

LEEDS STUDENT HANDBOOK

Learning Environments and Educational Studies Concentration
PhD in Education
Department of Educational Psychology and Counseling
College of Education, Health, and Human Sciences, University of Tennessee

INTRODUCTION

The Learning Environments and Educational Studies concentration (LEEDS) leads to a Ph.D. in Education at the University of Tennessee. The LEEDS doctoral concentration explicitly links the fields of cultural studies (e.g., philosophy, history, and sociology of education), human learning and development, and instructional design and technology to prepare graduates to work in high level professional careers in a wide range of settings such as higher education, K-12 education, community-based agencies and community-based participatory research, research institutions and other applied educational, social and political settings.

The mission of the doctoral concentration in Learning Environments and Educational Studies (LEEDS) in the Department of Educational Psychology and Counseling is to ground students in theoretical, philosophical and research foundations of human learning and development, cultural and social contexts of educational environments (both formal and informal), the design process of technology-supported learning environments, and skills for inquiring into and critiquing these environments.

Table of Contents

Academic Advising	2
<i>Advising</i>	2
<i>Doctoral Committee Chairs</i>	3
Current Curriculum (2012-2013)	4
<i>LEEDS Curricular Elements and Requirements</i>	4
<i>Concentration Core</i>	5
<i>Core Electives</i>	5
<i>Electives</i>	5
<i>Research Methods</i>	5
<i>Dissertation Hours</i>	5
The LEEDS Seminar	7
Comprehensive Exam Policy	9
Dissertation Preparation Guidelines	15
Appendix: Elements to be Considered in a Dissertation Proposal	21

Academic Advising

Advising

As students are admitted to LEEDS, they will be assigned a temporary academic advisor, who is a tenure-track faculty member serving the program area. Students are assigned to a faculty advisor as part of the application review process. The temporary academic advisor assists incoming students in course selection during their first few semesters. In addition to reviewing the overall course of study and possible course combinations, advisors may discuss students' academic and professional goals, research opportunities, and prior involvement in community service activities. Each student's academic advisor will help develop a plan to guide the preparation of the student for the credentials sought. When a student invites a faculty member to serve as the chair of his/her/hir doctoral committee and direct the dissertation, that faculty member becomes the student's advisor.

Doctoral Committee Chairs

As soon as possible after the first year of coursework, students will be encouraged to identify a faculty member who will serve as doctoral committee chairperson. The student will need to meet with this faculty member to ask her, him, zir to serve as chairperson, then to discuss program of study and the goals for comprehensive exams and eventually dissertation research. In rare cases a student may request co-chairpersons; if so, the request must be approved by the Graduate Director and the Graduate School.

LEEDS faculty members understand that it is the student's right to choose the chairperson of his/her/zir committee, and in consultation with the chair, the committee members. If a student chooses to change the composition of the doctoral committee, the student will engage

in open, frank, and diplomatic discussion with all parties, in advance. Any change in committee membership must be documented by the student obtaining and completing the relevant paperwork from the Graduate School website.

This policy is consistent with the policies on advising found in the *Graduate Catalog* and the guidelines found in the list prepared by the UT Graduate Council's Committee on Directive Status.

LEEDS Curricular Elements and Requirements Note: This program of study applies to all students admitted for fall, 2012 or later. CSE 592 is optional for students beginning fall, 2012.

Concentration Core 16 Credits

EP 601 Professional Seminar	1 credits
LS 640 LEEDS Seminar	6 credits
CSE 592 Social Justice and Education (prerequisite: CSE591 Issues in Cultural Studies)	3 credits
LS 604 Design (prerequisite: IT 570 or equivalent)	3 credits
LS 671 Advanced Learning Theory (prerequisite: EP 572 or equivalent)	3 credits

Core Electives 9 Credits

Students may choose 3 courses from below

CSE 609 Feminist theories and Education	3 credits
EP 603 Mediated Learning theory	3 credits
EP 633 Discursive Psychology	3 credits
IT 681 Designing Problem-Based Learning Environments	3 credits
LS 604 Cultural Historical Activity Theory	3 credits

Electives 12 Credits

Upon consultation with the advisor, students may select 4 courses.

