

CALIFORNIA STATE POLYTECHNIC
UNIVERSITY POMONA



DOCTOR of EDUCATION DEGREE (Ed.D.)
EDUCATIONAL LEADERSHIP

QUALIFYING EXAMINATION
and
DISSERTATION GUIDE

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Cal Poly Pomona State University

Ed.D. in Educational Leadership

A written doctoral dissertation is the major benchmark required in Cal Poly Pomona's Educational Leadership Doctoral Program. All candidates complete a dissertation based on a review of the literature and original research on a problem of practice related to educational leadership, student achievement, and school improvement. The primary goal of the dissertation is to generate applied knowledge that contributes to the understanding and improvement of educational practices, policies, or reforms. The dissertation is a contribution to the field that demonstrates the candidate's scholarship, research skills, and insight into a particular problem. With its successful completion, we welcome the candidate into the community of scholar-practitioners who are dedicated to profound educational change.

The doctoral dissertation at Cal Poly Pomona is a significant scholarly work that uses rigorous research methods in the study of educational problems and practices and the application of problem-solving strategies. This handbook is meant to guide you through the steps in competing the dissertation process in the doctoral program:

1. Qualifying Examination
2. Dissertation Proposal
3. Dissertation Completion.

DISSERTATION PROCESS SCHEDULE

The approximate schedule for the dissertation process in the third year of study for cohorts who began in fall is:

Spring/ Early Summer Semester:	Proposal defense and IRB Approval
Fall Semester:	Begin data collection
	Data collection and analysis
Spring Semester:	Complete writing of dissertation
	Dissertation defense
	Final formatting and submission

CHOOSING A DISSERTATION TOPIC

As you begin to think about your dissertation research topic. Think about the following questions that can help guide the development of your topic.

1. What is the issue that I want to understand?
2. What do we already know about this issue?
3. What is the significance of this issue to the field of education?

Dissertations in the Cal Poly Pomona Doctoral Program should be:

- rooted in a problem of practice or policy in PK12 schools/districts or related settings;
- on a topic of compelling personal interest to you;
- on a topic that has potential for promoting profound change in student achievement, teaching and learning, and/or leadership for systemic; school/college improvement, in keeping with the Doctoral Program mission and vision;
- based on original research, using either data you have collected or analysis of secondary (preexisting) data;
- empirical; not primarily historical or theoretical in nature; and
- feasible in terms of time, resources, access, permission, etc.

Candidates may have shared research interests and may even share aspects of their studies, such as a common research site, quantitative data set, subjects, preexisting instrument(s), or some literature reviewed. However, all students are expected to do independent work on devising their own research questions, literature review, research design, data collection, data analysis, and writing.

QUALIFYING EXAMINATION

As required by Executive Order No. 991, each student is required to complete and pass a qualifying examination. The qualifying examination shall be administered at a time in the program sequence when the student's mastery of essential elements of core leadership and methodological concepts can be fairly evaluated and when the student is considered ready to begin formal dissertation research. The qualifying examination for the Cal Poly Pomona Educational Leadership Doctoral Program is scheduled for the start of the Spring Semester of the second year in the program. Students are expected to complete their examination and submit it to the program director at the start of the spring semester.

Content

The qualifying examination provides students with an opportunity to demonstrate their understanding of the body of literature surrounding a topic related to educational leadership of their choosing. Each student is required to submit approximately a 30-page paper that discusses the relevant literature on the topic and discusses the need to conduct further research on the topic. The goal of the literature review should not only be to identify what research has already

been completed, but also to identify the gaps that exist that warrant the need for further research in the topic. The qualifying exam should be formatted the following way:

Introduction of the research topic

In this section, students will introduce the background of the topic of interest and discuss the significance of this topic to educational leadership. The student will discuss the organization of the literature review by naming each of the sections of the paper. Both centered first level headings and second level headings are generally included in the overview and should be listed in the order they are found in the paper.

Review of the literature

In this section, students are required to organize the literature they have gathered and synthesize what they found. Ideally, each student will identify five to seven centered headings for the sections of the qualifying exam. While a discussion of the historical background of the topic, pertinent legislation to the topic, and concepts of importance to understanding the topic can be discussed without including actual studies pertinent to the topic, the student should include a discussion of research findings from research studies completed within the last 10 years as part of the literature review. Ideally, all references discussed in the literature review should be no more than 10 years old also unless the reference is to a seminal study or as part of a historical overview.

Summary

In this final section, students will summarize the contents of the literature review but also will discuss the need for further research on the topic. See Appendix A for a complete description of the qualifying examination guidelines.

Membership of the Qualifying Examination Committee

The guidelines of Executive Order 991 specify that the qualifying examination committee shall have a minimum of three members, including the chair. The qualifying examination committee chair shall be a tenured or tenure-track faculty member of the campus administering the Ed.D. program and except in special cases shall be a member of the Ed. D. faculty. Special cases shall be reviewed and decided by the core doctoral faculty. At least two members of the committee shall be members of the Ed. D. program faculty whose primary affiliation is with the CSU campus administering the Ed.D. program, at least one of whom shall be a member of the core doctoral faculty as defined in Article 12. The committee may include a member who holds an appropriate professional position in a P-12 institution, a community college, or another postsecondary educational institution.

At Cal Poly Pomona, the qualifying examination committee adheres to the guidelines of Executive Order 991 in that three members of the Doctoral Council serve as members to review each student's qualifying examination. The chair of each committee combines the recommendations of the committee and provides this to the Doctoral Program Director. The Doctoral Program Director is responsible for emailing the qualifying exam results to each candidate using the feedback form, which can be found in Appendix A on pg. 11 of this guide.

DISSERTATION

Dissertation Requirements

In accordance with Section 40511 or Title 5 of the *California Code of Regulations*, CSU Ed. D. programs shall require the completion of a dissertation conforming to the following minimum criteria:

- a. The dissertation shall be the written product of systematic, rigorous research on a significant educational issue and in accordance with a proposal that has been approved pursuant to Article 7.3.4 and 7.3.5. The dissertation is expected to contribute to an improvement in public P-12 or community college professional practices or policy, generally or in the context of a particular educational institution. It shall evidence originality, critical and independent thinking, appropriate form and organization, and a rationale for the research problem examined.
- b. The dissertation shall identify the research problem and question(s), state the major theoretical perspectives, explain the significance of the undertaking, relate it to the relevant scholarly and professional work, set forth the appropriate sources for and methods of gathering and analyzing the data, and offer a conclusion or recommendation. It shall include a written abstract that summarizes the significance of the work, objectives, methodology, and a conclusion or recommendation.
- c. Opportunities for students to complete work in support of the dissertation shall be embedded throughout the Ed.D curriculum.

