# TABLE OF CONTENTS

## PURPOSE

5

## PART I: COMPLETING YOUR DOCTORAL PROGRAM

6

- Planning with your Advisor
- Credit Requirements and Time-to-Degree Limits
- Credit Transfers, Extensions, and Other Program Changes
- Grievance Procedure
- Steps in the Doctoral Completion Process
- Matriculation
  - Matriculation Provisional/Permanent Matriculation
  - Maintenance of Matriculation
- Research Apprenticeship
  - Choosing an Area of Research Interest and an Advisor
  - Expectations for the Research Apprenticeship Experience
  - Expectations for the CLAIR Capstone Project
- Fordham University’s Institutional Review Board (IRB)
- Comprehensive Examinations/Assessments
- The Dissertation Seminar
- Proposal and Doctoral Committee Approval
- Dissertation Research
- Roles and Responsibilities
- Dissertation Review Process
- Dissertation Oral Defense
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Dissertation Format Review</td>
<td>15</td>
</tr>
<tr>
<td>Graduation Application</td>
<td>15</td>
</tr>
<tr>
<td>Commencement</td>
<td>16</td>
</tr>
<tr>
<td><strong>PART II: YOUR DISSERTATION'S FORMAT AND STYLE</strong></td>
<td>17</td>
</tr>
<tr>
<td>Sequence of Dissertation Elements</td>
<td>17</td>
</tr>
<tr>
<td>Title Page and Title</td>
<td>18</td>
</tr>
<tr>
<td>Signed Notice of Honesty in the Authorship of this Dissertation</td>
<td>18</td>
</tr>
<tr>
<td>Opening Sections</td>
<td>18</td>
</tr>
<tr>
<td>Copyright</td>
<td>18</td>
</tr>
<tr>
<td>Acknowledgments</td>
<td>18</td>
</tr>
<tr>
<td>Title Page Elements</td>
<td>19</td>
</tr>
<tr>
<td>Honesty in Authors</td>
<td>20</td>
</tr>
<tr>
<td>Dedication</td>
<td>21</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>21</td>
</tr>
<tr>
<td>List of Tables</td>
<td>21</td>
</tr>
<tr>
<td>List of Figures</td>
<td>22</td>
</tr>
<tr>
<td>Abstract</td>
<td>22</td>
</tr>
<tr>
<td>Dissertation Chapters</td>
<td>22</td>
</tr>
<tr>
<td>Manuscript Preparation</td>
<td>23</td>
</tr>
<tr>
<td>Paper, Typeface, and Print</td>
<td>23</td>
</tr>
<tr>
<td>Margins</td>
<td>23</td>
</tr>
<tr>
<td>Spacing Between Lines</td>
<td>23</td>
</tr>
<tr>
<td>Spacing and Punctuation</td>
<td>23</td>
</tr>
</tbody>
</table>
Spacing Between Sections 23
Page Headers, Footers, and Running Heads 24
Pagination 24
Headings 24
Tables and Figures 25
Quotations and References 26
Permission to Use Copyrighted Material 26
Appendices in Text 27

References 27

APPENDICES 28

A. CHECKLIST FOR MANUSCRIPT PREPARATION 28
B. EXAMPLE OF A CORRECTLY FORMATTED TITLE PAGE 32
C. EXAMPLE OF A COPYRIGHT PAGE 34
D. EXAMPLE OF AN ACKNOWLEDGEMENT PAGE 36
E. EXAMPLE OF A DEDICATION PAGE 38
F. EXAMPLE OF A TABLE OF CONTENTS 40
G. EXAMPLE OF A LIST OF TABLES 42
H. EXAMPLE OF A LIST OF FIGURES 44
I. EXAMPLE OF AN ABSTRACT 46
J. EXAMPLE OF A CHAPTER HEADING 48
PURPOSE

This handbook was prepared as a reference and guide to help you complete your doctoral degree in the Graduate School of Education (GSE). Doctoral degrees are terminal degrees, and are considered the highest formal academic designation in the fields in which they are given. A doctorate is sometimes referred to as a professional degree, in that it is the credential required for entry into certain professions. The title Doctor indicates the bearer has studied, learned, and contributed to the body of knowledge of a field. In order to prepare a candidate for the academic and professional challenges that lie ahead, the programs and experiences leading to the award of doctoral degrees are demanding and much more than a set of required courses. Research apprenticeship or a capstone project, mentoring, original research, and scholarly writing are all integral components of preparation for the doctorate.

Please take the time to acquaint yourself with the various components of your program and their related requirements, procedures, and policies by a thorough study of the information in this handbook, through regular meetings with your advisor and mentor, by reviewing program-specific information in the Graduate School of Education Bulletin, and by taking notice of doctoral program updates, deadlines, and other information posted on the Graduate School of Education website each semester. It is your responsibility to be informed and to meet the obligations of your program.

This handbook is divided into three parts. Part I covers the policies and procedures related to matriculation status, program components, and degree completion requirements. Part II addresses the preparation of your dissertation document, the final stages of doctoral candidacy—the oral defense and graduation. Part III, the Appendix, is comprised of a checklist for manuscript preparation and sample dissertation pages to clarify formatting requirements.

The Doctoral Planning Committee had two aims in mind in preparing the 2014-2015 edition of this document.

• Our first aim was to update Part I to reflect changes in policies and procedures over the past three years. We have included information that is specific to GSE doctoral study; school-wide policies and procedures can be found in the GSE Bulletin.