Choice	3 credits

Research Courses 15 Credits

EP 506 Modes of Inquiry and/or EP 582 Educational Research Fundamentals (Depends on prior Master's level course work)	3 credits
EP 559 Introduction to Qualitative Research	3 credits
EP 577 Statistics in Applied Fields I	3 credits
Choice	
Choice	

Cognate 6 Credits

Upon consultation with the advisor, students must select 2 courses outside of the department.

Choice	3 credits
Choice	3 credits

Dissertation 24 Credits

LS 600 Dissertation Hours	24 credits
---------------------------	------------

Total of 82 Credits

Concentration Core (16 hours)

All students must complete 16 hours of concentration core courses which include EP601 Professional Seminar, two semesters of LS640 LEEDS seminar, LS671 Advanced learning theory, LS604 Design, and CSE591 Issues in Cultural Studies.

Core Electives (9 hours)

All students must choose three core elective courses from the following list: CSE609 Feminist theories and education; EP603 Mediated learning theory; EP633 Discursive psychology; IT681 Designing problem-based learning; LS604 Cultural historical activity theory.

Electives (12 hours)

The twelve credits hours available for electives should be selected in consultation with your advisor. Students needing prerequisite courses may count these as part of their electives.

Research Methods (15 hours)

Fifteen hours of research methods courses must be taken including an introduction to qualitative research and an introduction to statistics course. LEEDS strongly encourages students to consider obtaining a graduate certificate in qualitative research methods or evaluation, statistics and measurement during their doctoral study.

Dissertation Hours (24 hours)

A minimum of 24 hours of dissertation hours are required. Students can take a maximum of 15 dissertation hours per semester. The number of hours taken must correspond to an appropriate amount of work completed on the dissertation per semester and will be negotiated with the student's advisor.

The LEEDS Seminar

LEEDS first and second year students will enroll each spring for a three-credit hour LEEDS seminar. This experience will provide an introduction to LEEDS vision, mission, faculty members, and students, as well as scholarship within LEEDS and related disciplines. Their first fall semester at UT students will enroll in the EPC one-credit hour departmental seminar (EP601), begin their coursework, engage in social activities to develop relationships within the LEEDS program area, and become acclimated to UT. To facilitate this process, incoming LEEDS students will be assigned an advanced LEEDS student as a mentor early in the first semester by the LEEDS Coordinator, in consultation with LEEDS faculty members.

During the spring semester first and second year students will focus on LEEDS-related scholarship activities in a three-credit hour seminar. During this semester the second year students likely will be working with faculty members on research and/or participating in research groups, and they will report on that work in LEEDS seminar.

Fall, year 1	Spring, year 1	Fall, year 2	Spring, year 2
EP601 doctoral seminar Student mentoring	LEEDS seminar, part 1 Three credit-hour seminar	Second year students encouraged to participate on research teams, optional for first year students	LEEDS seminar, part 2 Three credit-hour seminar

During each spring semester every LEEDS faculty member will be invited into one class to discuss his/her/zir scholarship/research interests for at least one hour.

Each semester of seminar will be three-credit hours, and it will be designed as a two-part sequence. In order to ensure that all students can access the seminar, it will be offered on Monday nights (same night as other program seminars in the department). The two semesters of seminar will vary in content and skills focus but will be connected in a meaningful way to make the content relevant as all students will take seminar twice.

Because this course is “shared” in the sense that it provides an introduction to LEEDS faculty members, students, and content, scholarship, and is intended to help build a sense of cohesiveness within LEEDS, faculty members who teach it are encouraged also to create an open-ended informal questionnaire for students to complete each semester, then share those student evaluation data with LEEDS faculty members.