The dissertation in this program is generally a work of independent scholarship in the traditional five-chapter format. The dissertation proposal is a draft of the first three chapters (Statement of the Problem, Review of the Literature, Methodology). The final dissertation is a revision of these chapters, plus Chapters IV and V (Results/Findings, Discussion and Conclusions), references, and appendices. While final dissertations in this program will generally run between 135 to 200 pages (before appendices and references), each dissertation will be advised and assessed on its own merits by the Dissertation Chair and Dissertation Committee. See Appendix B for the Cal Poly Pomona Dissertation Format.

Dissertation Committee

Function of the Dissertation Committee

The dissertation committee shall provide guidance and supervision for development and completion of the dissertation.

Membership of the Dissertation Committee

The dissertation committee shall have a minimum of three voting members, including the chair, and all committee members shall have appropriate expertise in educational practice or policy. The committee shall include at least two tenured-track faculty members of the CSU campus administering the Ed.D. program, and at least one member who is primarily affiliated with a California p-12 institution or community college. The tenured or tenure-track faculty members

shall be drawn from the core doctoral faculty or affiliated doctoral faculty, as defined in Article 12.1, or shall meet the standards of Article 12.2.1. The campus program director may approve an exception to the membership criteria stated above, pursuant to Article 12.2.2 or article 12.2.3, if the individual nominated has expertise particularly relevant to the candidate's dissertation research.

Dissertation Committee Chair

The dissertation committee chair shall provide primary supervision for dissertation research. The chair shall be a tenured or tenure-track faculty member on the campus administering the Ed.D. program, and in most cases shall be a member of the core doctoral faculty, as defined in Article 12.1.1. Special circumstances may arise in which a tenured or tenure-track faculty member who is from the campus but who is not a member of the core doctoral faculty may serve as the dissertation committee chair if such service is approved by the core doctoral faculty in accordance with program procedures.

Below are names and contact information of faculty who are currently eligible to serve as Dissertation Committee Chair:

Jose Aguilar-Hernandez	jhernandez@cpp.edu
Taylor Allbright	Tnallbright@cpp.edu
Betty Alford	btalford@cpp.edu
Amy Gimino	agimino@cpp.edu
Nancy Hurlbut	nhurlbut@cpp.edu
Dennis Jacobsen	drjacobsen@cpp.edu
Shahnaz Lotfipour	slotfipour@cpp.edu
Richard Navarro	ranavarro@cpp.edu
Jann Patary-Ching	pataryching@cpp.edu
Heather Wizikowski	hewizikowski@cpp.edu

Candidates may not be familiar with all of the faculty listed, so their CVs are posted on the doctoral website. Please do not contact faculty members for service as Dissertation Chair until you have passed your Qualifying Examination.

The process of selecting a chair is specific.

- Beginning **on the date in the spring semester designated by the Doctoral Council**, you have permission to send an email to a faculty member asking him or her to meet with you and discuss the possibility of chairing your dissertation. Attach your work on a proposal (e.g., your revised qualifying exam and ideas about the purpose of your study and/or research questions) to the email).
- No requests to a faculty member should be completed prior to the date provided by your professors.
- In fairness to everyone in the cohort, you are to contact only one faculty member at a time and give faculty members up to a two-week time period to respond.
- The faculty member will consider the request and respond within two weeks. The faculty member will consider the content of the proposed study in making a decision about serving as a chair for

the study instead of simply responding to the first four inquiries. Sometimes, the faculty member will respond within 2-3 days. It is recommended that all students begin the process of seeking a Dissertation Chair on the designated date that is announced for doing so.

- The CSU limits the number of dissertations that a faculty member may serve on or chair to four. This is to make sure that you have the support each of you will need to complete your work. Faculty members will determine which dissertations they are best qualified to chair and let you know if you should meet with them. If you have not received a response after one week, you might email again to make sure your request and information were received.
- If the faculty member's response is that you should schedule a meeting, please do so as soon as possible. When you meet, you should explore how and how well you might work together. If you have any questions at that time, schedule a meeting with the doctoral program director to discuss.
- Keep in mind that sometimes a student selects a Dissertation Chair because the individual has strong expertise in the topic; however, sometimes a Dissertation Chair is selected for expertise in the methodology.
- When a student receives notification from a faculty member that he or she will serve as Dissertation Chair for the student, the student is to email the name of the Dissertation Chair to btalford@cpp.edu.
- The Dissertation Chair will meet with the student to discuss and determine the additional two dissertation members in order to plan for a strong committee for the student. Note that Dissertation Chairs will seek to establish a committee that will be most beneficial for the student. Sometimes, the Dissertation Chair will have a strong background in your selected topic; however, sometimes the Dissertation Chair will have extensive experience in guiding the dissertation process, but the additional committee members will have strong expertise in the student's topic of study. The Dissertation Chair and the student will discuss the additional committee members, and the student will contact the proposed committee members after the Dissertation Chair provides permission to do so.
- The student should not invite possible committee members without approval from the dissertation chair.

Please understand that this is not "a race." You are not in competition with other students regarding the identification of a Chair. Every student will have a Chair. Faculty members consider which students they should work with very carefully and may even suggest another chair to you if they think it would be better for you. If you have difficulty deciding or finding someone, the program director will provide assistance.

Appointment of Dissertation Committee

The student and advisor together shall propose the membership of the student's dissertation committee. The proposed membership shall be forwarded to and determined by the campus official authorized to approve composition of the committee.

The Ed.D. program director may allow the replacement of a committee member, based on the evaluation of a rationale provided by the student or committee member making the request. The student is required to meet with the faculty member who is being replaced prior to changing the committee.

After you agree on a Chair, you work with your Chair to select the second and third Committee members. The second member should be on the faculty of the Department of Education or can be a faculty member at CPP if particular expertise is needed. The third member should be a professional who has attained a doctoral degree is knowledgeable about your dissertation topic. You will need to identify them before you schedule your proposal oral examination.

Once your dissertation committee has been established, please complete the Dissertation Committee Contract form and submit it to the Doctoral Office, located in Bldg. 94, Rm. 226.