• Our second aim was to align the format of the 2014 GSE Doctoral Handbook, so far as possible, with the 6th edition of the Publication Manual of the American Psychological Association (2010). We have aligned the GSE Handbook with the APA Publication Manual so that dissertations will reflect APA publication style more closely. Differences are limited to GSE specific requirements of the dissertation, such as the GSE format for the title page, table of contents, and chapter headings. Although it was our aim to invite you to use the APA manual as your primary source of information in Part II, we have included a detailed checklist for completing the dissertation (see Appendix A).
PART I: COMPLETING YOUR DOCTORAL PROGRAM

You are responsible for making sure you follow the policies and procedures of the Graduate School of Education. You must meet high standards of academic integrity (i.e., no plagiarism as detailed in the University Code of Conduct, no violation of copyright, no misrepresentation of data, etc.). Violations of these standards subject you to disciplinary action. Information regarding the processes used to resolve allegations of violations of academic integrity is available on Fordham University’s website. You are also expected to behave ethically and professionally throughout your doctoral studies, including in field placements, practica, and internships. Failure to do so may result in termination from the program. On admission to a doctoral program, you will be assigned to a program advisor whose name and contact information are noted in the letter of admission.

Planning with your Advisor

You and your program advisor must meet to develop a plan for completing prerequisites as well as other initial coursework. You must consult with your advisor at least once each semester to determine coursework and to plan for the Research Apprenticeship/Capstone Project and Dissertation Seminar. Please consult your advisor if you are considering changes in your educational trajectory.

Credit Requirements and Time-to-Degree Limits

To earn a doctoral degree at Fordham University, you must complete a minimum of 45 graduate credits beyond the master’s degree (or its equivalent). With approval of your program advisor, Program Chair, and the Associate Dean of Academic Affairs, you may include courses taken in other schools of the University. The actual number of credits you will need to complete your doctoral degree will depend on the specific requirements of your program of study and on your previous academic and professional background.

Both you and your advisor need to be mindful of the 8-year time period to complete the doctoral degree. The eight-year period begins at the start of the first semester following admission to the program, or on the beginning date of any course or courses that are accepted for transfer credit, whichever is earlier. If you are a part-time student you are encouraged to take a minimum of two courses each semester in order to complete the degree within this time period. Taking fewer than two courses per semester may jeopardize financial aid and meeting the 8-year deadline.

Credit Transfers, Extensions, and Other Program Changes

While you are in the doctoral program, you may need to request a transfer of graduate credits from another institution, an extension of time to complete a requirement, a leave of absence, or other special action that affects your individual program. All special actions and modifications to your program must be requested in writing, using the appropriate form, and approved by your program advisor, program director, chairperson of your division, and the Associate Dean for Academic Affairs. Forms for most academic requests are available from the secretary of your division or online via the Graduate School of Education website. Affirmative responses to
requests are noted on your transcript. It is your responsibility to monitor the approval process including the ultimate notation on your transcript for approved requests. See the currently published *Graduate School of Education Bulletin* or the online bulletin for additional information about credit transfers, extensions, and other program changes.

Occasionally, there is a compelling reason for a doctoral student to take a course at another accredited institution. If you have such a need, you must request permission, and receive written approval from your advisor, the division chairperson, and the Associate Dean for Academic Affairs, to take the course and obtain pre-approval to transfer the course credits before you take the course. If the course will be part of the doctoral-level content, then it must be taken at that level in a doctoral-granting institution. If it is part of a foundations requirement, it may be taken at an appropriate baccalaureate or master’s level. An official transcript from the other institution showing your grade for the course will be needed to complete the transfer. A maximum of 6 credits may be transferred from another institution. Note that only graduate courses for which you have earned an A, A-, B+ or B and were not used to fulfill requirements for another degree are transferable. Consult the current published *Graduate School of Education Bulletin* or online bulletin for additional information about transfers of credit.

**Grievance Procedure**

Please refer to *The Graduate School of Education Bulletin* for Grievance Procedures or go to the following link on the website: http://www.fordham.edu/images/academics/education/07_026_gse_bulletin_final.pdf.

**Steps in the Doctoral Completion Process**

Although doctoral program experiences and schedules differ, the general framework of activity across programs and students remains fairly consistent. This section provides you with an overview of the process. Your program advisor will work with you to develop your plan of studies and a specific timetable that takes you from admission to graduation.

1. Successful completion of 12-15 credits of required coursework
2. Permanent Matriculation
3. Research Apprenticeship (Capstone Project for CLAIR)
4. Completion of Required Coursework
5. Doctoral Comprehensive Exam/Assessment/Portfolio
6. Dissertation
7. Graduation Review

**Provisional/Permanent Matriculation**

Admission to the doctoral program is provisional. You should check your division-specific procedures regarding permanent matriculation. Permanent matriculation is granted upon the recommendation of faculty, chair of your division and Associate Dean of Academic Affairs. This may require the submission of a paper or other material for review. Your division chair will
notify you of the results of your application for permanent matriculation status and the date of your permanent matriculation will be recorded on your official transcript.

**Maintenance of Matriculation**

You must be registered for at least one course during all Fall and Spring semesters from the time you begin your program until you are awarded your degree. Dissertation Seminar counts as a course. You must register for Maintenance of Matriculation (EDGE 0666) if you are not taking courses or you are taking comprehensive exams but not courses.

Once you register for Dissertation Seminar, you must register for Dissertation Seminar each Fall and Spring semester thereafter, including the semester of your oral defense.

If, after your oral defense, you do not meet the standards for dissertation format on time for graduation in that semester, you will need to register for doctoral maintenance of matriculation for the following semester. You will also need to re-apply for graduation. To maintain your matriculation each semester, you must register for one of the following:

- Program coursework
- Research Apprenticeship (ASGE 8001, CTGE 8001, PSGE 8001) or Capstone Project (CLGE 8001) for CLAIR
- Leave of Absence (complete form if necessary)
- Dissertation Seminar (ASGE 8110/8111; CLGE 8110/8111; CTGE 8110/8111; PSGE 8999 Dissertation Mentoring (Register for your mentor’s unique code in the semester of your oral defense)
- Doctoral Maintenance of Matriculation (EDGE 9995, if necessary)

If, for some period, you cannot make progress toward your degree because of serious personal circumstances, you must apply for a Leave of Absence. Applications for Leaves of Absence are available from your division office. Leaves of Absence are granted for one semester at a time. Time granted for a leave is included in the eight-year time limit for degree completion. Multiple leaves of absence are not permitted.

