



COLLEGE OF FINE ARTS & COMMUNICATION

**LAMAR UNIVERSITY™**

Department of Deaf Studies & Deaf Education

# **Doctoral Dissertation Handbook**

## **Doctoral Program in**

# **Deaf Studies and Deaf Education**

**Before and After Summer 2017**

**Revised July 2017**

**Lamar University**

**Beaumont, Texas**

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## **Introduction**

The doctoral dissertation handbook, graduate catalog, and official university website provide information concerning policies and procedures for students in the Deaf Studies and Deaf Education doctoral program. The student is responsible for reading all literature on the Deaf Studies and Deaf Education program, college, and university policies and procedures.

The Deaf Studies and Deaf Education program was approved by the Texas Higher Education Coordinating Board, as a 66-hour Doctor of Education (Ed. D.) in 1993. The 66-hour program contains 30 hours of core courses, 21 hours of cognate courses, 9 hours statistic/research courses, and 6 hours of dissertation.

Lamar University is one of only a few universities in the U.S. offering a doctoral degree in Deaf Studies and Deaf Education. Lamar University is addressing a critical national and international shortage of doctoral-trained educators of the deaf. Graduates of the doctoral program take leadership roles in schools for the deaf or become teacher trainers in university settings. Both hearing and deaf applicants are accepted.

General admissions requirements can be found in the graduate catalog and on the university website. After the student has been accepted by the College of Graduate Studies, and Department of Deaf Studies and Deaf Education, the student meets with the director of Deaf Education division (or designated representative). The director will assist the student and advise them for first semester courses and address the issue of who will be the faculty advisor. The director of Deaf Education will also provide an overview and answer any questions the student has at that time. Further, the director assists the student until an academic advisor is assigned. This assistance may include, but is not limited, to course selection, research topics, procedural and policy requirements, and doctoral program requirements and deadlines. The academic advisor assists the student in deciding what courses are taken, what research topics are investigated, and in some cases, what types of financial support are available to the student. A student's advisor, who must be a member of the Deaf Studies and Deaf Education division faculty and must hold graduate faculty status at Lamar University, will be chosen during the first year of residence.

## **Progress Through the Doctoral Program**

### **Acceptance**

Doctoral student enters program. Deaf Studies and Deaf Education divisional leader registers him/her for classes and assigns a "major" professor/academic advisor.

### **Program Learning Outcomes**

Doctoral students' progress through the doctoral program will include accomplishing four Program Learning Outcomes (PLOs). They include:

1. Apply the basic principles of inquiry and research design to educational research
2. Demonstrate "T" learning; the top of the T demonstrates breadth in knowledge about Deaf Studies and Deaf Education while the stem of the T demonstrates depth of knowledge in the cognate/dissertation area

3. Demonstrate ability of ASL/English bilingual fluency in academic content
4. Publish peer-reviewed and translational articles

### **Preliminary Examinations**

The preliminary examinations are designed to assess the student's capacity for critical analysis and synthesized integration of knowledge acquired during the course of study for the doctoral degree in Deaf Studies and Deaf Education. Satisfactory performance in coursework does not necessarily guarantee successful performance on the preliminary examination. A student may take this examination after completion of 18 credits of doctoral-level course work within the program. This 18-semester hour must include a minimum of 4 core classes from the Deaf Studies and Deaf Education program. Approval of the degree plan (Form D-0: Preliminary Program Plan) from the doctoral program director is required prior to establishing the dates for the exam. The Doctoral Program Director will create the committee.

The preliminary examinations occur typically in the summer after beginning the program. Students will be given a question by the Doctoral Program Director and have two weeks to complete the written paper. The paper can be no more than 15 pages (fewer pages may not be enough to effectively answer the question), must be typed with 12-point font and include 1-inch margins all around. Students may not collaborate while taking their preliminary examination.

If a student fails the preliminary examination, it can be repeated one time, but must be retaken within one month of the original exam. Once the preliminary examinations are passed, the student is admitted to candidacy on recommendation of the Doctoral Advisory Committee.

Reasonable accommodations will be made to allow students with disabilities to take the preliminary examination. The student should discuss individual needs with the chair of the doctoral advisory committee to arrange needed accommodations.

### **Doctoral Candidate**

A doctoral candidate is a student, in good standing enrolled in a doctoral program, who has completed required examinations successfully and has been deemed ready by the program to start a dissertation study. The dissertation is the last requirement for the doctoral degree.

Doctoral candidates take responsibility to seek the cooperation of appropriate, qualified individuals to serve on his or her dissertation committee and to initiate dialogue with committee members, follow recommended timetables, and plan committee meetings in accordance with the recommendations of the committee chair. In working relationships with committee members, the candidate should be mindful that members have many other professional responsibilities.

The successful completion of a dissertation is emphasized is only one of the requirements; however, it is a necessary step for earning a doctoral degree. It is the student's responsibility to understand and satisfy all of the requirements of the individual program and of the university. Doctoral candidates must maintain matriculation at the university until completion of the degree. Depending on the program requirements and the student's individual circumstances, the enrollment status may be full- or part-time. Even when a student has completed all other requirements of the program with the exception of the dissertation, he or she must continue to register each semester until completion.

## Doctoral Academic Advisor

***Duties of Doctoral Academic Advisor.*** As stated above, the director of the Deaf Studies and Deaf Education division assigns the doctoral student with an Academic Advisor. This advisor will assist the doctoral student until the student has passed the preliminary examination. After passing the preliminary examination, the Doctoral Committee is formed. The Academic Advisor may later be chosen as the Dissertation Committee Chair but it is not a requirement. The Dissertation Committee Chair and the student will work closely, especially when doing research and writing the dissertation. Choosing the Dissertation Chair is one of the most important decisions that a doctoral student makes. Besides the research and dissertation work, the Dissertation Committee Chair may be instrumental in helping a student obtain a job after graduation.

***How to Change the Doctoral Academic Advisor.*** During the doctoral student's course of study, the student may choose to change an Academic Advisor for a variety of reasons. The student may develop an intellectual rapport with another faculty member with research interests that the student would like to explore. The student may want to change his or her research topic. In extreme cases, a personality conflict may arise that leads either the faculty member or student to believe that a working relationship would not be possible. In the event the student wishes to change an Academic Advisor, he or she must meet with a Senior Doctoral Advisor or the Department Chair to seek approval prior to changing an Academic Advisor.

## Dissertation Committee Chair

***Duties.*** The Dissertation Committee Chair is the doctoral candidate's primary advisor during all phases of the dissertation process. The Dissertation Committee Chair is the leader of the Dissertation Committee and its liaison with the student, the program, the Department of Deaf Studies and Deaf Education, and the Graduate School (Please note that the Dissertation Committee Chair may or may not be the same individual as the candidate's Doctoral Chair). The Dissertation Committee Chair convenes and conducts the proposal and dissertation defense meetings. In conjunction with other Dissertation Committee members, the Dissertation Committee Chair is responsible for providing technical and content advice and assistance. A faculty member, who has served on at least three Dissertation Committees at any accredited college or university, is eligible to chair a Dissertation Committee. Exceptions may be granted by the Dean of the Graduate Studies if officially requested and justified by the Chair of the Department of Deaf Studies and Deaf Education. Unless an exception is recommended by the Chair of the Department of Deaf Studies and Deaf Education and approved by the Graduate Dean, the Chair should be a member of the Department of Deaf Studies and Deaf Education in which the degree program is offered. However, otherwise qualified individuals outside the Department of Deaf Studies and Deaf Education may serve in a Dissertation Committee Co-Chair capacity if the Chair of the Department of Deaf Studies and Deaf Education approves such an arrangement. Dissertation Committee Chairs who terminate employment with Lamar University may continue committee service for a 12-month period following the termination. After that time, the individual may no longer serve as Doctoral Dissertation Committee Chair, but may serve as Dissertation Committee Co-Chair (with the Department of Deaf Studies and Deaf Education Chair's approval) or simply as a member of the committee.