Institutional Review Board Approval

Appropriate Institutional Review Board (IRB) approval shall be obtained to conduct any research involving human subjects. Failure to obtain required IRB approval prior to collection of data on human subjects may disqualify a student from further use of those data. The dissertation committee chair shall advise the student regarding human subjects review requirements and compliance with IRB regulations. The chair will provide permission for the student to submit the IRB proposal prior to the student's submission.

Dissertation Proposal

A student shall submit a dissertation proposal for approval, following the procedures and format established by the Ed.D. program faculty and the campus. The dissertation proposal shall contain, at a minimum, a description of the problem, a review of the relevant literature, a statement of the research question, and a description of the research methodology. The proposal shall contain either:

- a. Human subjects research documents that have been submitted to the Institutional Review Board regarding the proposed dissertation research or
- b. Required material pertaining to human subjects research that have been completed but not yet submitted to the Institutional Review Board.

Dissertation Proposal Defense

The Dissertation Proposal Defense should be scheduled in consultation with your dissertation chair for a 2-hour time period. It is mandatory that all three members of the committee attend in person or through electronic means for the entire time. Your dissertation chair will coordinate with the Doctoral Office to identify a room on campus for your Dissertation Final Defense. You will confirm the date and time with each of your committee members. Ten days prior to the proposal defense, you should email your committee members your complete proposal including the front pages of the title page, etc. as outlined on the dissertation format.

General procedures for the Proposal Defense are:

- a. Candidate provides a 20 minute Powerpoint presentation of the first three chapters
- b. The dissertation committee will engage in questions and discussion with the candidate regarding the proposal
- c. The candidate will leave the room for the committee to deliberate

- d. The committee will decide if the proposal defense was successful with recommendations or whether the proposal defense was unsuccessful
- e. The candidate will be invited in to receive the decision and then to meet with his/her chair. See Appendix C for the Proposal Dissertation Forms.

Final Dissertation Defense

The Dissertation Final Defense should be scheduled in consultation with your dissertation chair (for a 2-hour time period). It is mandatory that all three members of the committee attend for the entire time. Your dissertation chair will coordinate with the Doctoral Office to identify a room on campus for your Dissertation Final Defense. The student will contact the rest of the committee as soon as the date and time for the final defense is determined. Most commonly, Room 206 in Building 6 or Room 232 in Building 94 will be scheduled unless it is not available.

General procedures for the Dissertation Final Defense include the following:

- a. Candidates give a 20-30-minute PowerPoint presentation to the dissertation committee.
- b. Consult with your chair concerning the presentation for the Final Defense.
- c. Generally, the candidate only provides 1-3 slides for each of Chapters 1-3 that highlight for the committee key sections of the Chapters 1-3, particularly information to the committee of the changes that were made in response to the committee's recommendations at the Proposal Defense.
- d. The majority of the presentation consists of discussion of Chapters 4-5.
- e. Each committee member has the opportunity to ask questions after the presentation.
- f. There is general discussion by all.
- g. The candidate is asked to leave the room when all questions of the committee have been answered.
- h. Committee members review and discuss the Final Defense and agree to any modifications that may be required (to be addressed by the chair and the candidate) for final approval of the dissertation.
- i. Candidate is brought back in and the Chair explains the decision of the committee, including general thoughts, directions and specific recommendations or revisions required.
- j. The Dissertation Final Defense Required Change form is completed, signed by the Dissertation Chair, and submitted for filing in the Doctoral Office. The Dissertation Chair will provide the candidate a copy of the recommended changes by email or in hard copy.
- k. Candidate and the Chair confer as needed to make the stipulated revisions for final approval of the dissertation.
- l. Note that the candidate should bring the signature pages to the Final Defense since this may be the last time that they entire committee is together. The signature pages must be on bond paper 20 pound weight and 25% cotton. The three signed signature pages must be printed on bond paper and signed and provided to the Doctoral Office. The candidate should determine the number of individual copies that they plan to bind and bring that number of additional signature pages on bond paper. The chair should see and approve the signature page prior to copies being made on bond paper.

m. The Dissertation Chair will submit the signed signature pages along with the other Final Defense Approval forms to the Doctoral Office. The signature pages will remain in the student's file until the dissertation is submitted as the final corrected copy. At that time, the student will provide two printed copies of the dissertation to the program directors for binding of the department copy and the chair's copy of the dissertation, and the program directors will insert the signed signature page in each of the two copies. The third signed signature page will be submitted by the program directors to the Graduate School Office once the final approved dissertation is submitted. See Appendix D for the Final Dissertation Forms.

1. Once the Chair has approved the recommended changes to the Dissertation, the Chair will read the dissertation again to check for edits that may be needed. After this review, the candidate is encouraged to hire an outside editor to review the dissertation again.
2. If an outside editor is used and further corrections made, the dissertation should be provided again to the chair to read and approve before being provided to the department for review.
3. After the departmental reader has marked the dissertation for any additional technical or APA corrections and corrections have been made, the dissertation should again be provided to the Dissertation Chair. The Dissertation Chair will read the dissertation again and verify that all errors have been corrected and that the dissertation is approved for submission.
4. A final approval form will be signed online by the dissertation chair, and a copy of the signed signature page will be submitted to the Doctoral Director to provide to the Graduate School.

Departmental Review

When the dissertation chair has provided approval for the final departmental review, the dissertation will be provided for a review of references and the final departmental review by a departmental reader who was not a member of the dissertation committee. The dissertation will be returned to the candidate and the dissertation chair for the student to make all corrections and for the dissertation chair to verify that all corrections have been made. The student will then be cleared for the Doctoral Director to schedule the dissertation uploading session with the University librarian.

Common Errors to Avoid

As you proof read your paper, please edit to avoid and/or correct these common errors.

- If you are citing three to six authors for one source, cite all of the authors the first time. The next times, use *et al.* Definitely note that *et* does not have a period after it, and *al* does have a period after it. However, if you are citing this within a parenthesis, note that there is also a comma after the period before the date, i.e. (Rogers et al., 2009). If you have more than six authors, you are permitted to use *et al.* the first time.
- Double-space the entire paper except in tables of figures.
- 12 point type size with Times New Roman as the font should be used throughout the text. In tables or figures, no smaller than 10-point is allowed.
- Do not leave single headings or one line of a paragraph at the bottom of a page. Just move to the next page.