If you have not maintained matriculation through registration for a year, you will lose your matriculation status and will have to apply for re-admittance to your program. If you re-apply, and are admitted again, the program requirements in effect at the time of your re-admittance will have to be met. You may be required to take additional courses to meet these requirements or to update your knowledge if a significant amount of time has elapsed.

As a doctoral student you must maintain a grade point average (GPA) of 3.5 or higher throughout your program. If your GPA falls below 3.5, your academic progress and matriculation are subject to review and termination.

Prior to approval for graduation, the University will review your registration record and will charge you fees for maintenance of matriculation for any semester in which you were not registered or on an approved leave of absence. If this occurs, approval for your graduation will
be delayed until you have met your obligations. To avoid extra fees and unnecessary delays, be sure to maintain matriculation throughout your doctoral program.

Research Apprenticeship

You must enroll in Research Apprenticeship (ASGE, CTGE, PSGE 8001), or in the Capstone Experience (CLGE 8001). This involves one full year beginning in the fall and continuing through spring and summer sessions. Before you enroll you must have been permanently matriculated and have completed at least 21 credits in your program. There are no course credits associated with Research Apprenticeship. A one-time fee for the three consecutive semesters is charged at the beginning of the fall semester. After that you must register each semester but without additional fees.

Choosing an Area of Research Interest and an Advisor

It is your responsibility to seek faculty to sponsor your work in this experience. You are advised to consider GSE professors as advisors on the basis of the following criteria:

Research background and interests. You and your professor should have a mutual interest in areas of research on which you may collaborate. In some situations you might take an active part in your advisor’s on-going research. In other cases, you may suggest a research theme within your sponsor’s general area of interest and/or expertise.

Availability. Faculty members who undertake to sponsor a student’s apprenticeship or capstone project make time to consult regularly with the student. The number of students working with an individual professor will depend on the professor’s time, research agenda, and interests.

Expectations for the Research Apprenticeship Experience

You will conduct a small-scale research project under the direction of the apprenticeship sponsor. Together with your sponsor you should select and carry out experiences from the following:

1. Conceptualizing research problems
2. Identifying questions and problems for investigation
3. Reviewing related theory and research
4. Considering appropriate designs, methods and instrument.
5. Developing or selecting instruments (e.g., interview protocols, standardized tests, discourse coding systems) consistent with the purposes and design of their research
6. Field testing instruments and procedures for use in research
7. Collecting, organizing, analyzing, and reporting original or archival data appropriate to selected research problems
8. Reporting research findings at professional meetings.
9. Drafting research articles and submitting them to professional journals.

Text describing Research Apprenticeship was developed by the GSE Doctoral Planning Committee and approved by the School Council in 2008.
To complete successfully the Research Apprenticeship, you must meet all of the requirements outlined in the syllabus for the course, which you receive upon registration for Research Apprenticeship in your division.

The final paper should demonstrate:

- appropriate APA style and clarity in writing;
- understanding of at least one research approach and method;
- clarity and competence in reporting results or synthesizing previous research; and
- signs of growth as a scholar and educator.

**Expectations for the CLAIR Capstone Project.**

The purpose of the capstone project is to demonstrate the breadth and depth of scholarship, as well as the unique talents and experiences of each student. As such, this project should be tailored to the student’s interests and ideally tied to the dissertation.

It is up to the student and his or her mentor to decide on the actual project. Below are some general guidelines.

1. The project should demonstrate mastery of theory and research on a topic related to contemporary learning of the student’s choosing.
2. The project should recognize multiple perspectives (and/or inter-disciplinarities).
3. The project should help the student move toward identifying a dissertation topic (ideally the project should relate directly to the dissertation).
4. The project should be limited in scope such that the student can complete the project within one academic year.
5. The project should help the student develop important research, writing, and technological skills necessary for completing the dissertation.
6. The project should help the student develop skills that ultimately may be useful for future employment opportunities.

Students are encouraged to be innovative and think outside the box. There are no predefined formats. Projects can run from the more traditional to the less traditional. See information in CLAIR Doctoral Handbook.

**Fordham University’s Institutional Review Board (IRB)**

All research proposals must be reviewed by Fordham’s IRB. This includes research apprenticeship and capstone projects, pilot studies for dissertations, dissertation research, faculty research, and other studies conducted where the intent is public dissemination. All research proposals must be reviewed by Fordham’s IRB. The IRB may require changes to the proposed research to assure compliance with ethical standards.

As a doctoral candidate you must have defended successfully your dissertation proposal before applying for review by the IRB. Only then may an application for review by the IRB be submitted.
Fordham requires all faculty and student researchers to complete the Collaborative Institutional Training Initiative (CITI) Training Program as a condition of IRB approval.

Note, too, that if you are conducting your study with participants in a school district, institution, or agency, you must inquire about those organization’s human participants policies. There may be additional requirements before access to human participants is granted. For example, the New York City Department of Education requires approval for all research done in New York City Schools, which in part, entails providing proof of Fordham IRB approval.

To summarize, before you collect any data for your study, you must have approval from your dissertation committee, division chair, the IRB, and the data collection site.

Procedures, application forms, review dates, and other information about the review process from the IRB can be found at http://fordham.edu/irb. The e-mail address is: irb@fordham.edu. Phone: (212) 636-7946. FAX: (212) 636-6842.

Comprehensive Examinations/Assessments

Typically, after you have completed satisfactorily all of your required coursework, with the exception of dissertation seminar, a comprehensive examination or assessment that allows you to demonstrate your integration of knowledge is required. Programs have a process for determining eligibility for doctoral comprehensive exams. The comprehensive exam may involve a written examination, a paper, a formal research study, or other materials or activity. The content and format are determined by your division and program faculty. Orientation meetings regarding comprehensive experiences are usually held by each doctoral program. Please see your advisor, program coordinator, or your program’s coordinator of comprehensive experiences for information about these sessions and scheduling of the exam. It is important that you attend and become familiar with the specific requirements for your program.