Comprehensive Exam Policy

Students should have no more than 6 hours of coursework left to complete at the time of taking their comprehensive examinations. According to the *Graduate Catalog*:

The comprehensive examination...is normally taken when the doctoral student has completed all or nearly all prescribed courses

The purpose of the comprehensive examination paper is to reflect the overall competencies specified in the *Graduate Catalog*. These competencies include:

Successful completion of a comprehensive examination...is required for all doctoral degrees...its successful completion indicates that, in the judgment of the faculty, the doctoral student can think analytically and creatively, has a comprehensive knowledge of the field and the specialty, knows how to use academic resources, and is deemed capable of completing the dissertation.

The exam consists of two parts – a written exam and an oral exam. The written portion consists of a substantial scholarly document in response to questions developed by dissertation committee members. The oral defense is typically 2 hours in length and a chance for the committee to ask questions of the student about their written exam.

The committee chairperson will consult with all members of the student's committee in determining the comprehensive examination format, length and completion time; and in determining the roles and responsibilities for all committee members regarding writing and/or reading the specific sections of the examination. The student's doctoral committee chairperson at the time of his/her/hir comprehensive exam will advise the student in coordinating the most useful combination of question(s), taking the following components into consideration: the

student's (1) competencies and interests (2) methodological and /or theoretical interests (3) anticipated career/personal responsibilities and aspirations.

The student will work with his/her committee chairperson to select the length and format of the comprehensive examination. The suggested length is 50-60 double-spaced pages total, but may be shorter/longer, at the discretion of a particular chairperson and committee. Typically, the exam will consist of between one and four questions, but the actual number of questions and length of the examination will be determined by the chairperson in consultation with the committee. These exam questions may ask the student to do a combination of the following: 1) synthesize material and ideas addressed during the coursework portion of the program; 2) focus on a new synthesis of ideas related to core theories and issues related to the LEEDS field; 3) synthesize and articulate ideas relevant to existing or proposed new research/dissertation.

The LEEDS comprehensive exam period typically will be no longer than 8 weeks and no shorter than 4 weeks, but ultimately will be determined by the number of questions and by committee consensus. The comprehensive exam period begins the day the chairperson sends the student his/her/hir exam questions. Typically, the comprehensive exam period concludes no later than 8 weeks (or 56 days) from the date of the distribution of the question(s). The doctoral committee chairperson will meet with the student to coordinate the most useful and prudent start date of the comprehensive exam period.

Students should notify their doctoral committee chair in writing, via email or a letter, of their intention to begin the comprehensive exam period three months prior to their anticipated start date. Any deviation must be approved by the chairperson and committee.

The following are typical scenarios; for example, if a student wanted:

- to begin comprehensive exams during fall semester, the student ought to inform his/her/hir chair by April 1st the previous spring semester.
- to begin comprehensive exams during spring semester, the student ought to inform his/her/hir chair by September 1st the previous fall semester.
- to begin comprehensive exams during first/second summer session, the student ought to inform his/her/hir chair by February 1st the previous spring semester.

For example, comprehensive exam periods may begin

- on September 1st (if notified by April 1st),
- on February 1st (if notified by September 1st)
- on June 1st (if notified by February 1st)

A committee member is only required to evaluate responses to those questions that they participated in writing, though all members are encouraged to read and respond to all questions. All committee members will respond to completed written exams within two weeks of their receipt with a “pass with distinction,” “pass,” “revise and resubmit,” or “fail.” The committee member should communicate the results of his/her/zir evaluation directly to the chairperson. If upon the assessment of a comprehensive exam answer a faculty member ascribes either a “fail” or “revise and resubmit” to any answer, he/she/zie will notify the student's chairperson to discuss the implications.