- Do not use the words *cited in* within your citations. Find the original source and cite it directly with the correct page number(s).
- Be sure your headings are bold and capitalized according to APA. For example, a 2nd level heading is written as:

Rationale for Selection of the Method

However, 3rd level headings are written as follows. Generally, after the 2nd level heading, a sentence or two introduces the third level headings that will follow.

Data Sources

Data sources will include interviews, a survey of participants, observations, and

Interviews of participants. Eight interviews will be

Survey of participants. A survey will.

APPLYING FOR COMMENCEMENT AND GRADUATION

It is very important that candidates adhere to the university dates for applying online for commencement and graduation. There is a fee associated with these processes. A candidate will not receive a diploma without applying for graduation and may not participate in commencement without applying for commencement. A candidate must have successfully defended his or her dissertation for the final defense to be eligible to participate in commencement by Academic Senate policy.

TAGGING FOR HANDICAP ACCESSIBILITY AND UPLOADING OF THE DISSERTATION

When the final document has been approved for tagging and uploading, the Doctoral Director will schedule the student to meet in the library for tagging and uploading. The dissertation chair will verify that the dissertation is uploaded using the online form for submission, and the Doctoral Director will submit the signed dissertation signature page to the Graduate School Office.

APPENDIX A

Qualifying Exam Guidelines

The written qualifying paper is designed to evaluate student progress in acquiring the substantive knowledge and analytical skills which the Ed.D. program strives to convey. As the official qualifying examination this paper assesses your ability to analyze, utilize and contribute new knowledge as a leader in the field of education, and to communicate in a manner consistent with that role. Rather than a comprehensive examination that revisits all of your content courses to date, this qualifying examination provides the opportunity to apply your cumulative learning thus far to a research/writing endeavor that is relevant to your future dissertation. In fact, this requirement is designed to help you make significant progress toward: 1) clarifying your topic of inquiry; and 2) developing a review of the literature on that topic. Ideally, this would help prepare you to complete Chapter 2 of your future dissertation.

The paper consists of a review of literature and is aimed at assessing substantive knowledge on a topic, analytical reasoning and writing proficiency. It entails preparing at minimum a 30 to 40-page paper that addresses a significant topic in education. The doctoral student is encouraged to address a topic that you are considering for dissertation research. A critical literature review not only summarizes and critiques key studies, but also critiques the body of literature on the topic under investigation. Key individual studies should be summarized and critiqued, but this should be done selectively and concisely. Seldom does a literature review spend more than one manuscript page on a single study, and most are summarized and critiqued in a paragraph or two. The entire body of literature on a topic should also be critiqued. Here the critique can involve showing the gaps in the literature that have not been filled or indicating future work that needs to be done. The body of literature can also be critiqued for methodological limitations (e.g. few rigorous, empirical studies), or theoretical limitations (e.g. research is dominated by a single or outdated theoretical orientation).

The final draft of the review will be submitted prior to or during the last week of the winter quarter. The paper will be reviewed by a faculty committee and evaluated on the criteria that include: clarity, comprehensiveness, coherence, analysis vs. over-reliance on quotes, and APA style. If you do not meet the evaluation criteria for a passing paper the first time, you will be given one opportunity to re-write it. You will have access to faculty support in this process. The intent of the qualifying paper is not to “weed out” students, but rather to ascertain your readiness to undertake the dissertation phase of the program. Assessment will be focused on determining what requisite skills need to be addressed in remaining coursework and additional support services in preparation for satisfactory completion of a dissertation.

Review of Literature on a Significant Topic in Education

Engaging in the research and writing necessary to satisfactorily complete this qualifying paper will provide you with the opportunity to:

1. Identify a significant educational topic of your choice; and
2. Evaluate a body of literature that addresses that topic. Your evaluation of the literature provided in this paper should consist of an in-depth appraisal and analysis rather than a broad description of literature on your topic. Your topic should be narrow, adequately researched, and

of current relevance to educational research, policy, and/or practice. Your review should contain recent, significant, frequently cited literature from peer-reviewed sources. Your qualifying paper should be a minimum of 30 pages in length.

Guidelines for Format

Introduction and Background to the Topic

Begin the paper by situating the topic within national and state contexts using pertinent research literature relative to the topic to emphasize the importance of the topic for educational leaders. The review should provide background to the topic and contextualize it within educational research and practice. The discussion might explain the long-term implications for the improvement of educational practice, or more generally for society. It might also discuss important gaps in the knowledge base within the field of education. Your paper should synthesize the literature on a particular topic instead of providing a list or a description of studies. This review of literature should not be presented as a “quilt of quotations.”

Organization of the Review

The introduction should be followed by a discussion of your theoretical framework or conceptual framework followed by a description of how you have organized your review of literature. Provide an overview of the second level headings for sections related to the topic you are exploring. Keep in mind that each second level heading will generally have 2 or more third level headings within the section. The third level headings do not need to be included in the overview of the organization of the review of literature. However, they would need to be developed within the body of the paper.

The review of literature for the qualifying examination should be comprehensive and convey your thorough investigation of the topic. The review of literature would include a discussion of any conflicts or controversies related to the topic as well as any gaps and/or inconsistencies in the literature. In addition, a discussion of pertinent research studies published within the last 10 years should be included. Your review of the literature should be your overall synthesis and analysis of the current research literature on the topic.

Summary

Provide a summary for the review of literature.

Guidelines for Written Style

Your paper must be written clearly. The objective is to produce a high quality review of literature that communicates important conclusions to the reader. This requires that your points be clearly articulated and properly documented according to APA guidelines (6th Edition). Clarity should extend from the overall organization of the paper to the examples you use, the construction of sentences, and the choice of words that convey your meaning with precision and in accordance with the terminology of the discipline. It is expected that you will produce a polished paper, and you should expect to prepare several drafts in the process of developing your final paper. A complete set of references for all the works cited in your review must be included at the end of the paper. All references should be cited in accordance with APA guidelines.

Frequently Asked Question (FAQ)

What is considered “appropriate” literature for a literature review?

See types of articles: (See latest APA Publication Manual for a description of these types of articles.)