You may register for comprehensive experiences through my.fordham.edu and use the call numbers for your division and the sections you need to take. See the applicable semester schedule for appropriate call numbers. The deadline for registration is listed in the current semester's academic calendar.

You will receive written notice of the results of your comprehensive examinations or assessments after the faculty evaluate the exams. For details regarding specific programs (e.g., CPY), see the program handbook or consult your advisor.

When you have passed the comprehensive examinations, you are considered a candidate for the doctoral degree and are eligible to begin formal work on your dissertation research.

In some programs, you may be asked to revise sections of your comprehensive exam if your exam response did not fully meet the criteria for a passing grade. If the revision is acceptable, you will receive a passing grade on your comprehensive exam.
If you are not successful the first time you take comprehensive examinations or assessments, you may have a second examination or assessment during the next administration for your division. If you are not successful on the second attempt, you may be terminated from the program.

The Dissertation Seminar

After you have passed your comprehensive examinations/assessments/portfolios—or during the semester in which you are registered for these experiences, you may register for dissertation seminar (ASGE 8750-EdD; ASGE 8751-PhD; CLGE 8110/8111; CTGE 8110/8111; PSGE 8999). You may work on your dissertation, however, no official action will be taken with respect to approval of your dissertation work until you have successfully completed your comprehensive exams/assessments. Before you register for dissertation seminar, it is expected that you will have begun to develop a research focus and some potential research questions for your dissertation study. You should acquaint yourself with the research interests and areas of specialization of the faculty before deciding on your research objective. In addition, you should invite and secure a mentor for your study.

Work collaboratively with your mentor to identify readers for your dissertation committee. Occasionally, due to the topic of the dissertation or other special factors, it is appropriate for someone other than a full-time Graduate School of Education faculty member to serve as a reader (this includes Fordham faculty from other schools in the university). If you want to propose someone other than Graduate School of Education faculty, you must submit a recent copy of the person's curriculum vitae to Dissertation Seminar faculty via the chair of the division for approval. No non-Graduate School of Education individual may serve on your committee without the written approval of the division chairperson. The only exception to this policy regarding outside readers is that formal approval is not needed for full-time faculty from Fordham’s Graduate School of Religion and Religious Education and from the Graduate School of Arts and Sciences. After your proposal is accepted, you will receive a copy of the review form for your records. Your transcript should serve to document this event.

The committee’s primary responsibility is to assure the integrity of the research project. Committee members’ expertise and experience enable them to critically follow the development of the candidate's project from the formation of the research question, through the exploration of related literature and data, through the design of the study, to the analyses of the data, and to the development of outcomes. They provide guidance during the development of the research questions, literature review, design of the study, and selection of methods of analysis. Generally, they also critically review the chapters of the dissertation as they are prepared and point out areas requiring additional attention.

You are encouraged to develop an approved dissertation proposal in one or two semesters of dissertation seminar. As you are developing your proposal, be mindful that you need to obtain permission to use copyrighted material, such as assessment instruments. Letters of permission related to these instruments are included in your final dissertation.
Proposal and Doctoral Committee Approval

The proposal approval process differs across programs and divisions in the Graduate School of Education. Check with your program coordinator, the program handbook, and the division dissertation manual for specific guidelines.

Note that dissertation proposals follow the same formatting and editing criteria as dissertations with two exceptions; use “DISSERTATION PROPOSAL” in place of “DISSERTATION” on the title page, and do not use PhD or EdD after your name. See Part II of this handbook for details regarding formatting your dissertation.

When your dissertation proposal has been approved by your committee, complete a Dissertation Proposal Review Form and have your committee members sign it indicating their acceptance of your proposal. Then submit the form, one or two copies of your dissertation proposal (as requested by your Division), and evidence of IRB approval to your division chair for review. If your division chair approves, s/he will forward these materials for filing in the Office of the Associate Dean for Academic Affairs. Note that formal approval of the dissertation proposal by the faculty and Division Chair, and IRB approval must occur before any data involving human participants are collected.

Dissertation Research

Your doctoral dissertation is a capstone to your academic experience at the Graduate School of Education. Through your critical review of the literature, you will demonstrate your in-depth knowledge and understanding of a select facet of your chosen field. Through your selection of a research problem, you will take that knowledge and understanding to a new level--one that expands or refines recognized definitions, that applies extant knowledge in new settings, or that searches for alternative definitions, causes, or results. Your research design, methods, and analyses will provide evidence of your capacity to function as a contributing colleague in your field.

Your dissertation represents a substantial investment of your intellectual capital and personal energy. It will stand as a significant professional credential throughout your career. Your dissertation also will reflect upon the Graduate School of Education's reputation for academic excellence.

Roles and Responsibilities

Each dissertation is the work of an individual doctoral candidate, and as such, you, the doctoral student, have the primary responsibility for conducting research and developing a dissertation document that meets the requirements and standards of the Graduate School of Education. Your dissertation must present original work and conform to academic and professional ethics codes and procedures. See the most recent publication manual of the American Psychological Association for guidelines for attribution of ideas as well as the use of quotes. There are software programs that can assist you in detecting plagiarism (e.g., Turnitin.com and
safeassign.com) and assist you with citations. Individuals who fail to meet the standards for these codes and procedures through plagiarism, violation of copyright, misrepresentation of data, or other violations of academic integrity, are subject to disciplinary action. Information regarding the process used to resolve allegations of violations of academic integrity is available in the Office of the Associate Dean for Academic Affairs.

While developing your proposal and conducting your research, you are responsible for meeting and working with your mentor and committee members on a regular basis. You must secure committee approval and potentially IRB approval in writing for modifications to your study's approved design, procedures, questions, or other elements. You must also have committee approval for data collection procedures and for communication with outside agencies and participants.