An oral defense of the student’s comprehensive exams shall not be scheduled until the student receives a “pass with distinction,” “pass,” or “revise and resubmit,” from the faculty members assessing the written comprehensive exam answers based on the following criteria. Specifically, to proceed to the oral exam, the student must receive a passing mark (pass with distinction, pass, or revise and resubmit) on one out of two questions, two out of three questions,

or three out of four questions. In cases where the student writes only one question, three of the four committee members must assign a passing mark. Should a student receive more marks of “fail” than these criteria specify the student will be allowed a second opportunity to complete his/her/hir comprehensive exams the following semester. However, the student will not be expected to repeat any portion of the exam that was judged satisfactory originally, i.e., that he/she/zir passed or passed with distinction the previous semester. The student will be required to respond to questions that were marked either “fail” or “revise and resubmit” by addressing those same questions again, or in the case of a question marked “fail,” to a completely new question. If/when the student does meet the pass criteria, either on the first or second exam; he/she/zir can proceed to schedule the oral exam. However, if the student receives “revise and resubmit” from a faculty member for any question, he/she/zie will be allowed to schedule an oral defense, but then must submit a revised answer(s) to the entire committee within 30 days of oral defense of the comprehensive exams.

If the pass criteria are not met after the second exam, the student will not be allowed to continue in the program unless he/she/zir appeals successfully to the committee for a third exam. The appeal must come within 30 days of the second failure and a faculty member’s response must occur within 30 days of receipt of the appeal.

To schedule the oral defense, the student and/or advisor will contact the other faculty members to schedule a two-hour oral defense of the student’s comprehensive exams. Typically, the defense will be scheduled as soon as possible but no later than the next academic year semester. An oral defense cannot be scheduled until the doctoral student has filed their doctoral committee appointment form with the graduate school. Students should keep in mind that most

faculty members are not available to participate in oral defenses between the spring semester final exam period and the first week of class fall semester.

The format of the defense is as follows. The student may be asked to provide a brief (5-10 minute) overview of their examination paper. Then, the committee members take turns asking questions about the paper, engaging in dialogue with the student and with each other.

The student will then be asked to leave the room so that the committee can discuss the oral defense. At the conclusion of the oral defense meeting the committee members will vote on whether the student has passed or failed the defense. A simple majority (3 out of 4) will rule.

The student should bring their completed admission to candidacy form with them to the oral defense, which will be signed at this time and submitted to the graduate school by the candidate.

If in the judgment of the committee the oral defense is inadequate (fail), the student may complete the oral defense one additional time at the discretion of the committee. If the second defense is considered inadequate by the committee the student is recommended to be dismissed from LEEDS, EPC, and the University. This decision may be appealed by the student to the department head and a third and final defense scheduled, at the discretion of the committee.

As incompletes are not ascribed to comprehensive exams, in the event that a student fails to submit a completed written exam on time or to submit a revised answer(s) to his/her/hir chairperson and entire committee within 30 days of the oral defense of the comprehensive exams, he/she/zie will receive a “fail” for his/her/hir comprehensive exams. The student will have one additional opportunity to complete his/her/hir comprehensive exams the following semester, as described above. This second opportunity may focus on (a) new question(s), but he/she/zie will not be required to revise those questions passed originally passed. If the student

wants to revise the original (failed) questions he/she/zir has two weeks to submit a petition to the advisor/committee members, and at their discretion, may be allowed to edit/revise the original content.

Students are expected to complete their comprehensive exams independently, without any assistance, for evaluation purposes. Once the student successfully completes the comprehensive examination and oral examination, then the student is recommended to the Graduate School for admission to candidacy, which marks the transition from doctoral student to doctoral candidate.

Failure to pass the written and oral comprehensive examination means that the student may not advance any further toward his/her/hir degree.

The student must pass the comprehensive exam before a committee may approve a dissertation proposal.

Dissertation Preparation Guidelines

Each doctoral candidate is required to complete a doctoral dissertation that fulfills the requirements and procedures set by the University of Tennessee in the current edition of the *Graduate Catalog*. A minimum of 24 semester hours is required for the dissertation and will be satisfied by enrolling in LEEDS 600. The candidate must register continuously for these hours, including summer (a minimum of 3 hours each semester) from the time the doctoral research proposal is approved to the successful defense of the dissertation. (See the *Graduate Catalog* for more information about continuous registration)

A doctoral candidate, working with his/her/hir doctoral committee chairperson and committee members, after extensive reading of relevant literature and/or methodologies, develops a proposed dissertation topic. After meeting with committee members and the chairperson, and preparing the proposal, the doctoral candidate completes and submits to the chairperson a written proposal or prospectus of approximately 25-40 pages, although this page range may vary. Once the doctoral committee chairperson approves the proposal, the doctoral candidate with his/her/hir chairperson will organize a day and time for a working meeting. The doctoral candidate must provide the committee at least 10 working days to review the proposal before the working meeting. Although rare, some students request two co-chairpersons be appointed; such requests must be approved by the Head and the Graduate School. When such a request is approved the language regarding “chairperson” applies to both co-chairpersons.