- a) Reports of empirical studies
- b) Review articles
- c) Theoretical articles
- d) Methodological articles

Specific suggestions from Research and Methods Courses at Cal Poly Pomona, available through library databases:

- 1) Journal articles, reports, books, dissertations, and conference papers through the CalPoly Library Education databases (e.g., Education Research Complete, ERIC, Web of Science, ProQuest, SAGE Journals Online)
- 2) Topical reviews and syntheses of research literature (e.g., Review of Research in Education and Review of Educational Research, published by AERA)
- 3) Specialized Encyclopedias for definitions and major references (e.g., Encyclopedia of Educational Research)
- 4) Topical Handbooks (e.g., Handbook of Research on Multicultural Education, Handbook of Educational Policy Research)
- 5) Dictionaries and Glossaries (e.g. The SAGE Dictionary of Qualitative Inquiry)
- 6) Textbooks
- 7) Abstract series (e.g., Educational Administration Abstracts)
- 8) Internet searches
- 9) Organization websites:
 - a. Professional Organizations, reports and publications (e.g., ACSA, AASA, NPBEA, AERA, UCEA, CCSSO)
 - b. Professional magazines and journals, secondary source reports (e.g., ASCD, Kappan, ACSA, AASA)
 - c. Federally funded research (e.g., Ed.gov, regional labs and centers such as WestEd, Center for Research on Students Standards and Testing at UCLA)
 - d. Nonprofit organizations (e.g., AIR, ETS, Learning Forward, Southern Regional Education Board, Center for American Progress, National Education Policy Center)
 - e. Think Tanks (e.g., Brookings, RAND)
 - f. Foundations (e.g., Wallace, Gates)

How recent should articles be?

Empirical (data-based) articles should be recent. An empirical article that is more than ten years old would need to be justified for inclusion. The exception is when you are giving a sense of how the topic has evolved over, say, the past 20 years. Older empirical or non-empirical works (Dewey, Vygotsky, Marx, Bandura, etc.) can be cited if they are classics or to provide a theoretical framework. Sometimes newer work needs to be contextualized as a response to seminal work that was path-breaking (e.g.

Howard Gardner's multiple intelligences). See the brief description "develop the background" in the APA manual.

What is meant by "organization of ideas?"

Do ideas (and paragraphs) build from previous ones? Is there a clear thread (focus) that runs through the manuscript? Does the review get bogged down in non-essentials? Does it veer off topic? The reader should never wonder what the "point" of the review is. At various points in the review, make the link back to the original focus of the topic. Organization of the review refers to the strategy you use to present your literature review, i.e. from older to newer, according to specific sub-topics, presenting pros and cons of an issue, contrasting theoretical orientations. etc.

Since this is an examination, please understand that your paper is to be completed independently without faculty feedback during the writing process.

Overall Assessment Criteria

- 1) The topic of inquiry is definitively stated within an introductory context that establishes the significance of the topic and a clear sense of purpose for the proposed study and the review of the literature that is crucial to the design, development, and completion of the dissertation.
- 2) The review is clearly organized; the readers need not struggle to determine the organizing framework for the review.
- 3) The review succinctly clarifies what is known and unknown about the problem/issue under study.
- 4) The paper develops clear linkages between the literature reviewed and the purpose, rationale, questions, and methods for dissertation research.
- 5) The paper conveys a clear sense of the ongoing "conversation" among researchers vis a vis the problem/issue under study.
- 6) The review reflects high levels of analysis, synthesis, and evaluation.
- 7) The review situates the related dissertation study within the scholarly conversation about the problem/issue.
- 8) The review demonstrates understanding of and/or familiarity with current knowledge about the problem/issue; established scholars, parameters of the field; and important theories, hypotheses, and questions.
- 9) The paper clearly explains how the possible research questions derive from the previous research.
- 10) The overall product provides evidence of readiness to successfully undertake the formal preparation of a dissertation proposal.

Qualifying Paper Assessment Rubric

For student to use for self-evaluation

Paper # _____

Opening

1. The student began the literature review with an efficient and engaging opening that laid out the structure of the chapter. **1 2 3 4 5 N/A**
Comments:

Framework

2. The student included an appropriate historical, philosophical, and/or theoretical framework for the review of the literature
Comments: **1 2 3 4 5 N/A**

Review of Research Findings

3. The student organized the literature around 5-7 well-defined themes that emerged from this review of the scholarly literature.
Comments: **1 2 3 4 5 N/A**

4. The student identified appropriate sets of sub-themes for each of the major themes of the literature review. The sub-themes fit their broader theme categories
Comments: **1 2 3 4 5 N/A**

5. The student developed a well-organized set of fully developed paragraphs to support each of the sub-theme areas.
Comments: **1 2 3 4 5 N/A**

6. Each paragraph had a strong, clear topic sentence that was supported by strong explanatory sentences and research findings. **1 2 3 4 5 N/A**
Comments:
7. The student appropriately used headings to organize themes and sub-themes. **1 2 3 4 5 N/A**
Comments:
8. The student thoroughly critiqued those studies that were relied upon the most; critiques included careful consideration of the research designs for source studies (e.g. QUAN, QUAL, or mixed methods, sample size and make-up, strengths/limitations of the method of analysis, etc.). **1 2 3 4 5 N/A**
Comments:
9. The student effectively considered the methodology for supporting studies throughout the literature review. **1 2 3 4 5 N/A**
Comments:
10. When citing sources, the student effectively communicated to the reader the type of source and/or methodology cited. **1 2 3 4 5 N/A**
Comments:
11. The student cited all necessary information using APA style. **1 2 3 4 5 N/A**
Comments:
12. The overall literature review appears to avoid or appropriately address significant gaps in content or perspective. **1 2 3 4 5 N/A**
Comments:

13. The student's overall review of the literature reflects a high-quality level of analysis, evaluation, and synthesis of the research literature. **1 2 3 4 5 N/A**

Comments:

14. The student concluded this literature review (that may ultimately be contained in Chapter 2 of the dissertation) with an efficient effective summary. **1 2 3 4 5 N/A**

Comments:

References

15. All of the sources cited in the literature review are included in the references. **1 2 3 4 5 N/A**

Comments:

16. All references are appropriately formatted using APA style. **1 2 3 4 5 N/A**

Comments:

Hoffman, Cal State Fullerton, 2012 (Adapted/Revised. Doctoral Faculty, Cal Poly Pomona, 2018)

Qualifying Examination - Faculty Reader Feedback to Candidate

Candidate: Number _____

Reviewer _____

Date: _____

Score/ Recommendation

Pass

(Circle pass, pass with corrections, or revise and rewrite, or highlight in yellow)

Pass with corrections

Revise and Rewrite

(Meet with program co-director)

Criteria for scoring:

- 1) Clarity and importance of the topic
- 2) Coherence and flow of argument
- 3) Logic and use of evidence
- 4) Balance of quoted material with analysis
- 5) Accurate APA style.