Dissertation mentors provide guidance on the development and refinement of research questions, on the scope and direction of the literature review, and on the suitability of proposed research designs, data analyses, and similar related issues. Generally, mentors and readers critically review the chapters of the dissertation as they are prepared and alert the candidates to areas requiring additional work. During this review process, mentors and readers point out deficiencies in the document's format and in the way the content is expressed. Mentors and committee members are responsible for evaluating the readiness of the draft versions of dissertations for defense and format review. Although this rigorous review will address issues of completeness, content quality, and formatting, mentors are not responsible for copyediting dissertation manuscripts. Spell-checking, copyediting, formatting and the like are your responsibility and your progress can be delayed by lack of attention to format.

After the mentor and committee members agree that the dissertation is ready for the oral defense, you must submit it to the division chair for review. When the chair has approved the dissertation, then you may work with your committee to schedule the oral defense.

After you successfully defend your dissertation and make any recommended changes, you submit your dissertation for format review. Submission to the Office of the Associate Dean for Academic Affairs of a fully approved dissertation provides evidence that a doctoral candidate’s dissertation has been successfully defended in an oral hearing.

**Dissertation Review Process**

Consult the GSE academic calendar each semester for relevant deadlines on submitting your manuscript to your mentor, readers, and chair of the division. When you have completed your dissertation manuscript, give one copy to each committee member for review. Your committee will approve your dissertation when it meets all substantive standards established by the professional community and the format requirements of the Graduate School of Education. When your committee members have approved the dissertation, each of them will sign a Dissertation Review Form. You will then need to submit one copy of your dissertation along with the signed form to your division chair for review. The chair will review your dissertation and accept or reject the recommendation of your committee. If the dissertation is approved, the chair will sign the Dissertation Review Form and you may schedule your oral defense.
Dissertation Oral Defense

Your oral defense is scheduled after the dissertation has been reviewed and approved by your dissertation committee and division chairperson. You may then arrange a date and time for the oral defense with your dissertation committee. Check with your mentor regarding the possible requirement of a chairperson for the oral defense. If applicable, you must submit an additional copy of the dissertation to the person who will chair the oral defense.

Your oral defense will focus chiefly on your dissertation research and its impact in the field in which the research was conducted. Immediately following your defense, your committee will evaluate your research and performance.

The outcome of this evaluation will be one of four ratings:
1. Passed.
3. Passed but with major revisions (e.g., content).
4. Not acceptable at this time.

If changes are required, you will be given a specific timeframe in which to make the modifications and submit the revisions to your committee. In addition, make sure that you have registered for Dissertation Mentoring (EDGE 9999) and applied for graduation on my.fordham.edu.

The Dissertation Format Review

After your dissertation has been approved by your committee members and division chair, please consult division-specific policies. In addition, make sure that you have registered for Dissertation Mentoring (EDGE 9999) and apply for graduation via my.fordham. Before you can officially graduate and receive your diploma, your dissertation must be approved for format. Format review assures that the document meets all formatting and stylistic requirements of the Graduate School of Education and is ready for publication. Please consult with the Office of the Dean for information regarding steps to be taken during the format review process.

Graduation Application

Being included on the list of candidates approved for graduation is not automatic, even if you have completed your courses, successfully defended your dissertation, and have had your dissertation manuscript approved by the format review process. You must apply for graduation in order for your transcript to be evaluated. Please check the academic calendar for deadlines.

Fees related to the dissertation process and for graduation are paid to the University Bursar. Consult a current Graduate School of Education Bulletin (online) for a complete list of applicable fees.
Following the review of your academic record for graduation eligibility, the bursar's office will review your financial records to determine whether all financial obligations have been met. If any problems exist, you will be notified.

**Commencement**

The date of commencement, traditionally a Saturday in mid-to-late May, is listed in the GSE academic calendar each year. Commencement ceremonies take place at the Rose Hill campus in the Bronx. If you have applied for graduation, you will receive information in early spring regarding the rental of academic attire, diploma availability, and when to pick up commencement invitations and tickets. The invitations are distributed through the Dean’s Office following their announced availability.

Students graduating in May whose academic and financial records are completely cleared will receive their diplomas at the end of the ceremony. Alternatively, after graduation day, you may make arrangements to obtain your diploma at the Registrar’s Office at Lincoln Center or have it sent in the mail. Hooding by your mentor occurs at the Graduate School of Education ceremony immediately following the University Commencement. Note: Your diploma will indicate your degree, "Doctor of Philosophy" or "Doctor of Education," as appropriate. It will not indicate your area of specialization. Your specialization is listed on your official transcript.
PART II: YOUR DISSERTATION

As you enter your doctoral program, you are advised to begin learning about the American Psychological Association (APA) style rules for research in general as well as the Graduate School of Education’s dissertation-specific rules for style. For example, as you explore readings in your courses, preserve accurate information on references that you might want to cite in your research. By practicing academic writing at the outset of your work, before you begin your dissertation, you will become fluent in communicating your ideas.

The *Publication Manual of the American Psychological Association (APA) 6th edition* is your main source of information on format and style. However, it was not developed specifically for dissertations and therefore does not address some dissertation elements (e.g., title page, table of contents). This document provides directions for the order of dissertation elements and the style you will use for communicating your research.

This next section provides information on sequencing the elements of the dissertation, and on GSE-specific aspects of style.

**Sequence of Dissertation Elements**

Use the following sequence for assembling the components of your dissertation and see sample pages in Appendices B-K. Some dissertations may require additional or fewer chapters and may use chapter titles different from those listed above. Consult with your mentor for advice on chapters and chapter titles. Note that some dissertations have more or fewer than five chapters.