***Choosing the Dissertation Committee Chair.*** Choosing the Dissertation Committee Chair is a process that is two-way. The student may choose the Professor as a Dissertation Committee Chair, but the Professor must also agree to assume the responsibility for the student. Doctoral students are encouraged to get to know faculty members, seek copies of their vita, and their research and publication record, and begin to establish a relationship with a Professor with whom they have mutual research interests and with whom they feel comfortable communicating and interacting. Students can begin to get to know faculty members by taking course with them or through scheduled appointments to discuss mutual research interests.

In some cases, the Academic Advisor and the Program Director of Deaf Studies and Deaf Education may feel it is in the best interest of the student to work with a specific faculty member because of the faculty member's area of research expertise and publication record. But, a student may not feel comfortable with this agreement. Students are allowed to select the Dissertation Committee Chair of their choice. But, they are encouraged to seek the advice and counsel of their Advisor and the Program Director of Deaf Studies and Deaf Education to find a Dissertation Committee Chair who can best assist them in growing intellectually in their field.

There are many reasons a Professor may decide not to work with a student. The Professor may be advising too many students to provide quality time with them. The Professor may also feel that he or she would not work well with the student. By choosing the Dissertation Committee Chair, both student and faculty must realize that each party should choose each other. Students may decide to choose a faculty member to be their Dissertation Committee Chair for a variety of reasons such as the faculty member's reputation for quality teaching, scholarship, research productivity, publications, student advocacy, and interpersonal style.

The student and the Dissertation Committee Chair should know about each other before choosing to work together. It is a relationship built on mutual respect for each other. As mentioned above, the student should know the research interests, publication productivity record, and the expectations of the dissertation chair. The Professor should know the student's background experience, work habits and research interests. Both should be comfortable communicating and working with each other. Once the Dissertation Committee Chair is selected, Form D-3B is developed. The Dissertation Committee Chair will assist the student in selecting other members of the Dissertation Committee, finalize the courses of study, and complete the dissertation.

### **Comprehensive Examinations**

The Deaf Studies and Deaf Education doctoral comprehensive examination format will utilize a portfolio approach that requires students to document and demonstrate their knowledge and skills in Deaf Studies and Deaf Education, research, teaching, and leadership attained from coursework and their academic experiences during the course of their doctoral studies. Portfolios will be evaluated to determine if students have the ability to evaluate, synthesize, and apply the knowledge obtained in their studies. Therefore, students will provide evidence of accomplishing Program Learning Outcomes (PLOs). Additionally, the concept paper determines if the student has the ability to conduct independent research prior to beginning the dissertation.

***Developing a Portfolio.*** In order to pass the comprehensive examination, students must provide evidence required to demonstrate that they have developed the skills to do independent research. The portfolio must include:

1. Professional goal statement;
2. Curriculum vitae;
3. Official program of study;
4. Evidence of scholarly productivity through course work (literature review, synthesis paper, publication, translational piece);
5. Reflections on the impact of their coursework and time in the program on their professional development; and
6. Concept Paper.

***Writing a Research Concept Paper.*** Students must develop a research concept paper. Their paper should not be longer than 15 pages, but double spaced, using 12-point font, and 1-inch margins. The paper itself should show that the student is able to develop a research proposal.

The content of the research concept paper is a “mini” dissertation proposal. The research concept paper should be ready to jump into the dissertation proposal after students pass their comprehensive examination. The research concept paper itself should include a literature review that highlights the problem with students’ own theoretical argument or framework.

For example, Deaf students must have auditory phonology to become successful readers. You should present the counterargument based on literature so that you can establish your claim. A claim becomes the basis for your research question (qualitative design) or hypothesis (quantitative design). In the above example, the claim was that “auditory phonology is not necessary to become a skilled Deaf reader”. Then, you complete the research concept paper with your methodology. The claim above requires a quantitative design using a non-verbal phonology measure to determine if you can identify highly skilled Deaf readers without auditory phonology. You should work closely with your Dissertation Committee Chair on the creation of your research concept paper. You should write your research concept paper in the Proposal Writing class in conjunction with your Dissertation Committee Chair.

#### Review of Portfolio Documents:

The comprehensive exam committee will evaluate the portfolio document. The Comprehensive Candidacy Portfolio Rubric will be completed by each member of the committee and collated by the Department of Deaf Studies and Deaf Education Program Director of Doctoral Program. If the rubric determines that the candidate has achieved a “pass”, the student will move forward with Proposal Writing and their Dissertation.

If a student fails, the student will be given a one-time second opportunity to re-submit the portfolio, to be completed within one month of the first attempt. If the student fails during the second attempt, the student will be terminated from the doctoral program.

#### **Dissertation Committee**

Working together, the student and Dissertation Committee Chair will decide on the Dissertation Committee. A Dissertation Committee consists of a minimum of five graduate faculty member, including a minimum of three Lamar University Deaf Studies and Deaf Education faculty members, and two other graduate faculty members. Two other graduate faculty members must either be members of the Lamar University graduate faculty or outside the university. They should be chosen



for his/her expertise in research design or content area. As is the case with choosing the Dissertation Committee, all members must agree to be on the committee.

The Dissertation Committee becomes official with the submission of the Form D-3B (Composition of Doctoral Committee Form) to the Graduate Studies office. As this Form must also be sign by the Department of Deaf Studies and Deaf Education Chair and by the Dean of the Graduate School, these two persons, in effect, approve the Dissertation Committee.

The Dissertation Committee:

- approves the components of the comprehensive examinations;
- has the final decision regarding pass/fail of the comprehensive examinations;
- approves the dissertation proposal;
- works with the student and dissertation chair in advising, encouraging, and approving the dissertation research;
- attends the proposal presentation;
- approves the scheduling of the final oral examination;
- has the final decision regarding pass/fail of the oral dissertation defense; and
- has the final decision regarding the acceptance of the dissertation.

**Note:**

The Academic Advisor will be instrumental in setting up the committee for the preliminary exam. The Dissertation Committee, however, is responsible for the comprehensive exam, dissertation proposal, and the dissertation defense, and will be set up by the Dissertation Committee Chair and the student. It should be noted that some of the activities included in the above list must also have the approval of the Department of Deaf Studies and Deaf Education Chair and the Graduate Dean. Because these activities are important steps in earning a doctoral degree, students should take care in choosing Dissertation Committee members and be certain that the members have interest, expertise, and publications in areas related to the planned research.

***Duties of Dissertation Committee Chair and Committee Members.*** Most of the activities in the above list are relatively common for doctoral programs. However, given the interdisciplinary nature of Deaf Studies and Deaf Education, it may be that the Dissertation Committee will need to be more active in ‘promotion and approving the research’ than might be the case in a doctoral program in a discipline with relatively less interface with other disciplines. Further, it is the case that the proposed research includes sub-areas atypical for Deaf Studies and Deaf Education, it is important to choose Dissertation Committee members with expertise, interest, and publications in those sub-areas.

***How to Change the Dissertation Committee Chair.*** Under certain circumstances, the doctoral student may change his/her Dissertation Committee Chair. Situations such as, but not limited to, interpersonal conflict, lack of appropriate and timely assistance from the Dissertation Committee Chair, or a change of dissertation topic may necessitate the changing of the Dissertation Committee Chair. To change a Dissertation Committee Chair, it is recommended, though not mandated, that the student first share their concerns with his/her Dissertation Committee Chair. In extreme circumstances the student may not feel comfortable meeting with their Dissertation Committee Chair due to serious breakdowns in communication. If the doctoral student still wants to change their Dissertation Committee Chair and are still not comfortable communicating with the Dissertation Committee Chair, they next step is to meet with the Chair of the Department of Deaf Studies and Deaf Education and share the reasons why a change is necessary.

If the problem still remains, the Department of Deaf Studies and Deaf Education Chair will assist the doctoral student with the selection of a new chair. Once a new Dissertation Committee Chair has been recommended and accepted, Form D-15A (Request to Change Graduate Student's Committee Form) should be filled out and signed by the new Dissertation Committee Chair, the Department of Deaf Studies and Deaf Education Chair, and the Dean of Graduate Studies. Students may not be allowed to continue working on a previously defined research topic if the former Dissertation Committee Chair has published in the topic area and has contributed time and work on the student's project. The Department of Deaf Studies and Deaf Education Chair will decide whether or not the topic remains the same or if the student needs to define a new topic with the new Dissertation Committee Chair.