STRENGTHS

RECOMMENDATIONS

APPENDIX B

Dissertation Format

As you will notice in looking at Cal Poly Pomona dissertations provided on our Blackboard website for this course, the exact sub-headings may vary somewhat. Working with your chair, you will finalize your sequencing of headings. You will also note that many dissertation books differ in the order of the headings. The guidelines for Cal Poly Pomona's Educational Leadership Doctoral Program were adapted by faculty from the guidelines for Northridge and Long Beach doctoral programs. A standard format for a dissertation often includes:

Chapter 1: Introduction

(12-15 pages)

Introduction

Do not list the word "Introduction" as a second level heading per APA, 6th edition. Just begin writing the paper after your centered heading for the chapter.

Background to the Problem

In this section, the author situates the issue or topic as one of importance by including research important to the topic such as national or state reports and research findings pertinent to the issue. The information leads to the need for your study. The researcher often begins by situating the topic in a broader educational or social context at the national and state level establishing the importance of this topic.

Problem Statement

The last sentences of this section should point to the need for your study. Sometimes, you will encounter a call for more research on this topic at the end of a research article or dissertation. Sometimes, you find a quote, such as, "There is a paucity of research on the topic of _____ and exemplars are needed" (author, year, page number).

Purpose of the Study

It is important to formulate a clear purpose of the study. Generally, the purpose of the study is provided as a single sentence, and the research questions mirror this. For example, "The purpose of this study is _____." Throughout your dissertation, each time the purpose of the study is referred to, the author uses the exact words.

Research Questions

Often, after a sentence of transition and introduction, you will see the words, "Specifically, the research questions are:

- 1.
- 2.
- 3.

In qualitative studies, it is most common to have 1-3 research questions. Sometimes, you will have an overall question and sub-questions, but this is not required. Each question can be equally

important. In quantitative studies, the research questions may be listed as hypothesis or testing the null hypothesis. Mixed method studies generally have 1-4 research questions.

Definitions of Terms

Often, this section begins with an introductory sentence. Then, the terms and definitions are provided. When possible, sources are cited for definitions.

Assumptions

This is generally a paragraph stating the assumptions as the researcher begins this research.

Limitations and Delimitations

These may be another heading. Sometimes, chairs prefer to only include limitations and to include this in the methodology.

Significance of the Study

The researcher speaks again to the importance of this topic using citations to support major points.

Summary and Organization of the Study

Some chairs prefer to use the title of summary for this section. However, within the section, provide a summary of Chapter 1 followed by a description of what each of the remaining chapters will address. Do not use the heading “Conclusion” for the end of the chapter. In a dissertation, the word “Conclusions” refer to a particular section of Chapter 5 wherein you provide the 3-5 overall conclusions that you have derived from analysis of your findings.

Note that some chairs may prefer that the theoretical or conceptual framework be introduced in Chapter 1 while others prefer that this is included near the beginning of Chapter 2.

This chapter situates the study in the context of previous research presenting a critical synthesis of previous research pertinent to the topic. Sources should be within the last 10 years unless you are citing a seminal study or author. If you use a source over ten years, make it clear to the reader that you are doing this purposefully to make a point, such as, “Over twenty-five years ago, ____ (year) identified the importance of the self-fulfilling prophecy to students’ academic performance. This finding continues to be supported by researchers currently (_____, year; _____, year; _____, year.”

Note that Chapter 2 should include discussion of at least 10 research studies within the last 10 years that are pertinent to your topic. To include some identifying information about the study such as methodology, participants, and geographic location strengthens the reader’s understanding of the importance of the study. An abstract of each study is not to be included. Pay attention to the flow of your argument. Sometimes, you will report contradictory findings or debates in the research literature.

Use primary sources for your references. If another author discusses a study that you want to include, find the original source for the study, and use this as your citation.

Per the Cal Poly template, the title of the chapter is centered as listed below. A possible format is provided below.

Chapter 2: Review of the Literature (A centered heading)

Note that APA states that the word “introduction” is not required as a 2nd level heading. The author should just begin the chapter. For Chapters 2-5, the opening should provide an overview of the topic and purpose of the study so the reader knows what this dissertation is addressing. At the end of the introduction, provide a description of what will be included in Chapter 2. This generally includes discussing the second level headings that will follow.

Theoretical or Conceptual Framework (A centered heading)

The heading for each primary section of the literature review is generally centered.

2nd level heading

In two to three sentences, introduce the 3rd level headings that will follow.

3rd level heading

4th level heading, etc.

2nd level heading

In two to three sentences, introduce the 3rd level headings that will follow.

3rd level heading

3rd level heading, etc.

See APA, 6th edition for the format for 4th and 5th level headings. Many dissertations include only 1st, 2nd, and 3rd level headings. Note that your 1st and 2nd level headings and your 2nd and 3rd level headings should not be next to each other. Instead, in at least two sentences introduce headings that will follow.

Summary

Summarize the chapter, and then tell what the next chapter will include. Only Chapter 1 discusses each chapter. The subsequent chapters each only introduce the next chapter.

Introduction

If the reader just turns to any chapter, he or she should be able to understand what this study is addressing. You are restating the purpose of the study and describing an overview of this chapter.

Rationale for Selection of the Method

In this section, the researcher draws upon authors pertinent to the method to discuss the methodology. Remember, throughout Chapter 3, the researcher is grounding steps with citations of authors supporting the steps or decisions. This section describes the research approach used with a rationale for its suitability for addressing the research questions. The rationale is provided by citing appropriate methodological literature. Note that in Chapter 3, include references to seminal authors pertinent to the method, and these citations may be to their original seminal publications on the method.

Setting

The criteria for selection is often included here as well as a description of the context of the study.

Data Sources

Note that in quantitative studies, *sample* is the term for survey respondents. However, the word *participants* instead of *sample* is the term used in qualitative studies. In qualitative studies, the criteria for selection of the participants must be included.

Data Collection

Qualitative or mixed method.

or

Instrumentation

Quantitative

Data Analysis

Describe your process of data analysis. Generally, you will cite the author or authors who support your method of data analysis. If you are using software to assist in data management, include this information in this section.

Provisions of Trustworthiness

Qualitative

or

Validity and Reliability

Quantitative

Qualitative studies will use the heading above. Qualitative studies will provide a heading for validity and a heading for reliability.

In qualitative studies, often authors refer to provisions of trustworthiness instead of validity and reliability in this section. Be sure to cite the authors who support the key processes that are used.