- Dissertation Title Page
- Honesty in the Authorship of This Dissertation
- Notice of Copyright
- Acknowledgments (optional)
- Dedication (optional)
- Table of Contents
- List of Tables (if tables are included in your dissertation)
- List of Figures (if figures are included in your dissertation)
- Abstract
- Chapter I: The Problem
- Chapter II: Review of Related Literature
- Chapter III: Methodology (embed your approved IRB form into the procedures here and place the notification in the appendix)
- Chapter IV: Findings (*or* Results)
- Chapter V: Summary, Conclusions, and Recommendations
- References
- Appendix A: Examples: documents such as timelines, measures, etc.
- Appendix B: (continue as needed)
The title of a dissertation should summarize concisely the topic and variables addressed by your research. A reader should be able to discern--with reasonable accuracy--the essence of your study. Care should be taken to include appropriate key words in the title to assist in locating your study through digital searches.

While APA suggests 12-word limits in titles of articles, we suggest 14-word titles for Fordham dissertations. See the APA manual for more on titles.

**Title Page and Title**

The title page is the first page that is seen when opening a dissertation and is considered the first page (i), but the page number is not printed on the page. Table 1 describes, in order, the elements and formatting of your title page. In addition, see the sample title page in Appendix B.

**Signed Notice of Honesty in the Authorship of This Dissertation**

This form (see Table 2) describes expectations for doctoral students regarding honesty and plagiarism. This form must be signed and then placed in the dissertation directly following the title page. It is not paginated.

**Copyright**

If you plan to file for copyright registration for your dissertation, a notice of copyright must be included following the title page. The notice of copyright is centered (top-to-bottom and left-to-right). It includes the copyright symbol ©, the full legal name of the author, the year in which the material was copyrighted and the statement, All Rights Reserved. It is on page number ii, because it follows the title page, which is page i. See the example of a copyright page in Appendix C.

**Acknowledgment**

It is sometimes appropriate to acknowledge contributions to your study by a person or persons or institution(s) outside of the Graduate School of Education. For example, you might want to acknowledge the assistance you received in the form of workspace, clerical support, or equipment from the agency or school where you conducted your study. Acknowledgments should be brief, simple, and professionally stated. You may acknowledge more than one person or institution, but all acknowledgments must not exceed a single, double-spaced page. The section title Acknowledgment is centered (top-to-bottom and side-to-side), in caps. See the example in Appendix D. Note that a longer acknowledgment continues to be centered top to bottom. Do not include information that would disclose the individual identities of participants in the research or otherwise violate confidentiality agreements or ethical standards for treatment of human participants in research.
Table I

*Title Page in GSE Dissertation Style with Elements in Order*

<table>
<thead>
<tr>
<th>Title elements</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation title</td>
<td>centered and double spaced; all caps; inverted pyramid format; begin title 2 inches from top of page. Use 1 inch right and left margins here. While the text in the title does not reach the side margins, the 1 inch margins are necessary for centering the text throughout the title page.</td>
</tr>
<tr>
<td>Candidate’s full legal name</td>
<td>no initials; full name; must be identical on title page and abstract; centered; name in caps. Note: do not use PhD or Ed after your name, unless you already hold a doctoral degree.</td>
</tr>
<tr>
<td>Candidate’s prior degrees</td>
<td>centered; upper and lower case; two lines beneath name; degree, followed by granting institution and year; space between degrees; no diplomas or certificates; chronological order</td>
</tr>
<tr>
<td>Mentor’s name</td>
<td>title <em>Mentor</em> centered, 5 1/2 inches from top of page; followed on next line by mentor's name and degree</td>
</tr>
<tr>
<td>Readers’ names</td>
<td>title <em>Readers</em> centered, two lines below mentor's name; followed on next line by alphabetized readers' names (with middle initials optional) and degrees; one per line</td>
</tr>
<tr>
<td>Submission statement</td>
<td>centered; all caps; begin at 8 inches from top; see sample page for text of submission statement</td>
</tr>
<tr>
<td>Location</td>
<td>NEW YORK; centered; all caps; two lines below submission statement</td>
</tr>
<tr>
<td>Year doctorate conferred</td>
<td>centered one line below NEW YORK (year of graduation)</td>
</tr>
</tbody>
</table>
Table 2

Honesty in the Authorship of This Dissertation

| Students are expected to maintain the highest standards with regard to honesty, effort, and performance. Discipline will be enforced if a student violates the University’s Code of Conduct or the academic policies of the Graduate School of Education. Please refer to the dean for the policies and procedures regarding the academic code of conduct and disciplinary process. . . .All forms of dishonesty, including cheating and plagiarism, will result in appropriate disciplinary action, including denial or revocation of a degree or certificate. (Bulletin of the Graduate School of Education 2014-2015. |

I have read the above statements and declare in all honesty that this dissertation is my original and authentic work.

<table>
<thead>
<tr>
<th>Print Name and Date</th>
<th>Signature</th>
</tr>
</thead>
</table>


Dedication

You may dedicate your dissertation to a person or persons. The text should be brief, simple, and tasteful. Dedications are generally not longer than a few sentences. The dedication follows the acknowledgment on a separate page. The section title Dedication is centered, in caps. It should be roughly centered (top to bottom and side to side). See an example of a dedication page in Appendix E.

Table of Contents

The table of contents enumerates all the sections in the dissertation. Center the title, in all caps, at the top of the page. The word Page is placed flush with the right margin, two lines (one double space) down from the title. List the page numbers for the title page of each section; that is, in instances in which the section title and text begin on the same page use that page number, in those in which divider pages give the titles, use the page numbers of the divider pages. Align all page numbers, Roman and Arabic, on the right, flush with the right margin. Some word processing programs permit you to left-, center-, or right-align for the text that follows a tab. Use this feature, if you have it available; it will save you time and trouble aligning the page numbers on the table of contents and for the lists of tables and figures. Chapter titles and section headings are typed in caps, subheadings of all levels are typed in upper and lower case. When indentation of headings is required, use the tab to indent subheadings 1/2 inch.

Do not show more than three levels of heading in the table of contents (i.e., APA Level 1, 2, and Level 3).