### **Dissertation Proposal Defense**

After passing comprehensive examination, the candidate begins to work with the Dissertation Committee Chair to transform the research concept paper into the dissertation proposal. The candidate and the Dissertation Committee Chair must work closely together to prepare the proposal. The Chair of the Dissertation Committee after giving approval that the dissertation proposal is ready to be defended, submits the proposal to all members of the Dissertation Committee. The Dissertation Committee has two weeks to review and provide feedback to the candidate. After receiving feedback, the candidate should make the requested changes and again obtain the agreement of the Dissertation Committee Chair that the proposal is ready to defend. The candidate will then contact all Dissertation Committee members and schedule the defense. The candidate should work with the Deaf Studies and Deaf Education Administrative Assistant to schedule a room for the defense as well as any required interpreters.

If the proposal is found to be acceptable during a defense, "Approval of Dissertation Proposal" (Form D-4) is signed by all Dissertation Committee members. The Dissertation Committee Chair should retain this form while the proposal is then submitted by the student to the Institutional Review Board (IRB) for review. Both Dissertation Committee approval and IRB approval are required before work can proceed. A copy of the approved proposal and the approved IRB form must be attached to the original copy (with original signatures) of Form D-4, which the Doctoral Program Director then submits to the Graduate Dean's office for review and filing. A copy of the approved dissertation proposal and a photocopy of the IRB's approval should be given to the Doctoral Program Director for the student's file in the office of the Department of Deaf Studies and Deaf Education.

## Components of the Research Proposal and Dissertation

### **Note:**

See Lamar University's Graduate Studies Guidelines for Preparing Theses and Dissertations at [www.graduatestudies.lamar.edu/thesis-guidelines/index.html](http://www.graduatestudies.lamar.edu/thesis-guidelines/index.html)

The dissertation document should follow in sequence the steps of the research process. In general, dissertations at Lamar University should comply with the stylistic guidelines traditionally used for creating documents by members of the academic field of the department. For most departments at Lamar University, that means abiding by the writing style described in the most recent edition of the *Publication Manual of the American Psychological Association*, henceforth referred to in this handbook as the APA Manual. Many of the style guides are “copy” style requirements, including features appropriate for journal article submissions but not for “final” style documents such as dissertations. For example, copy style typically suggests that figures and tables appear on separate pages at the end of the document with instructions to place the figure or table “about here” in the text.

In a dissertation, these elements should be incorporated by the student into the appropriate location in the document. Similarly, running heads, appropriate for journal copy, are inappropriate in dissertations. Please find examples of dissertations in your departmental collection or in the Lamar University Library to see how page layout is typically handled in bound dissertations at Lamar University. There may be individual situations in which, based on the content of the dissertation, the committee will recommend that a style guide other than APA be used. In these instances, the committee chair should consult with the graduate dean prior to recommending the alternative style guide.

It should be noted that the model described below and in the APA Manual is most appropriate for studies involving data collection and quantitative analysis designed to answer questions formulated prior to the data collection. In some cases, students may have reason to pursue models of research which lend themselves to a different organization of the dissertation document. For example, ethnographic or other qualitative designs which allow the emergence of new questions in response to incoming data may not be entirely accommodated by the format outlined below. The specific format selected should fit the overall nature of the study. Students should discuss with their dissertation chair which model is most appropriate for the study they intend to pursue.

### **Parts of a Formal Research Proposal and Dissertation Research**

After the Dissertation Committee Chair approves the research concept, work on the formal research proposal can begin.

The proposal, in which the author's project is typically described in future tense because the work at this stage has not yet been done. Similarly, the purpose of the study should be explained in the present tense in the proposal. It includes information that will form the basis of the first three chapters of the dissertation, which also includes title, table of contents, references, and appendices. The proposal should be similar to the dissertation in style and format, except that the proposal is written in copy style as opposed to final style (You should be able to find an explanation of this distinction in the APA Manual).

In the final dissertation, much of this prose can be revised through appropriate tense changes (past tense) to reflect that the work is now completed. It includes all the information from the proposal, as well as the signature page, copyright, acknowledgements, list of tables and illustrations, chapters 4 and 5, and curricula vitae.

The dissertation and the proposal differ in that, for example, the proposal should be double-spaced throughout (final manuscripts can include occasional single-spacing, when appropriate) and underlines should be used instead of italics. In the proposal, manuscript page headers will appear on the title page and all text pages, in accordance with APA copy style, but these will not appear in the final manuscript.

## Proposal/Dissertation

***Title.*** The title of the proposal and, later, of the dissertation should be a succinct summary of the topic and generally should not exceed 15 words. Unnecessary words, such as “A Study of ...,” should always be avoided. The title should include key terms that readily identify the scope and nature of the study and should be typed using all capital letters. A manuscript page header and a short title may appear in the proposal title page (following APA “copy” manuscript style) but not in the final dissertation.

***Abstract.*** The proposal abstract is a brief summary of no more than 350 words (2450 characters) that reflects the dissertation project’s area of investigation and expected course. It should reflect familiarity with current issues in the field and raise research questions or hypotheses suggested by findings in the current literature. In the abstract, the investigator should briefly describe proposed methods and expected conclusions.

The dissertation abstract is a brief, comprehensive summary of the contents of the dissertation. Generally written after the dissertation is complete but building on the framework set forth in the proposal abstract, the dissertation abstract provides a summary of the dissertation's research question, methods, results, and conclusions. The abstract should be readable, coherent, well-organized, concise, and self-contained because the abstract is often printed separately.

***Table of Contents.*** Essentially, the table of contents for the proposal lists all of the elements of the proposal, with accompanying page numbers. These elements generally include the following items: title page, abstract, table of contents, statement of the problem, review of literature, methodology, appendices, and reference list. The table of contents should be double-spaced between entries; entries longer than one line should be single-spaced.

The table of contents for the dissertation should list in order of appearance all components of the dissertation, including all headings and subheadings, with the correct corresponding page numbers at the right margin, following a row of dots (a “dot leader”). Subheads should be indented below the inclusive heading above them to clarify how they fit into the organization of the document. The table of contents should be double-spaced between entries; entries longer than one line should be single-spaced. The page numbers for materials preceding Chapter I (Introduction) should be in lower-case roman numerals, while all subsequent materials should be listed with standard Arabic numerals.

**Signature page.** On the signature page the following should appear, in order: the title of the dissertation, the author's name, the words "Approved by," and blank underlines, below which should appear the names of the dissertation committee members, followed by their degrees. Committee members (beginning with the chair) sign their names on these lines and indicate the dates of approval (Dissertation only).

At least six copies of the dissertation should have original signatures; these include one copy for the Graduate School, one copy for UMI, one copy for the department, and two copies for the Gallaudet University Library, and one copy for the author. Photocopied signatures are permissible for other copies.

**Copyright.** The copyright page should follow the signature page in your document. The fee for copyrighting the dissertation is covered by the standard dissertation fee. To secure copyright, you must include this page in your dissertation, fill out a UMI Doctoral Dissertation Agreement Form authorizing UMI to file your claim for copyright, and pay your dissertation fee (Dissertation only).

**Acknowledgments.** Acknowledgments give credit for external support received throughout the dissertation process and recognize generally the contributions of committee members and others who made important contributions. Acknowledgments also express gratitude for the use of copyrighted or otherwise restricted materials, as appropriate. A doctoral candidate may choose to dedicate the dissertation to a person or persons who have had significant impact on the author's work. This dedication, when included, should be brief and is best placed at the end of the acknowledgments section or on a separate page preceding the acknowledgments. (Dissertation only).

