as the best explanation of the issues raised by the problem statement. There is need to include information about the past application of the theory. A critique of the theory is also expected here to enhance the scholarship of the study.

Variable Definitions

Defining the variables rather than all research terms is advisable. Variables to be defined are restricted to those identified in the research questions or hypotheses. Each variable is expected to be defined in detail in order for its meaning to be very clear.

A measured operational definition, rather than an experimental operational definition, is often required. It is advisable to use authoritative references for the definition of variables. In

operational definitions, meanings are assigned to a variable in order to increase measurability. Students are advised not to rely on dictionary definitions. Dictionaries are not designed to provide measurable definitions! A measured operational definition clearly describes how a variable may be measured. For example intelligence may be defined by an IQ test, a researcher-made test, or by GPA etc. In addition, it is pertinent to outline and briefly describe each attribute of each variable.

This section should be written in paragraph form with each variable underlined. A typical definition section is less than three pages.

Scope of Study

This section includes the breadth of the study or area covered by the particular study. This clearly establishes the study boundaries.

Purpose of Study

This answers the question: What is to be done in this research study? It also addresses the need for the study by answering the question: Why was the study intended? Use a word such as purpose, intent, or objective to begin the passage.

Significance

This section indicates to the reader why the findings of the study may be of value. A practical value to the organization being researched or a value to the organizational communication scholarly community should indicate the context of such value.

CHAPTER II

LITERATURE REVIEW

Introduction

See INTRODUCTION section in Chapter I and relate to this chapter.

(Subheads are determined by the investigated variables)

This section should include a thorough and comprehensive review. Literature to review can be obtained from academic journals, books, conference papers, online sources, etc.

A good review is organized in such a way that the problem variables determine the topic of discussion e.g. Literature on variable A discussed, followed by literature on variable B, literature linking both variables A & B.

The literature review should include balanced reviews of empirically investigated work that may have used quantitative and/or qualitative research methods. It should also include some opinionated literature but such literature should not form a preponderance of the reviewed works.

A poor review usually has each reviewed work (or author) discussed sequentially in an author-determined review format e.g Author X's study, followed by Author Y's study, then Author Z's study.

Students may wish to add various subheads in the literature review section in order to ease reading and to help organization. A critique of reviewed literature should be based on the following questions: Are there consistent findings or do past studies disagree? are there other deficiencies in logic, reasoning, methods, sampling etc? Finally, a summary of the reviewed literature is expected at the end of the chapter.

Research Questions

Research questions are only necessary if one or two of the following conditions is/are true about the study: (1) There are no known study outcomes, from the literature, related to the studied

problem, and (2) There is considerable conflict or disagreement on the study outcomes, from the literature, related to the studied problem.

In such cases as outlined above, a research question becomes necessary. It is the responsibility of the student to provide justifications based on the two conditions mentioned above. Research questions must flow logically from the discussion of the problem and should be more specific than the problem.

Hypotheses

These are conjectural statements about the outcome of the research study. They are best stated in declarative form indicating predicted significant findings. Each hypothesis must be numbered and stated separately with a brief justification immediately following each statement.

All the hypotheses must be testable. They must also be specific rather than broad. These hypotheses are usually deduced from the theory and literature related to the problem with the ultimate goal being to fully address the problem itself.

CHAPTER III

METHODOLOGY

Introduction

See INTRODUCTION section in Chapter I and relate to this chapter.

Research Method

This section can also be described as the section for testing hypotheses. In this section, one must indicate why the chosen research method is appropriate for this study. The research method should be described in great detail.

Instrumentation

Identify the instrument used for the study. Indicate whether the instrument is self-designed, modified or intact. If an intact instrument is used, one must indicate whether permission has been obtained for its usage and such permission must be included in the appendix section. The major content areas of the selected instrument must be described here and sample of the items included (The complete instrument is included in the appendices section).

Sample and Sampling Method

The reader must be told how the sample or samples were used, selected, and why they were selected. Before discussing the sample, the population or universe must be described in terms of the size and other necessary characteristics. The same should then be done for the sample. The sampling method should be fully described and how such a method was operationalized should also be indicated. It is also in this section that the researcher presents an argument justifying the adequacy and representativeness of the sample.

Reliability and Validity

If an intact instrument is used for the study then this section should include the established reliability and validity scores of the items and scales on the instrument. If a self-designed or modified instrument is used, then the researcher must argue (with sufficient support) for the

instrument's reliability and validity in the areas of content, face, predictive, and/or concurrent validity.

Statistical Measures of Analysis

The statistical measures to be used for data analysis must be specified here and the rationale for the choices given. This is done separately for each hypothesis. Therefore, it is necessary to have each hypothesis and the appropriate statistical measure for such a hypothesis discussed in separate paragraphs.

Pretesting

This section is only necessary when the research instrument had been pretested. If so then the outcome of such a pretest or pilot study is reported in this section.

CHAPTER IV

FINDINGS

Introduction

See INTRODUCTION section in Chapter I and relate to this chapter. You may wish to include a description of how the instrument was distributed, efforts to raise response rate, and other research implementation activities.

Demographic Descriptions

This section includes tables and/or figures used to complement the descriptive data reported here. Only highlights of the demographic data are reported here. A textual report of all demographic data is unnecessary since this tends to make the tables and figures redundant.

Findings

This section also includes tables and/or figures used to complement the findings reported here. Only highlights of hypotheses-related findings are reported here. A textual report of all data is unnecessary. Findings on each hypothesis must be reported separately. For each hypothesis, one must state whether the data supports or fails to support the relationship that was hypothesized, and why.

CHAPTER V

INTERPRETATIONS AND RECOMMENDATIONS

Introduction

See previous chapters.

Interpretations

This involves relating the findings from the previous chapter to findings in the literature and theoretical tenets. An exhaustive and comprehensive discussion is expected in this section. It is also in this section that the findings are critiqued. In interpreting results, one should think through the findings and re-read the opening three chapters.

Limitations to Study Findings

The major weaknesses of the study should be discussed, but not belabored, in this section. The researcher should also discuss the attempts made to overcome such limitations. The goal of this discussion is to enable the reader accurately judge the validity of the conclusions drawn from the study. Generally, study limitations are a result of deficiencies in sampling, methodology, or statistical usage.

Recommendations

Recommendations must always be based on the findings. To write this section, it is advisable that the student refers to the Purpose section, which indicates the intent of the study and therefore provides the clue for recommendations. Detailed recommendations are expected and are far more valuable to the studied organization. It is preferable to specify types and topics for further studies if such have been recommended.

Appendices

This section immediately follows the main body of the text. Each appendix is labeled with a letter indicating that such an appendix includes a separate material. The purpose of this section is to keep the main text of the thesis from being interrupted by things like maps, letters etc. Materials that should go in the appendices are instrument, letter of approval to conduct the study, the SPSS program (or other statistical programs), maps, policy statements, court decisions, etc.

References (on a separate page)

All works cited within the main body of the thesis should be included in the reference section except personal communication. Please see the American Psychological Association (APA) (Latest edition) for details on the format for references.