The proposal meeting is an opportunity for the doctoral committee to ask for clarifications, make additions, and suggest alterations to the proposed research study. The expected outcome of the meeting is that some changes will be made to the proposed research

design. The doctoral candidate must submit a revised proposal to his/her/hir chairperson and entire committee within 30 days of the meeting, unless a specific agreement is reached with the committee for a different timeline (e.g., as might be the case when a meeting is held late spring or summer, when some faculty members will not be available until fall). This revised proposal serves as a contract between the candidate and the committee as to what should be completed to fulfill the dissertation requirement.

As incompletes are not ascribed to dissertation proposals, in the event that the doctoral candidate fails to submit a revised proposal to his/her/hir chairperson and entire committee within 30 days of the meeting (unless another time line has been established; see above), he/she/zie will have one additional opportunity to return to complete his/her/hir revisions the following semester. If the candidate chooses not to make this deadline he/she/zie will be asked to withdraw from the program unless there are extenuating circumstances that are beyond the control of the candidate, the committee has been notified of these, and has agreed to some other arrangement.

When revisions are made to the satisfaction of all doctoral dissertation committee members and the chairperson, each committee member will sign the form approving the dissertation. A copy of the form should be attached to the final proposal copy, with copies distributed to the candidate and the chairperson. A copy should also be kept in the doctoral candidate's candidate file.

Occasionally, a doctoral candidate encounters conditions as the research project progresses that may necessitate changes to the dissertation design. If, in consultation with the chairperson significant changes are anticipated (e.g., changes to methodology, participants, theoretical contexts, and/or the time frame regarding the completion of the dissertation) the

candidate must advise the other committee members either in writing (e.g., email) or in person to ensure that the original intent of the study (and rigor) is maintained. If the original goals cannot be achieved the chairperson and student will need to convene the committee to determine a plan of action. Although dissertation formats vary, one possible outline of a proposal format can be found in Appendix A. Once the methodology has been determined, the appropriate UT IRB forms must be completed (assuming these forms are necessary), reviewed by the dissertation chairperson, the Department's IRB representative, and the Department Head and signed by all.

Similar to the preparation process for the dissertation proposal meeting, a doctoral candidate meets regularly with the doctoral committee chairperson and other doctoral dissertation committee members as is appropriate to complete the dissertation. The doctoral candidate prepares (1) a written document and all supporting materials (e.g., appendices, as appropriate) as the dissertation for submission to the doctoral dissertation committee and (2) an oral defense of the dissertation.

Once the doctoral committee chairperson approves the dissertationⁱ, the doctoral candidate with his/her/hir chairperson will organize a day and time for a two hour dissertation defense, in consultation with the students' other committee members. The defense must be scheduled through the Graduate School at least one week prior to the oral defense and must be conducted in university-approved facilities. The doctoral candidate must provide the committee at least 14 days /10 working days to review the dissertation before the dissertation defense. The candidate and the dissertation chairperson should work closely together to be sure that the manuscript is ready for review by the committee, and completion of several drafts is typical. The chairperson will have approved all aspects of the manuscript before it goes to the committee, and your chairperson's role at the defense is to be an advocate for the candidate, to listen to the

discussion carefully for feedback, and to guide the candidate as to how to strengthen the study. Candidates' should provide committee members with an electronic copy, paper copy, or both, as requested.

Concurrently, the doctoral dissertation chairperson will review and approve the invitation and abstract for the college-wide announcement of the dissertation defense. At least one week prior to the defense date, the doctoral candidate will meet with the appropriate support staff person to send a college-wide email announcing his/her/hir dissertation defense date, an abstract of the dissertation, and an invitation to the academic community to attend the defense.