**List of tables and illustrations.** Separate lists should be created for tables and illustrations that appear in the text of the document. Illustrations appropriate for use in dissertations include figures, maps, diagrams, photos, and plates. These lists should include the number and full name of each table or illustration, listed in order of appearance in the text, followed by the number of the page on which the table or illustration appears. Tables and illustrations are usually numbered sequentially in Arabic numerals, the first digit representing the chapter, followed by a decimal and the table or illustration's number within that chapter, e.g. 4.12 (the twelfth table or illustration in chapter 4). The list of tables and the list of illustrations should be double-spaced (Dissertation only).

**Chapter I. Introduction, or Statement of the Problem<sup>1</sup>.** In the proposal, the introduction presents (at greater length than in the abstract) the problem to be addressed by the dissertation research. The introduction should describe an unresolved issue in a field of investigation and explain the importance of conducting a study to help resolve that issue. Terms likely to be used throughout the proposal should be defined in this chapter.

In the dissertation, the subject of the dissertation is described in such a way that readers will know in a general way the current status of research conclusions on the topic, as well as some theoretical implications associated with the results of previous research on the subject. The introduction should describe the nature and purpose of the study and explain the significance of and justification

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<sup>1</sup> Names of chapters and the exact contents are matters under the discretion of the candidate and the committee. The chapter names used in this outline are illustrative of a typical format.

for conducting the study. Terms likely to be used throughout the dissertation should be defined in this chapter. As an option, a brief summary of the introduction may appear at the end of the chapter. Summaries may also optionally be used to conclude the subsequent chapters.

***Chapter II. Review of the Literature and Research Questions.*** In the proposal, a review of literature concerning the topic places the dissertation in the context of previous research. As stated in the APA Manual, a “scholarly review of earlier work provides an appropriate history and recognizes the priority of the work of others. Citation of and specific credit to relevant earlier works is part of the author’s scientific and scholarly responsibility.” The review should focus only on literature and conclusions directly pertinent to the subject and the problem addressed in the dissertation. Any pilot work done should be described in this chapter. This chapter should also present the specific hypotheses or research questions to be addressed by the dissertation study, clearly relating these to lines of investigation and conjecture detailed in current literature.

In the dissertation, the review should be similar to the review of literature in the proposal but should reflect any change of focus or direction that resulted from the research process. Again, this chapter should present the hypothesis or research questions and the relationship of these to previous findings.

***Chapter III. Methodology.*** In the proposal, the methodology section describes in detail how the study will be conducted. This chapter is typically divided into labeled subsections. Often a subsection describing participants or subjects is followed by subsections describing testing or other measurement procedures to be undertaken with the participants and a subsection describing how the resulting measurements will be analyzed to help resolve the problems stated in the introduction.

In the dissertation, the methodology section of the dissertation should build on the description of methods outlined in the proposal. Labeled subsections similar to those in the proposal should be included. These may include a section describing participants or subjects, a section describing testing or other measurement procedures undertaken with the participants, and a section discussing limitations of the methodology (The descriptions of the analyses which appeared in the proposal are usually incorporated in the results section of the final dissertation).

***Chapter IV. Results.*** The results section summarizes the data collected and details the statistical treatment of that data. After a brief statement of the main results or findings of the study, the data are reported in sufficient detail to justify the conclusions. Tables and illustrations (e.g., figures et al.) may be used to report data when these methods are seen to present the data more clearly and economically. All tables and illustrations used should be mentioned in the text, with appropriate titles or captions and enough explanation to make them readily identifiable (Dissertation only).

***Chapter V. Discussion.*** In the discussion section, the results are summarized, evaluated, and interpreted with respect to the original research questions and hypotheses. In this section, the investigator is free to examine, interpret, and qualify the results, as well as to draw inferences from them. Theoretical and practical consequences of the results and the validity of conclusions may appropriately be discussed in this section. The limitations of the study and suggestions for future work may also be included (Dissertation only).

***References.*** The reference list at the end of the proposal/dissertation should list all works cited in the dissertation, and all items listed as references must have been cited in the dissertation



text. Special attention should be given to ensure appropriate citations of less common sources, such as unpublished manuscripts. Again, the APA Manual can provide guidance for ensuring accuracy in these details.

*Appendices*<sup>2</sup>. Appendices of the proposal/dissertation should include data-collection tools, such as IRB materials, consent forms, letters of introduction to subjects, questionnaires, survey forms, and the like. Materials that document important components of the dissertation research process that would be too lengthy, awkward, or distracting to include within the text should be included as appendices in the final document. The appendices section should begin with its own cover page, followed by its own table of contents page. Each appendix may have its own cover page. The word “APPENDIX” should appear in all capital letters.

*Curricula Vitae*. Curricula vitae has traditionally appeared at the end of Lamar University dissertations, but they are not required. Candidates choosing to present a curricula vita should include the author's name, permanent address, date and place of birth (optional), post-secondary training and degrees, professional publications, and professional positions. The résumé should be selective rather than exhaustive and should be limited to one page (Dissertation only).

### Moving Towards Dissertation Defense

The dissertation must be a minimum of 6 credit hours. Students must be continuously enrolled once dissertation is started for 3 credit hours each semester until completion. Students will not be awarded a master's degree or other certification if they leave the program after completing the coursework but prior to successfully defending the dissertation.

### Preliminary Submission to Graduate Editor

**A.** Submit a preliminary electronic copy of your thesis or dissertation (in Microsoft Word format with the exception of Mathematics papers) via email attachment to *lgradstudies@lamar.edu* by the designated deadline in the semester. It should be complete and it must comply with the style manual accepted by the student's department and should have no grammatical, spelling, or typographical errors. Rough drafts will not be accepted. If a student is unable to meet the preliminary submission deadline, they must contact the Graduate Editor **prior to the due date** to discuss alternatives.

**B.** The preliminary submission **MUST** be accompanied by a copy of the “**Approval Form for Editing Thesis/Dissertation**” (p. 19 of the Graduate Studies Guidelines for Preparing Theses and Dissertations at [graduatestudies.lamar.edu/thesis-guidelines/index.html](http://graduatestudies.lamar.edu/thesis-guidelines/index.html)) This form must be signed by the supervising professor and all committee members, verifying the document meets Graduate Studies Thesis Guidelines standards. It may be scanned and emailed to the Graduate Editor along with the preliminary thesis/dissertation submission, or it may be delivered to the Graduate Studies office in suite 219 of the Wimberly building.

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<sup>2</sup> Although the APA Manual uses the spelling “Appendixes” for the plural of Appendix, the preferred spelling for Lamar University dissertations is “Appendices.”

C. The thesis will be checked for formatting errors and returned to the student for correction via email.

D. The student must make the requested corrections and return the document to the Graduate Editor within 48 hours of receipt. This exchange will continue until all formatting errors are corrected.

**Note:**

Documents with an excessive number of errors – whether spelling, grammatical, or formatting errors – will be returned to the student and their supervising professor with the recommendation to hire a personal editor.

### **Preparation to Defend**

The candidate must attend the MANDATORY Thesis/Dissertation workshop offered by the Graduate School. The candidate must follow the guidelines posted on the Graduate School website at [graduatestudies.lamar.edu/thesis-guidelines/index.html](http://graduatestudies.lamar.edu/thesis-guidelines/index.html). These are also available in the Graduate Office, Room 219, Wimberly Building. The deadlines for submitting the preliminary electronic copy of the dissertation with the D-5A Form (Schedule for Doctoral Dissertation Oral Defense) are announced by the Graduate School.

### **Preparation to Graduate**

Your Academic Advisor must be sure to submit your name to the Doctoral Program Director with the D-3A Form (Course of Study) so that you can apply for graduation. This should occur in the semester prior to your graduation.

### **Final Oral Examination**

The final oral examination or defense is a public presentation of the student's research and research results. The presentation should contain general background information understandable by other doctoral students in the Deaf Studies and Deaf Education program. Then the presentation should focus on the new research results and a discussion of implications.

After the presentation, anyone in the general audience including members of the Dissertation Committee may ask questions. Then the general audience will be excused; those remaining will be Dissertation Committee members and the Dean of Graduate Studies. Members of the Dissertation Committee may then ask further questions concerning the research and the student's doctoral program.