If the table of contents is longer than one page, begin the second page with the title, in all caps, followed by (continued), centered, at the top of the page. The wording should look like the following. See an example of a table of contents in Appendix F.

| TABLE OF CONTENTS (continued) |

List of Tables

A list of tables enumerates all the tables included in the dissertation and its appendices, and provides the table’s number, exact name, and page number. The heading of the page should be at the top, centered and in caps. Two lines (one double space) below the heading the word "Table" should be flush left and the word Page should be flush right. Two lines (one double space) below these column headings, type the number of the table, followed by a period, then tab 1/2 inch in for the title. Align the page number flush with the right margin. Some word processing programs permit you to left-align, center-align, or right-align the text that follows a tab. Use this feature to save you time and trouble aligning the page numbers. For titles that are longer than one line, use the tab to align the additional lines with the first line of the title. The list of tables follows the table of contents on its own page or pages. See an example of a list of tables in Appendix G.
List of Figures

As with the List of Tables, which it follows, the List of Figures provides each figure’s number, exact name, and page number. The heading of the page should be at the top, centered and in caps. Figures include graphic materials such as “charts. . . graphs. . . drawings. . . diagrams. . . photographs” (APA, p. 151). Please consult the several sections in the APA Publication Manual (6th ed.) for details concerning the appropriate content for and preparation of figures.

Like a specialized table of contents, a list of figures enumerates all the figures included in the dissertation and its appendices, and provides the figures’ number, exact name, and page number. The heading of the page should be at the top, centered and in caps. At the top two lines (one double space) below the heading the word Figure should be flush left and the word Page should be flush right. Type the number of the figure, followed by a period, then tab 1/2 inch in for the title. Align the page number flush with the right margin. For titles that are longer than one line, use the tab to align the additional lines with the first line of the title. You should single space within an entry, but double space between entries. The list of figures follows the list of tables on its own page or pages. See an example of a list of figures in Appendix H.

Abstract

The complete, exact title of your dissertation must be used as the title of your abstract; do not shorten it. The title is printed at the top of the page, in all caps, in an inverted pyramid format.

Your full legal name and doctoral degree follow after one double space. On the Abstract, you may use PhD or EdD. Your name and degree are centered, in upper and lower case, followed two lines below (one double space) by Fordham University, New York, and the year of your degree; followed, in turn, two lines (one double space) below by Mentor: name, degree also centered and in upper and lower case. See an example of an abstract in Appendix I. The first page of the abstract in a GSE dissertation is numbered as prelude to the dissertation chapters and is assigned the Arabic numeral 1.

The abstract must be a clear, brief summary of your dissertation. Your abstract should tell what your study was about, what you did in your investigation, what you observed, and what you concluded as a result. In other words, it should include the statement of the problem, the procedures and methods used, the results, and your conclusions. Do not include statistical formulas, figures, or other graphics in the abstract. Do not cite references in the abstract.

Your abstract will be published, without additional editing, in Dissertation Abstracts International. Its length may not exceed 250 words.

Dissertation Chapters

Each of your dissertation chapters begins at the top of a new page. Double spacing is used throughout. The titles of your chapters should be discussed with your mentor. See an example of a chapter heading in Appendix J.
Manuscript Preparation

Elements for which the requirements of the Graduate School of Education differ from, and take precedence over, those outlined in the APA Publication Manual are discussed here. Elements not addressed in this handbook are to be handled according to the Publication of the American Psychological Association (6th ed., 2010).

Paper, Typeface, and Print

You may not use script, condensed, or exotic typefaces or fonts. Limit use of bold typeface to headings. The APA manual suggests that a typeface that uses serifs is easier to read than one that is sans serif. It states, “The preferred typeface for APA publications is Times New Roman with 12-point font size.”

Margins

Use one-inch margins on all four sides. This is consistent with APA (6th ed.) and a departure from Fordham dissertations historically.

Spacing Between Lines

The text of a dissertation is double spaced with following exceptions: (a) title and headings longer than one line; (b) titles in tables, and (c) in appendix items. Single spacing may be used within a reference on the reference list, while double spacing should be used between references. This is a departure from the APA 6th ed. Single spacing may also be used in the appendices. Do not single-space block quotes; Block quotes should be double-spaced. Examples of single-spaced and double-spaced tables appear in the APA manual and its companion volume Presenting Your Findings: A Practical Guide for Creating Tables (Adelheid & Pexman, 2010).

Spacing and Punctuation

Follow the guidelines of the Publication Manual of the American Psychological Association (6th ed.) for spacing after punctuation at the end of sentences. That is, both APA and GSE guidelines suggest leaving one space after punctuation within a sentence (e.g., after a comma) but two spaces after the final punctuation in a sentence (e.g., after a period or a question mark).

Spacing Between Sections

Major section titles (TABLE OF CONTENTS, CHAPTER I, etc.) are centered at the top of the page. Double-space between the chapter number and the chapter title.

If an orphan is created at the bottom of a page, that is, if a new heading is the last entry on the page, move the heading to next page. If a widow is created at the top of a page, that is, if the end of a paragraph carries over to the next page and does not take at least one full line, reword it to eliminate the spillover to the next page or move the last full line to the next page.
Page Headers, Footers, and Running Heads

Page headers, footers, and running heads are not used in Fordham dissertation manuscripts. Do not include them. This is an instance in which Fordham dissertations continue to differ from APA.

Pagination

Place all page numbers at the top, right side of the page. In a dissertation, pages that come before the first page of the abstract are numbered consecutively using lower case Roman numerals (i, ii, iii, iv, v, etc.) beginning with the title page, which is counted as i, and including the acknowledgments, dedication, table of contents, list of tables, and list of figures. The page number i is not printed on the title page.

Beginning with the first page of the abstract, all remaining pages of the dissertation, including divider pages, references, appendices, and vita are numbered consecutively using Arabic numerals (1, 2, 3, 4, 5, etc.).