The dissertation defense is an opportunity for the doctoral candidate to present his/her/hir dissertation and for the doctoral dissertation committee to ensure that what the doctoral candidate proposed in his/her/hir proposal is what came to fruition, to review the production of the dissertation to make sure it reflects ethically acceptable practices and methodologically sound procedures, to ask for clarifications, and make suggestions alterations and/or revisions. A brief (exact times will vary) portion of the two hour time frame is generally allotted for a brief oral presentation by the candidate. After the presentation, the committee members take turns asking questions and engaging in dialogue the candidate and with each other. If time permits, members of the audience may ask questions at the end. After the questioning period, the candidate (and any audience members) will be asked to leave the room so that the committee can discuss the outcome of the defense.

The doctoral dissertation committee will evaluate the dissertation and the doctoral candidate's oral defense of it. The committee will vote to "pass with distinction," "pass," "pass with revisions," or "fail" the written document that is the dissertation, and the committee will vote to "pass," or "fail" the oral defense of the dissertation. Upon completion of the oral defense

the appropriate paperwork should be signed by the committee and submitted by the candidate to the graduate school. Dissertation defenses are scheduled for 2 hours and are open to the public.

If in the judgment of the committee the oral defense is inadequate, at the discretion of the committee, the doctoral candidate may complete the oral defense a second time. If this defense is failed the committee has the discretion to recommend that the candidate be dismissed from the program. The student may appeal to the department head and, a third and final defense may be scheduled

If the doctoral candidate receives a “pass with revisions,” he/she/zie must submit a revised dissertation to his/her/hir chairperson and entire committee within 30 days of the oral defense, unless by previous agreement among all a different time line is arranged. Committee members may choose whether or not they wish to provide additional feedback on the revised draft. As incompletes are not ascribed to dissertations, in the event that the doctoral candidate fails to submit a revised dissertation to his/her/hir chairperson and entire committee within 30 days of the oral defense of the dissertation he/she/zie will have one additional opportunity to return to complete his/her/hir revisions the following semester.

When revisions are made to the satisfaction of all doctoral dissertation committee members and the chairperson, each committee member will sign the title page and the Graduate School forms. A copy of the form is attached to the final proposal copy, a copy is kept in the doctoral candidate’s student file, a copy is kept by the candidate, and by the chairperson.

If the doctoral candidate receives a vote of “fail” for the written document that is the dissertation, he/she/zie will have one additional opportunity to return to revise and defend his/her/hir dissertation the following semester. If the candidate fails a second time the committee may dismiss the candidate from the program or allow the candidate to attend to a second set of

recommendations, with a decision made at the completion of another draft. If that draft is judged unacceptable the candidate is dismissed from the program.

Several forms are needed to complete the dissertation. It is the candidate's responsibility to obtain those and ensure that they are completed. Some of the forms follow:

- The dissertation defense must be scheduled by filing a *Scheduling Defense of Dissertation Form* with the Registrar's Office at least one week prior to defense date http://web.utk.edu/~gsinfo/arg_defence.pdf.
- A *Report of Final Exam/Defense of Thesis or Dissertation Form* must be filed with the Registrar's Office (http://web.utk.edu/~gsinfo/report_final_exam.pdf).
- The document, *A Guide to Theses and Dissertations*, is available to assist candidates in this process (<http://web.utk.edu/~thesis/guide10.pdf>).

¹ Approval of the oral defense of the dissertation is negotiated between the doctoral candidate and the chairperson. A chairperson or committee member may request a preliminary meeting with the student prior to scheduling the dissertation defense with the full doctoral dissertation committee.