Finally, the student is excused, and Dissertation Committee must decide if the student passes or fails the final examination. A student passes the final oral examination if no more than one member of the Dissertation Committee dissents. The Dissertation Committee members may not abstain from voting. If the student passes with one dissenting vote, the student must yet address the dissenting member's concerns (given in writing by the dissenting member) to the satisfaction of the Dissertation Committee Chair and the Dean of the Graduate Studies. The Dissertation Committee may make its passing contingent upon certain changes being made in the dissertation.



*After the Defense.* There are four possible conclusions to a dissertation defense.

1. The candidate may pass without revisions;
2. The candidate may pass with revisions that do not need to be returned to the Dissertation Committee for approval only to the chair;
3. The candidate may pass with revisions that the Dissertation Committee must approve; or
4. The candidate may fail the defense. Failure of the Dissertation Defense will result in termination from the program.

After successful completion (i.e., one of the first two options listed above or after the Dissertation Committee reviews the corrections) the D5-B Form (Results of the Dissertation Defense) should be signed by all Dissertation Committee members. All changes should be made, approved, and submitted to the Graduate Editor in Graduate Studies office. The dissertation must be uploaded to ProQuest and the Graduate Studies Office requires 3 copies of your dissertation; two for the library and one for the Department of Deaf Studies and Deaf Education. Doctoral students must submit a Survey of Earned Doctorates form and the link for the website is in the Thesis/Dissertation Guidelines. You must pay bindings fees at the Cashier's Office and deliver the signature page to the Graduate Editor in Room 219, Wimberly Building. Note the costs for diplomas and regalia and the fact that regardless if you are marching or not you must pay the diploma fee. Consult the Graduate Studies website for deadlines.

If the thesis has been approved but changes are required after the thesis defense, the thesis must be resubmitted with changes to the Graduate Editor for final review and approval.

When all formatting errors are corrected, the Graduate Editor will approve your thesis or dissertation for Final Submission. You will be notified via email by the Graduate Editor with an Approval Letter. The Approval Letter will contain instructions for the Final Submission Process.

### **Final Submission Process**

Once you have received the Approval Letter from the Graduate Editor, the following documents must be submitted to the Graduate Studies office by the deadline:

1. **Signature Page** – Take a copy of this page from your thesis to your defense. Once you have defended, obtain the signatures of your committee members. Then, obtain your department chair and college dean's signature. Submit one copy of the thesis or dissertation's signature page with all original signatures except for the Graduate Dean's signature to the Graduate Studies Office, Suite 219 in the Wimberly Building. (The Graduate Dean's signature will be obtained by the Graduate Editor.)
2. **Thesis Book Invoice for Binding**– You must order and pay for your thesis or dissertation books by completing and submitting an invoice to the Graduate Editor (invoice is provided by Graduate Editor at time of approval.) If color pages are used, students must include a list of those color pdf page numbers on the invoice. Lamar University requires all master's and doctoral students to order three copies: two for the library and one for your department.

Note: Some departments require that you order additional copies for your department, professors, or committee members. Check with your department before placing your order. ***Do not include personal copies in this order!!***

3. ***Proof of Payment of Book Invoice*** – After submitting your book invoice to the Graduate Editor, you must pay the book fee by the prescribed deadline in the semester. You may pay in person at the Cashiers window in the Wimberly Building on campus, or online via your Self Service Banner account. Once the book invoice is paid, email the Graduate Editor to confirm payment.
4. ***Personal copies are ordered separately.*** Once the student pays for the university’s required number of copies, and has emailed the graduate editor to confirm payment, a link will be provided by the Graduate Editor with instructions so that you may order personal copies and have them shipped directly to your U.S. address.
5. ***Proof of Submission to UMI/ProQuest*** – You must electronically upload the approved copy of your thesis or dissertation to UMI/ProQuest by the semester deadline. See instructions for submitting Electronic Thesis or Dissertation (ETD) on p. 16 of this document or online at [graduatestudies.lamar.edu/thesis-guidelines/how-to-submit-online.html](http://graduatestudies.lamar.edu/thesis-guidelines/how-to-submit-online.html). Once you have submitted to ProQuest, your Editor will receive an emailed notification as proof of submission.
6. ***Survey of Earned Doctorates*** – PhD and DE students must submit the online Survey of Earned Doctorates. The link is [sed-ncses.org](http://sed-ncses.org).  
NOTE: Ed. D. students are not required or allowed to submit the survey.

### **How to Submit Your Electronic Thesis or Dissertation (ETD) Online**

1. Create an account:
  - Go to [www.etsadmin.com/lamar](http://www.etsadmin.com/lamar)
  - Click “Submit my dissertation/Thesis”.
  - Click “Create an Account” and fill in information.
2. Convert thesis/dissertation to PDF (be sure to include the blank page in PDF).
  - Click the “PDF Conversion” tab.
  - Click “Browse” button and select your thesis/dissertation.
  - Click “Convert File”.
  - You will receive an email about 10 minutes later containing your PDF file. Open conversion. Save it to your computer.
3. Go back to the “My ETDs” tab and make sure you are under the “Submit my ETD” heading. Review the checklist to ensure that you have the required information, then click “continue”.

4. Select Publishing Options, then click “save & continue”.
5. Read Traditional Publishing Agreement, then click “accept”.
6. Enter contact information, then “save & continue”.
7. Fill in Dissertation/Thesis Details, then “save & continue”.
  - When asked to insert Abstract, just copy and paste it onto the box. For formatting assistance, click the “formatting hints” link.
8. Upload your saved PDF thesis/dissertation; once successfully uploaded, click “save & continue”.
9. Upload any supplement files (if applicable) that are part of your thesis/dissertation, but were not included in your uploaded PDF file of your thesis/dissertation, then “save & continue”.
10. Add any additional notes that you want us (the Graduate Office) to read along with a phone number and email address to reach you, then “save & continue”.
11. Register U.S. Copyright (optional), then “save & continue”.
  - You will probably choose “no” for the Previous Copyright Registration unless other arrangements have been made within your department.
  - We do not require you to copyright your work. Note: if you choose for ProQuest/UMI to file for copyright, it will cost you \$55.
12. DO NOT ORDER COPIES! Scroll to bottom of page and click “decline- do not order”.
  - The university has a contract with another company to print and bind your thesis/dissertation copies at a lower rate.
13. Review submission, make changes if necessary, then click “submit dissertation/thesis”.
14. You should only be charged a fee if you chose to copyright your thesis/dissertation; otherwise, your submission should be free of cost, click “done”.

## Forms

### Doctor of Education in Deaf Studies and Deaf Education

The following forms must be filled or used at the appropriate time, as the doctoral candidate progresses toward the degree.

D-0	Preliminary Program Plan
D-1	Preliminary Examination Committee
D-2	Results of the Preliminary Examination
D-3A	Course of Study
D-3B	Composition of Doctoral Committee
N/A	Rubric for comprehensive exam
D-4	Approval of Dissertation Proposal
D-5A	Schedule for Doctoral Dissertation Oral Defense
D-5B	Results of the Dissertation Defense
D-6	Transfer Credit
D-7	Comprehensive Written and/or Oral Examination
N/A	Rubrics for Comprehensive Exam
D-15A	Request to Change Graduate Student's Committee

**D-0 Preliminary Program Plan**

**Lamar University  
Department of Deaf Studies and Deaf Education  
Doctoral Program in Deaf Studies and Deaf Education (Ed. D.)**

Dear students:

Welcome to Lamar's Ed. D. program! Here is your preliminary planning document to plan with your advisor. Please have your advisor sign it, send to the director of doctoral studies, and save a copy for your files. We wish you success! We are here to build your knowledge and professionalism skills.