Role of the Researcher or Positionality

This is often included in qualitative or mixed method studies.

Limitations

Some chairs prefer this heading in Chapter 3 instead of Chapter 1.

Summary

This section summarizes the chapter and the next chapter is introduced.

Note: The 1st level headings could be listed as 2nd level headings if the chair prefers. The centered headings may have additional sub-headings under them depending on the method. The particular sub-headings will depend on the selected method. For example, in a narrative inquiry study, under the discussion of data analysis, the researcher would discuss both narrative analysis to discern the themes or major components of the narrative and analysis of narratives to determine the grand story.

Also, note Chapter 3 includes citations to support major components of the methodology. It should be apparent to the reader that you are an expert on the method in addition to providing a clear description of what you will do. After you conduct the study, you will return to Chapter 3 and make any corrections, additions, or deletions based on what you actually did in conducting the study. You will also change the verb tense to past tense since you have now completed the study.

Chapter 4: Findings

Chapter 4 organizes and reports the study's main results or findings, including the presentation of relevant quantitative and /or qualitative data. The order and language of the headings may vary in consultation with the committee chair and members.

Elements of Chapter 4

Begin the chapter with a brief overview of the study that includes the purpose of your study and data collection/analysis procedures. Remember, that according to APA, 6th edition, the word *introduction* is not a header. You will simply begin the chapter. The description of the findings should highlight the important and significant parts of the results for the reader. This chapter should have a clear organizational structure with appropriate headings and subheadings.

Describe the organization of the chapter according to research questions, hypotheses, theoretical or conceptual framework, narrative stories, or thematic scheme. Introduce the headings and sub-headings when you describe the organization of the chapter. Depending on your method, your chair may instruct you to introduce your participants' or survey respondents' demographics through a table.

Many of our Cal Poly graduates have organized Chapter 4 by research question. For example, Research Question 1. Locate the dissertations through Bronco Scholar for ideas in formatting Chapter 4, and discuss your format with your dissertation chair.

Guidelines for quantitative studies, qualitative studies, and mixed method studies follow in the sections below. For each of the methods, inconsistent, discrepant, or unexpected data with discussion of possible alternative explanations should be included. The page length for Chapter 4 is variable depending on the nature of the research.

Quantitative studies

Headings and sub-headings guide the reader through the results according to the research questions, variables, or other appropriate organizational scheme. For quantitative studies, present results in a logical manner in both statistical form (through tables and figures) and descriptions. The researcher will describe the important points in the table. The researcher may say, "As displayed in Table 1,; or the researcher may state the information and in parenthesis write (see Table 1). See APA, 6th edition for a complete description. Note that per Cal Poly guidelines, 10-point type size for a table or figure is the smallest allowed. Also, note in APA, 6th edition, the correct manner for listing the title of the table or the figure with the title of the table above the table and the title of the figure below the figure. Note also that tables do not have lines on the sides per APA, 6th edition. Some tables and figures may be included in the appendices. In that case, the researcher would discuss the information and place in parenthesis where the table is located, such as, (see Appendix A).

Qualitative studies

For qualitative studies, present findings in clear narrative form using thick, rich description with the participant quotes to support points. Use headings and sub-headings to guide the reader through the results according to the research questions. For example, if the research question is a second level heading, then the themes for that research question will become the third level headings that follow. Poignant quotes from the transcribed interview data support the themes.

While quantitative research usually includes tables and figures in the presentation of the findings, qualitative research primarily presents the themes through the language of the transcriptions, the field notes, and/or observational data.

The particular qualitative method influences the format for the presentation of the findings. In narrative inquiry, for example, provide each individual narrative with discussion of the themes followed by the grand story, a synthesis of key themes that emerged overall. In a case study, for example, present the identified themes for each of the research questions using multiple data sources of individual interviews, focus interviews, observation data, and field notes. In a multi-case study, present themes from individual cases first followed by a cross-case comparison.

Mixed method studies

In mixed method studies, discuss the data in the order recommended for the specific type of mixed method study. For example, present quantitative data first followed by the qualitative data themes or vice versa dependent on the specific mixed method approach. In some mixed method studies, presentation of findings occurs with quantitative and qualitative data combined.

Chapter Summary

The last heading for Chapter 4 should be the chapter summary. At the end of this summary, the researcher should introduce Chapter 5.

This is the chapter where you use the findings to come to conclusions, interpret and discuss the results in light of the literature review and conceptual framework, and propose recommendations. Implications provide recommendations for specific groups, such as policy makers, principals, or university leaders. Some dissertation chairs may ask that you discuss these ideas under specific headings for recommendations instead of under a heading for implications. Whether to include a section for discussion and a section for implications will be up to your chair. All dissertations should include a heading to discuss recommendations for future research. This section may identify areas where more information and further study is required. The chapter should not end without a section for your concluding statements. The elements of Chapter 5 follow.

Elements of Chapter 5

Your introduction provides an overview of the chapter's organization and content as well as a brief overview of the purpose statement and research questions. Depending on your chair's preference, the chapter may also provide a brief summary of the major findings in relation to your research questions or hypotheses. Remember that the chapter will begin without a heading for the introduction per APA, 6th edition.

Conclusions

State and discuss your overall conclusions based on the findings of your study. Before writing your conclusions, step back from the study and ask, "What are the *primary conclusions* from this study?" Often, three to five main conclusions stem from a study with each conclusion presented as a strong statement explained in a paragraph or more. For example, a conclusion of a principal's role in school leadership that many research studies have identified is "Principal leadership matters." If that statement were a conclusion of a particular study, the author would provide a discussion explaining the statement relative to the study.

Discussion

This section provides an interpretation, analysis, and synthesis of the results/findings. The results/findings relative to the larger body of literature and the conceptual/theoretical framework, as well as themes or patterns, are discussed. This section could include the study's contribution to the field. If this is a quantitative study, the generalizability of the findings to the broader populations or other settings and conditions could be included.

Implications

Recommendations for changes in educational policy and practice based on the results/findings could be included in this section. The practical implications of the study as applied to educational environments are included in this section. Note that some chairs may prefer a separate section on recommendations for policy or practice instead of a section for implications.

Recommendations for Further Study

This section offers recommendations for further study, if you or other researchers were to continue this same line of inquiry.

Concluding Statements

This section ends the dissertation with a strong, clear, concise *take-away message* for the reader. Consider the parting message that you want to leave with the reader from your study as you write this section.