APPENDIX

ELEMENTS TO BE CONSIDERED IN A DISSERTATION PROPOSAL

The following is a general outline of a doctoral proposal. While the type of research-, descriptive, ethnographic, experimental, theoretical, historical, etc. dictates the particular form and organization of the dissertation, in most cases, the elements described here generally should be considered to ensure quality. However, the exact nature of the study and order of topics may differ based on the type of research proposal written. For example, while the outline below is most helpful for empirical research, the topics will be less helpful for some historical, philosophical, and sociological investigations. Alternative structures are allowed at the discretion of the chairperson and committee, as long as the structure is consistent with UT Graduate School guidelines. Please consult with your advisor/chairperson to determine the extent to which these elements apply to your proposal.

1. Introduction

Describe the conditions or situations that suggest the problem. This section should build the framework for a general understanding of the problem.

2. The Problem

Provide a general statement of the nature of what is to be studied. This section should describe the area of study/theory/theories and suggest the reasons for the research (why). It delineates the broad areas which will lead to the specificity of the study stated in the purpose.

3. The Purpose

Specify exactly what is to be done in this research/theoretical argument. Directly state one or more specific questions to be answered or describe precisely and clearly the directions for this in depth research plan.

4. Previous Research / Theoretical Context

Report a few research investigations, and or the theoretical context which are highly germane to the proposed study. Other research or an in-depth discussion of the theory/theories you will analyze for your “context” chapter or “review of literature” chapter will appear in the full dissertation. This section should indicate that you have identified the leading scholars / theories in the field of the study.

5. Importance/Need of the Study

Examine the relationship to previous research / standing theories and suggest how this study will make a contribution to the advancement of knowledge and/or how the results will contribute to the solution of some practical or theoretical problem.

6. How and Why This Was Chosen / Researcher Assumptions

The researcher has an opportunity to explain how and why he/she/zie came to this study and discuss any assumptions that might influence the research.

7. Limitations

Describe any identifiable (known) factors extraneous to the study which may confuse or affect the results / analysis of the study, but over which no control is possible.

8. Delimitations

Describe any aspects of the study, which the researcher purposefully restricts. For example, a study may be delimited to 7th graders, pre-service teacher educators, etc.

9. Definition of Terms

If terms are to be used throughout the study in some sense that they might not be readily understood, define them a) contextually or b) by listing them and providing an explanation across connections. (Any terms that are used only a few times should be defined the first time they are used, either in the paragraph or as a footnote). Caution: Do not define the obvious words or terms generally used by scholars.

10. Hypotheses/Questions

Include, if appropriate for the particular type of study or research design, and if applicable research and / or theoretical questions and/or hypotheses.

11. Method, Methodology, and Procedure,

Briefly describe the methodological plan to achieve the purpose of the study. This plan should include answers to a number of questions. From whom will you collect data? What will your participants(s) be required to do? How will you analyze your data? Give the technical name of any statistical procedure(s) to be used and indicate how the results will be represented in the finished dissertation.

12. Organization of the Study

Briefly outline the steps in the study in narrative form using a series of paragraphs, not lists.

13. Time Schedule

Typical studies may be broken down into about three time periods: (1) designing the study, (2) collecting data, and (3) analyzing data and writing the report. Set some calendar deadlines by which progress can be measured. Consider the steps that have been detailed in the "Method,

Methodology, and Procedure" section as the time schedule is built.

14. Partial Bibliography

References for the study, including related theories, literature, and methods of procedure, should follow an established bibliographic form.

15. Appendix

Among other items, consider attaching the following to your proposal:

1. A list of specific sources from which data will be collected.
2. Instruments for collecting data.
3. Forms for recording data.
4. Skeleton tables, charts, graphs.

Required Related Activities for Those Writing Dissertation Proposals

A. The doctoral candidate should consult:

U.T. Thesis and Dissertation Manual

and:

Publication Manual of the American Psychological Association (APA Manual – the most recent edition)

B. Human Subjects Research Approval

Human subjects research approval will be obtained where appropriate, using forms available in the Office of Research, 404 Andy Holt Tower. When human response or other involvement is involved in the study, this requirement must be met before onset of data collection.

ⁱ Approval of the oral defense of the dissertation is negotiated between the doctoral candidate and the chairperson. A chairperson or committee member may request a preliminary meeting with the student prior to scheduling the dissertation defense with the full doctoral dissertation committee.