Student name: \_\_\_\_\_

LU Number: L\_\_\_\_\_

Email: \_\_\_\_\_@lamar.edu

Academic Advisor: \_\_\_\_\_

Local address: \_\_\_\_\_  
\_\_\_\_\_

Matriculation date: \_\_\_\_\_ Expected graduation date: \_\_\_\_\_

Concentration area: Deaf Studies/Deaf Education

Cognate areas of interest: \_\_\_\_\_

\_\_\_\_\_  
Student Signature/Date

\_\_\_\_\_  
Academic Advisor Signature/Date

**cc: Academic Advisor, Student, Student File**

## **Listing of Ed. D. Deaf Studies and Deaf Education Courses – Before Summer 2017**

### **Core Required Courses (36 hours)**

DSDE 6301 History & Sociology of Deaf  
DSDE 6302 Law  
DSDE 6303 ASL Literature  
DSDE 6304 Curriculum  
DSDE 6305 Psycholinguistics  
DSDE 6307 Deaf Education Administration  
DSDE 6308 Cognition  
DSDE 6310 Bilingual I  
DSDE 6311 Bilingual Literacy II  
DSDE 6312 Bilingual Assessment III  
DSDE 6313 Proposal Writing  
DSDE 6314 Ethical Duties & Administration

### **Statistics & Research Methods (choose 9 hours)**

EDUD 6350 Quantitative I  
EDUD 6351 Quantitative II  
EDUD 6350 Qualitative I  
EDUD 6318 Qualitative II

### **Cognate Courses (choose 15 hours)**

(Can be Transfer Credits, DSDE special topics, additional DSDE research courses, EDUD classes in leadership/multiculturalism or cognates in other areas approved by advisor)

### **Dissertation (6 hours)**

DSDE 6390 Doctoral Dissertation – Deaf Education  
DSDE 6391 Doctoral Dissertation – Deaf Education

## **Listing of Ed. D. Deaf Studies and Deaf Education Courses – As of Summer 2017**

### **Core Required Courses (36 hours)**

DSDE 6301 History & Sociology of Deaf  
DSDE 6302 Law and Deaf Education  
DSDE 6303 ASL Literature  
DSDE 6304 Curriculum, Pedagogy, Computers, and Deaf People  
DSDE 6305 Psycholinguistics and Linguistic Deaf  
DSDE 6307 Deaf Education Administration and Field Study  
DSDE 6308 Cognitive, Psycho-social Development, and Deaf People  
DSDE 6311 ASL/English Bilingual Literacy and Deaf People  
DSDE 6312 ASL/English Bilingual Assessment and Deaf People  
DSDE 6313 Proposal Writing  
DSDE 6314 Ethical and Academic Studies  
DSDE 6350 Research Seminar

### **Statistics & Research Methods (choose 12 hours)**

DSDE 6316 Research Design and Statistics I  
DSDE 6317 Research Design and Statistics II  
DSDE 6320 Introduction to Qualitative Research  
DSDE 6321 Advanced Qualitative Research  
DSDE 6315 Statistics

### **Cognate Courses (choose 12 hours)**

(Can be Transfer Credits, DSDE special topics, additional DSDE research courses, or cognates in other areas approved by advisor)

### **Dissertation (6 hours)**

DSDE 6390 Doctoral Dissertation – Deaf Education  
DSDE 6391 Doctoral Dissertation – Deaf Education

## Course Rotation As of Summer 2017

Student's Name: \_\_\_\_\_

### Year 1: Summer Session I

Category	Course #	Course Title	Credits/Grade
DSDE	6315	Statistics	3
DSDE	6320	Introduction to Qualitative Research	3

### Year 1: Summer Session II

Category	Course #	Course Title	Credits/Grade
DSDE	6316	Research, Design, and Statistics I	3

### Year 1: Fall

Category	Course No.	Course Title	Credits/Grade
DSDE	6311	ASL/English Bilingual Literacy and Deaf People	3
DSDE	6305	Psycholinguists and Linguistic Deaf	3
DSDE	6317	Research, Design, and Statistics II	3

### Year 1: Spring

Category	Course No.	Course Title	Credits/Grade
DSDE	6312	ASL/English Bilingual Assessment and Deaf People	3
DSDE	6303	ASL Literature	3
DSDE	6321	Advanced Qualitative Research	3
		Preliminary Exam	

### Year 1: Mini May

Category	Course No.	Course Title	Credits/Grade
DSDE	6350	Research Seminar	3

### Year 2: Summer Session 1

Category	Course No.	Course Title	Credits/Grade
DSDE	6304	Curriculum, Pedagogy, Computers, and Deaf People	3

### Year 2: Summer Session 2

Category	Course No.	Course Title	Credits/Grade
DSDE	6301	History & Sociology of Deaf	3
DSDE	6314	Ethical and Academic Studies	3



**Year 2: Fall**

Category	Course No.	Course Title	Credits/Grade
DSDE	6308	Cognitive, Psycho-social Development, and Deaf People	3
DSDE	6302	Law and Deaf Education	3
DSDE	6307	Deaf Education Administration and Field Study	3

**Year 2: Spring**

Category	Course No.	Course Title	Credits
DSDE	63XX	Cognate	3
DSDE	63XX	Cognate	3
DSDE	6313	Proposal Writing	3
		Comprehensive Exam	

**Year 3**

Category	Course No.	Course Title	Credits
DSDE	6390	Doctoral Dissertation – Deaf Education	3
DSDE	6391	Doctoral Dissertation – Deaf Education	3

**D-1 Preliminary Examination Committee**

**Lamar University  
Department of Deaf Studies and Deaf Education  
Doctoral Program in Deaf Studies and Deaf Education (Ed. D.)**

Date: \_\_\_\_\_

Candidate's Name: \_\_\_\_\_

LU#: \_\_\_\_\_

**Preliminary Examination Committee Composition:**

Doctoral Academic Advisor: \_\_\_\_\_

Committee Member: \_\_\_\_\_

Committee Member: \_\_\_\_\_

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean of Fine Arts and Communication

\_\_\_\_\_  
Date

COMMENTS BY GRADUATE DEAN: \_\_\_\_\_

FINAL ACTION: \_\_\_\_\_

\_\_\_\_\_  
Dean of Graduate Studies

\_\_\_\_\_  
Date

**D-2 Results of the Preliminary Examination**

**Lamar University  
Department of Deaf Studies and Deaf Education  
Doctoral Program in Deaf Studies and Deaf Education (Ed. D.)**

Date of Examination: \_\_\_\_\_

Candidate's Name: \_\_\_\_\_

LU#: \_\_\_\_\_

**Recommendations:** Made by Doctoral Committee Following the Preliminary Examination (e.g., pass, fail, rewrite specific sections, take additional courses):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Signatures/Approvals:**

<u>Committee</u>	<u>Printed Name/Signature</u>	<u>Approved</u>	<u>Not Approved</u>
Doctoral Academic Advisor	_____ _____	<input type="checkbox"/>	<input type="checkbox"/>
Committee Member	_____ _____	<input type="checkbox"/>	<input type="checkbox"/>
Committee Member	_____ _____	<input type="checkbox"/>	<input type="checkbox"/>

\_\_\_\_\_  
Department Chair

Date: \_\_\_\_\_

\_\_\_\_\_  
Dean of Fine Arts and Communication

Date: \_\_\_\_\_

\_\_\_\_\_  
Dean of Graduate Studies

Date: \_\_\_\_\_



## COURSES PLANNED

Course Number	Course Title	Grade	Semester	*Designation

\*Designation Code: **C** = Core, **CG** = Cognate, **R** = Research/Stats, **D** = Dissertation

**Signatures:**

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Committee Chair's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Department Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Dean of Fine Arts and Communication: \_\_\_\_\_ Date: \_\_\_\_\_

Dean of Graduate Studies: \_\_\_\_\_ Date: \_\_\_\_\_

**D-3B Composition of Doctoral Committee**

**Lamar University  
Department of Deaf Studies and Deaf Education  
Doctoral Program in Deaf Studies and Deaf Education (Ed. D.)**