APPENDIX C

Dissertation Proposal Forms

Doctoral Program in Educational Leadership at Cal Poly Pomona
Dissertation Proposal Required Changes

Last Name

First Name

Bronco ID#

The following changes were agreed to during the Dissertation Proposal Defense:
(If there are no changes, please type: NO CHANGES) in this section and obtain the chair's signature)

Attach additional pages if necessary

Student Signature _____ Date _____

Chair, Dissertation Committee Signature _____ Date _____

Director Signature _____ Date _____

Doctoral Program in Educational Leadership at Cal Poly Pomona
Proposal Defense

Successful completion of the Dissertation Proposal is indicated by the signatures below. This form is to be forwarded to the Doctoral Director(s).

Student: _____ Date: _____

Dissertation Proposal Title:

This is an acceptable proposal, and if the work described in it is carried out appropriately, the resulting dissertation will be acceptable. The proposal has been found to be in conformity with the American Psychological Association (APA) guidelines for research with human subjects (IRB).

It is agreed that _____

will serve as the chairperson of the dissertation committee and that _____
and

_____ will serve as members.

Dissertation Committee Chairperson Signature

Committee Member Signature

Committee Member Signature

Director Signature

Date

APPENDIX D

Dissertation Final Defense Forms

Doctoral Program in Educational Leadership at Cal Poly Pomona
DISSERTATION FINAL EXAMINATION REQUIRED CHANGES

Last Name

First Name

Bronco ID#

The following changes were agreed to during the Final Oral Defense:

Attach additional pages if necessary

The Committee authorizes the Chair to review the changes detailed above and determine final approval.

Student Signature

Date

Chair, Dissertation Committee Signature

Date

Director Signature

Date

DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP AT CAL POLY POMONA
COMPLETION OF FINAL EXAMINATION: ORAL DEFENSE OF DISSERTATION

Successful completion of the Dissertation Final Examination is indicated by the signatures below.
This form is to be forwarded to the Doctoral Director(s).

Student: _____

Date: _____

Dissertation Proposal Title:

This is an acceptable final defense, and if the work described in it is carried out appropriately, the resulting dissertation will be acceptable. The dissertation has been found to be in conformity with the American Psychological Association (APA) guidelines for research with human subjects (IRB).

CHANGES AND CORRECTIONS TO THE DISSERTATION WILL BE MONITORED AND APPROVED BY THE CHAIR.

Dissertation Committee Chairperson Signature

Committee Member Signature

Committee Member Signature

Director Signature

APPENDIX E

Dissertation Template

**PRINCIPAL LEADERSHIP OF THE COMMON CORE:
KEY PRACTICES AND PROCESSES**

A Dissertation
Presented to the
Faculty of
California State Polytechnic University, Pomona

In Partial Fulfillment
Of the Requirements for the Degree
Doctor of Education
In
Educational Leadership

By
Emily W. Hanson
2020

SIGNATURE PAGE

DISSERTATION: PRINCIPAL LEADERSHIP OF THE
COMMON CORE:
KEY PRACTICES AND PROCESSES

AUTHOR: Emily W. Hanson

DATE SUBMITTED: Summer 2020

Department of Educational Leadership

Dr. Donald Lin
Dissertation Committee Chair
Department of Educational Leadership

Dr. Harvey Smith
Professor
Department of Education

Dr. Elizabeth George
Assistant Principal
Marshall Unified School District

Signature page must be printed on the proper paper: White, at least 25% cotton, 20 pound paper, 12 point font size, Times New Roman.

ACKNOWLEDGEMENT

This is written after the Final Dissertation Defense.

ABSTRACT

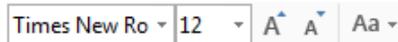
The recommended abstract length is 150 words. No more than 250 words are allowed.

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If you need to add sections to your Table of Contents, you would add those sections throughout the document. For instance, if you were adding a subheading under Chapter 1 called “Background to the Problem,” you would mark that as a “Heading 2” style under Styles. Then you could update your Table of Contents by right clicking the Table of the Contents, selecting “Update Field,” then selecting “Update entire table,” and then selecting OK. If need be you can delete an unnecessary line or manually enter text.

You will need to change the font in the Table of Contents after doing an update as it will keep the original format styles as it’s in your document. Such as changing text from all upper case to lower or sentence case, un-bolding text, color changes etc. To change the letter case of a section, select the text then use the Aa function next to your selection to change the letter case.



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For the List of Tables to update properly you must use captions for your tables. Captions are titles or brief explanations for your table. To add captions, in your document body, right click your table(s), and select “Insert Caption.” A dialog box will open where you will input the title of your table. Next, in the drop down select “Type of Label.” Once you select the type of label, select the placement as either above or below the table and then click ok.

To update the List of Tables, you’ll need to be on this page listing all of the tables, not in the document body. First, right click the contents of the List of Tables, select “Update Field,” then select “Update entire field,” and then click OK. If you have used the captioning feature as suggested above, updating your List of Tables will automatically include captioned tables from your document.

If there needs to be a space between table # and text place the cursor before the text and hit the spacebar 6 times to appear as such: Table #. Sample Text

Remember to make sure your captions meet your formatting criteria such as (APA, MLA, etc.) by changing font, font size, placement and alignment of caption text as necessary.

LIST OF FIGURES

Figure 1. Principal’s leadership practices	30
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For the List of Figures to update properly you must use captions for your figures. Captions are titles or brief explanations for your figure. To add captions, in your document body, right click your figure(s), and select “Insert Caption.” A dialog box will open where you will input the title of your figure. Next in the drop down select “Type of Label.” Once you select the type of label, select the placement as either above or below the figure and then click ok.

To Update the List of Figures you’ll need to be on this page listing all of the figures, not in the document body. First, right click the contents of the List of Figures, select “Update Field,” then select “Update entire field,” and then click OK. If you have used the captioning feature as suggested above, updating your List of Figures will automatically include captioned figures from your document.

Remember to correct captions to meet your formatting criteria such as (APA, MLA, etc.) by changing font, font size, placement and alignment of caption text as necessary.

CHAPTER 1: INTRODUCTION

CHAPTER 2: LITERATURE REVIEW

CHAPTER 3: METHODOLOGY

CHAPTER 4: RESEARCH FINDINGS

CHAPTER 5: CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

REFERENCES

APPENDIX A

If you have more than one appendix, label them APPENDIX A, B, etc.