Date: \_\_\_\_\_

Candidate's Name: \_\_\_\_\_ LU: \_\_\_\_\_

**Doctoral Committee Composition:**

Committee Chair: \_\_\_\_\_

Committee Member: \_\_\_\_\_

Committee Member: \_\_\_\_\_

Committee Member: \_\_\_\_\_

Committee Member: \_\_\_\_\_

**Signatures:**

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Committee Chair's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Department Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Dean of Fine Arts and Communication: \_\_\_\_\_ Date: \_\_\_\_\_

Dean of Graduate Studies: \_\_\_\_\_ Date: \_\_\_\_\_

**D-4 Approval of Dissertation Proposal**

**Lamar University  
Department of Deaf Studies and Deaf Education  
Doctoral Program in Deaf Studies and Deaf Education (Ed. D.)**

Date of Proposal Review: \_\_\_\_\_

Candidate's Name: \_\_\_\_\_ LU#: \_\_\_\_\_

Name of Chair of Doctoral Committee: \_\_\_\_\_

Proposed Dissertation Title:  
\_\_\_\_\_  
\_\_\_\_\_

Recommendations Made by Doctoral Committee Following Dissertation Defense (e.g., pass, fail, rewrite specific sections, collect more data, redo, statistics):  
\_\_\_\_\_  
\_\_\_\_\_

**Signatures/Approvals:**

<u>Committee</u>	<u>Printed Name/Signature</u>	<u>Approved</u>	<u>Not Approved</u>
Committee Chair	_____	<input type="checkbox"/>	<input type="checkbox"/>
Committee Member	_____	<input type="checkbox"/>	<input type="checkbox"/>
Committee Member	_____	<input type="checkbox"/>	<input type="checkbox"/>
Committee Member	_____	<input type="checkbox"/>	<input type="checkbox"/>
Committee Member	_____	<input type="checkbox"/>	<input type="checkbox"/>

\_\_\_\_\_  
Department Chair Date: \_\_\_\_\_

\_\_\_\_\_  
Dean of Fine Arts and Communications Date: \_\_\_\_\_

\_\_\_\_\_  
Dean of Graduate Studies Date: \_\_\_\_\_

**D-5A Schedule for Doctoral Dissertation Oral Defense**

**Lamar University  
Department of Deaf Studies and Deaf Education  
Doctoral Program in Deaf Studies and Deaf Education (Ed. D.)**

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

**Title of Dissertation:** \_\_\_\_\_

\_\_\_\_\_  
(Attach copy of 1-page dissertation abstract)

Date: \_\_\_\_\_ Day of week: \_\_\_\_\_ Time of Oral Defense: \_\_\_\_\_

Location of Defense: \_\_\_\_\_

***Required Signatures:***

Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_

Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_

Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_

Director, Doctoral Program \_\_\_\_\_ Date: \_\_\_\_\_

Chair, Deaf Studies and Deaf Education \_\_\_\_\_ Date: \_\_\_\_\_

Dean, College of Fine Arts and Communication \_\_\_\_\_ Date: \_\_\_\_\_

Dean, College of Graduate Studies \_\_\_\_\_ Date: \_\_\_\_\_



**D-5B Results of the Dissertation Defense**

**Lamar University  
Department of Deaf Studies And Deaf Education  
Doctoral Program in Deaf Studies and Deaf Education (Ed. D.)**

Date of Proposal Review: \_\_\_\_\_

Candidate's Name: \_\_\_\_\_ LU#: \_\_\_\_\_

Name of Chair of Doctoral Committee: \_\_\_\_\_

Dissertation Title:

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Recommendations Made by Doctoral Committee Following Dissertation Defense (e.g., pass, fail, rewrite specific sections, collect more data, redo, statistics):

**Signatures/Approvals:**

<u>Committee</u>	<u>Printed Name/Signature</u>	<u>Approved</u>	<u>Not Approved</u>
Committee Chair	_____	<input type="checkbox"/>	<input type="checkbox"/>
Committee Member	_____	<input type="checkbox"/>	<input type="checkbox"/>
Committee Member	_____	<input type="checkbox"/>	<input type="checkbox"/>
Committee Member	_____	<input type="checkbox"/>	<input type="checkbox"/>
Committee Member	_____	<input type="checkbox"/>	<input type="checkbox"/>

\_\_\_\_\_ Date: \_\_\_\_\_  
Department Chair

\_\_\_\_\_ Date: \_\_\_\_\_  
Dean of Fine Arts and Communications

\_\_\_\_\_ Date: \_\_\_\_\_  
Dean of Graduate Studies

## D-6 Transfer Credit

**Lamar University  
Department of Deaf Studies and Deaf Education  
Doctoral Program in Deaf Studies and Deaf Education (Ed. D.)**

**Policy:** With the approval of the chair of the major department and the graduate dean, a student may transfer up to six semester hours of graduate work completed at another accredited institution. Only courses with grades of "A" or "B" or "S" (satisfactory) which were accepted as graduate credit at the institution where the work was taken may be considered for graduate transfer. Transfer credits must have been completed within the previous six years. **Official transcripts of work to be transferred must be filed with the LU Registrar's Office prior to filing this form and a copy of the transcript must be submitted with this form to the Office of Graduate Studies.**

It is recommended that graduate transfer credit be allowed as indicated below:

\_\_\_\_\_ Name \_\_\_\_\_ LU I.D. \_\_\_\_\_ Major

Institution where work was taken: \_\_\_\_\_

Credit to be transferred (**maximum of six semester hours**):

Course Title	Course Number	Semester Hrs.	Date Taken	Grade

\_\_\_\_\_  
Graduate Advisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
College Dean

\_\_\_\_\_  
Date

### Graduate Office

\_\_\_\_ Approved and Recorded

\_\_\_\_ Other: \_\_\_\_\_

\_\_\_\_\_  
Graduate Dean

\_\_\_\_\_  
Date

<b>The Graduate Office will distribute copies to Records and the Department.</b>
--

**D-7 Results of Comprehensive Written and/or Oral Examination**

**Lamar University  
Department of Deaf Studies and Deaf Education  
Doctoral Program in Deaf Education (Ed. D.)**

This form is used for reporting the results of comprehensive written and/or oral examinations. Candidates for graduate degrees who do not write theses must pass a comprehensive final examination, which may be oral, written, or a combination of both. These students must pass an oral examination associated with the thesis. A student registers for the comprehensive examination by applying for graduation at the office of the College of Graduate Studies.

Applications must be filed **before** the following dates:

- For December graduation.....First Monday in October
- For May graduation.....First Monday in March
- For August graduation.....First Monday of Summer Session I

Name of Candidate: \_\_\_\_\_ LU# \_\_\_\_\_ Date: \_\_\_\_\_  
Address: \_\_\_\_\_

**RECOMMENDATION OF COMMITTEE**

- 1. Approves Written Exam \_\_\_\_ Approves Oral Exam \_\_\_\_
- 2. Disapproves Written Exam \_\_\_\_ Disapproves Oral Exam \_\_\_\_
- 3. Conditions \_\_\_\_ Specify Condition:

\_\_\_\_\_  
\_\_\_\_\_

**COMMITTEE MEMBERS**

**SIGNATURES**

- 1. \_\_\_\_\_, Committee Chair
- 2. \_\_\_\_\_, Committee Chair
- 3. \_\_\_\_\_, Committee Chair
- 4. \_\_\_\_\_, Committee Chair
- 5. \_\_\_\_\_, Committee Chair

\_\_\_\_\_  
Department Chair Date

\_\_\_\_\_  
Dean of Fine Arts and Communication Date

---

Dean of Graduate Studies

---

Date

Comments by Dean of Graduate Studies: \_\_\_\_\_

Final Action: \_\_\_\_\_

Committee Chair prepares one copy of this form and submits it along with copies of the written examination (if given). The Graduate Office will return a copy of this form along with the examination to the Committee Chair who should keep it on file for at least one year. See other side of this form for Graduate Council Policy.

### **Graduate Council Policy for Comprehensive Written Examination**

The examining committee is composed of all members of the student's graduate committee, all of whom should submit questions. The Graduate Dean or his/her designee is also considered to be part of the examining committee. The length of the examination should be established by departmental or program guidelines. For example, the department could establish that, for a three member committee, the chairperson will submit questions for a four hour exam and the other two members will each submit questions for two hour exams. Questions should be confined to the subject matter of the student's graduate program. Each examining professor should evaluate the responses to his/her questions for both literacy and content.

The committee may decide to pass, fail, or place conditions on the student. Conditions may include retaking part of the exam, taking one or more additional courses and then retaking all or part of the exam, or other actions considered reasonable by the committee and the Graduate Dean. Failure to pass a comprehensive examination in three attempts will result in a student being permanently suspended from the degree program in question. Students suspended under this provision may be admitted to another degree program if they meet the admission standards and are accepted by the new program. A department may prescribe additional academic requirements associated with the comprehensive written examination with the approval of the Dean of the College of Graduate Studies.

### **Graduate Council Policy for Comprehensive Oral Examination**

For students who have written a thesis, the oral examination is given in conjunction with the thesis and is often referred to as the "thesis defense." For non-thesis students, departmental policy may require either a written comprehensive exam, an oral comprehensive exam, or both.

The examining committee is composed of all members of the student's graduate committee, all of whom may ask questions. The Graduate Dean or his/her designee may also attend and participate. The length of the examination should be established by departmental or program guidelines, but two hours is the minimum. For thesis students, questions are usually confined to the thesis and background subject matter. Departmental guidelines may permit an open, or public, forum for the oral examination.

The committee may decide to pass, fail, or place conditions on the student. For thesis students, conditions may include rewriting all or part of the thesis, gathering additional data, performing additional or different statistical treatments, etc. Conditions for non-thesis students may include retaking part of the exam, taking one or more additional courses and then retaking all or part of the exam, or other actions considered reasonable by the committee and the Graduate Dean. Failure to pass a comprehensive examination in three attempts will result in a student being permanently suspended from the degree program in question. Students suspended under this provision may be admitted to another degree program if they meet the admission standards and are accepted by the new program. A department may prescribe additional academic requirements with the approval of the Dean of the College of Graduate Studies.

**Assessment for the Doctoral Comprehensive Candidacy Portfolio Review**

*At a minimum, submit: (1) a vitae; (2) Chapter 1 from proposal writing; (3) critical reflections; and (4) goals. In choosing additional artifacts, focus on quality rather than quantity. Any given artifact can be submitted as evidence for more than one learning outcome. Additional artifacts include, but are not limited to: (a) videos and other artifacts documenting presentations; (b) papers—written, submitted, in press, or published; (c) research or grant proposals; and (d) letters of support from faculty and/or research mentors. The student is responsible for making explicit how the artifacts provide evidence of having met program learning outcomes.*

<i>Program Learning Outcomes</i>	<i>Evidence</i>	<i>Unmet*</i>	<i>Met</i>	<i>Exceeded</i>
Apply the basic principles of inquiry and research design to educational research				
Demonstrate “T” learning; the top of the T demonstrates breathe in knowledge about Deaf Studies and Deaf Education while the stem of the T demonstrates depth of knowledge in the cognate/dissertation area				
Demonstrate ability of ASL/English bilingual fluency in academic content				
Publish peer-reviewed and translational articles				

**Comments:**

## Rubric for Evaluating Doctoral Comprehensive Candidacy Concept Paper

The student will submit Chapter 1 of the dissertation, as a concept paper, promoting the plan for her/his dissertation study. The concept paper will include at a minimum: (a) a clear description of the research topic; (b) a brief synthesis of what is known about this topic; (c) theoretical framework(s) underlying the study; (d) research question(s) connected to the theoretical framework and the previous literature about the topic; (e) a description of the research plan—that is, data collection and analysis; (f) statements of significance—that is, why is it worth the student’s time and energy to approach this study, and limitations and delimitation; and (g) references.

	<b>Fail (0)</b>	<b>Pass (3)</b>	<b>High Pass (5)</b>
<b>Description of the proposed study</b>	Demonstrates inadequate or minimally adequate knowledge of the topic and/or reveals insufficient information that is relevant to introduce/describe the proposed study.	Presents a logical description and rationale for the proposed study; demonstrates knowledge of the topic and information that is relevant to introduce the study.	Presents a clear, concise, and logical description and rationale for the proposed study; demonstrates a high level of knowledge and mastery of the topic and information that is relevant to the proposed study.
<b>Significance and Limitations</b>	Weak statements of significance and limitation.	Provides statements of significance and limitations that are justifiable.	Presents reasoned statements of significance and limitations grounded in theory and previous research.
<b>Synthesis of the literature</b>	Ideas are underdeveloped; shows inadequate evidence of analysis, reflection, insight, and synthesis of ideas to argue for the proposed study.	Ideas demonstrate depth and complexity, with elaborated, relevant details; shows well developed analyses, syntheses, reflection, insight, critical thinking, and synthesis of ideas to argue for the proposed study.	Follows concept paper guidelines in constructing a meaningful synthesis of ideas to argue for the proposed study; ideas demonstrate depth and complexity, and include engaging and pertinent details; demonstrates strong analyses, syntheses, reflection, and critical thinking.
<b>Theoretical Framework and Methodology</b>	Reveals a weakness in providing theoretical frameworks to support the proposed study and/or of how critical theory connects to the study.	Provides a theoretical framework to support the proposed study; reveals an understanding of how critical theory connects to the proposed study.	Addresses theoretical frameworks that underlie the study; reveals a thorough understanding of how critical theory connects to the proposed study; theoretical frameworks and methodology meet the basic standards of ethical inquiry.

<b>Research Questions</b>	Research questions are unclear, and unjustified or unsupported by theory and previous research.	Research questions are generally clear and justified through theoretical frameworks and previous research.	Research questions are clear and concise, and are justified through the theoretical framework and previous research.
<b>Methodology</b>	Methodology is unclear or inadequate.	Research methodology is adequate to address the proposed research questions.	Describes and justifies methodology as appropriate for a concept paper that are appropriate for the questions posed.
<b>Support</b>	Reveals significant gaps in relevant knowledge and literature; focuses primarily on secondary sources for support; use of support does not follow logically; positions are not supported by reasoning or appropriate references.	Reveals a good use of relevant literature, most of which are primary sources; positions are supported by reasoning and appropriate references.	References are substantial and carefully chosen to support claims and arguments, with a strong use of primary sources, and reflect current and historical knowledge and understanding of relevant literature.
<b>Organization</b>	There are lapses in (or a lack of) planning, organization and/or logical flow of ideas and material that affect the general quality of the response.	Generally well planned and organized; demonstrates logical flow from point to point; meaning is generally clear and concise.	Careful planning, organization, and flow of ideas are obvious throughout the proposal; organization contributes positively to effectiveness of argument for the proposed study.
<b>Quality of Scholarly Discourse</b>	Use of language compromises clear and effective conveyance of meaning, thus, limiting understanding of the proposal; may reveal simplistic, imprecise, or substandard technical aspects of writing seriously undermine the quality and impact of the answer; APA guidelines may not be followed.	Conveys meaning clearly and effectively, and contributes positively to understanding; generally guides the audience in the logic for the proposed study; generally follows APA guidelines.	Precise and distinctive language significantly enhances the quality of the proposal, and explicitly guides the audience in the logic of the argument for the proposed study; careful and accurate use of APA guidelines.



**D-15A Request to Change Graduate Student's Committee**

**Lamar University  
College of Graduate Studies**

**REQUEST TO CHANGE GRADUATE STUDENT'S COMMITTEE**

Student's Name: \_\_\_\_\_ LU ID: \_\_\_\_\_ DATE: \_\_\_\_\_

Address: \_\_\_\_\_ Major: \_\_\_\_\_

**Proposed Committee Changes:**

Old Committee: Name:

Signature:

Date:

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New Committee: Name:

Signature:

Date:

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**Signatures:**

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair of Graduate Committee

\_\_\_\_\_  
Date

\_\_\_\_\_  
College Dean

\_\_\_\_\_  
Date

Form must be submitted on or before the last day to register for graduate of that semester.  
Submit signed original to the Graduate Office. The Graduate Office will distribute copies to the Department and Student.