If your dissertation exceeds 400 pages, including the appendices, divide it into two volumes. Begin the second volume with a title page similar to the original title page, but with Volume II centered 1 inch from the top of the page. Include a second copy of the copyright page after the title page. Include a second copy of the table of contents. Do not number or count these pages. If a second volume is needed, break the text between major sections or subheadings.

Headings

Within a chapter of a dissertation, the text is divided into sections and subsections. The format of the headings of the partitions is determined by the number of levels into which the text has been subdivided. Not all chapters will have the same number of levels of division within the text because the divisions are content-dependent.

Each chapter begins at the top of a new page with a Fordham-style chapter heading as follows. This is followed by a double space. Note that boxes are not part of your dissertation style—they are used here to set apart the content within.

```
CHAPTER I

YOUR CHAPTER TITLE
```

Within each of your chapters use APA-style headings (Levels 1–5). The structure of these levels is outlined here as well as in the 6th edition of the APA Handbook and should be identical in terms of these five levels. The only difference between Fordham and APA headings is that APA does not use chapter headings. Following are the GSE dissertation chapter heading together with
the five APA heading levels. Most often, dissertations require only three or four of the APA levels. Note that double spacing is used before and after these headings. See the APA (6th ed.) for examples of headings and a more detailed discussion.

Tables and Figures

Tables and figures are valuable means for presenting large amounts of data or complex information to your readers. Consult pp. 125-150 of the Publication Manual of the American Psychological Association (6th ed., 2010) for instructions on the construction and format of tables and figures.²

In Fordham dissertations, tables and figures are usually presented on a separate page inserted after the page on which the table or figure is discussed. A small table or figure, however, may be included on the text page in which it is discussed. Tables and figures may be oriented vertically or horizontally on the page depending on their size and shape. If a horizontal table or figure is used, insert it so that its title and the top of the table or figure is on the left, binding side.

Titles for tables and figures are typed flush left in upper and lower case and are italicized. Tables and figures are consecutively numbered within the dissertation, but in appendices, tables and figures are designated with the letter of the Appendix and numbered consecutively within each appendix. The number is placed two spaces above the title. Long titles are single spaced.

Quotations and References

Your use of the words or ideas of others must be properly noted and the work attributed to its originator. This applies to the verbatim or direct quotation as well as to a paraphrase or indirect quotation of the material. In each instance, the source must be identified in the text and a full reference to the work must be included in the reference list. Chapter 6 (Crediting Sources) in the APA 6th ed. (pp. 169-192) includes detailed information about providing sources of information in your text.

Chapter 7 in the APA handbook (6th ed., pp. 193-224) should be consulted for examples of reference-list style. The use of online references, URLs, and DOIs has resulted in changes in reference listing that should be carefully scrutinized.

For example:

Table I

Intercorrelation Matrix for the Five Intellectual Achievement Dimensions of the Multiple Intelligence Rating Scale.

See APA pp. 125-150 for examples of tables.

Note that in the figure that follows, the number of the figure is not in italics and is placed under the figure rather than above. Note, also, that the figure title is in italics.

(See APA pp. 150-167 for examples of figures.)

Figure 1. Schematic Representation of the Paths Used in Nonsequential Data Transfers Before Training

Permission to Use Copyrighted Material

The use of copyrighted material is governed by the Copyright Act of 1976 and by policies established by publishers and journals. If you need to reprint a significant portion (50 words or more) of a work, or if the inclusion of a portion of a work might in any way infringe upon the letter or spirit of the fair use protections of the Copyright Act, you must request, and receive, permission in writing to use the material before including the material in your dissertation. Requests for permission are generally honored, but they cannot be taken for granted. If you plan to use a published test, questionnaire, or other copyrighted material, you should seek permission before you gather your data, in case there is a delay or denial of your request.
To minimize delay, call the publisher of the copyrighted material and request the phone number and address of the person in charge of permissions to reprint. Call that person, explain your need and ask for specific instructions on the wording of your letter of request. Generally, such letters must include: full identification of the material you wish permission to use (the exact pages, items, forms), the purpose of your project (dissertation); the estimated number of copies that will be made; and the expected long-term distribution of the material. Faxing your request directly to the permissions editor saves considerable amounts of time. See the Publication Manual of the American Psychological Association (6th ed.) for additional information about permissions.

Letters of permission for copyrighted material are mentioned in the body of the text and inserted in the Appendix. Note that an actual letter of permission is needed in your appendix; verbal permission is not sufficient.

Frequently, dissertations are aided by or require the availability of reference or support materials; for example, a copy of the questionnaire used in the study. Such auxiliary material is appended to the manuscript. In a dissertation, each appendix item is preceded by a titled divider page.

Appendices Mentioned in Text

Appendices are designated Appendix A, Appendix B, and so on, and should carry a brief, informative title. If only one appendix is included, do not use a letter designation. On the divider page, the designation, Appendix (if more than one, then Appendix A, B, C, etc.) is centered, all caps, at the top of the page. The title of the Appendix follows two lines below and is also centered and all caps. See sample divider page on page 48.

The pages of appendices, including the divider pages are consecutively numbered and continue the pagination from the body of the manuscript. The page numbers and the titles on the divider pages are shown in the table of contents.

The final section of this document contains the following Appendix items:

1. A checklist for manuscript preparation.
2. Examples of correctly formatted pages.

Following is an example of reference style. The reference section in a dissertation should begin a new page.

References


APPENDIX A

EXAMPLE OF CHECKLIST FOR MANUSCRIPT PREPARATION
CHECKLIST FOR MANUSCRIPT PREPARATION

Please check to make sure that:

Format

☐ All pages, including those in the appendices, comply with APA (6th ed.) with 1-inch margins at the top, bottom, left, and right.

☐ Pages are flush-left style. Right margin should be uneven.

☐ All pages except the title page are numbered using appropriate Roman and Arabic numerals. Arabic numerals should be used starting with the abstract.

☐ The one exception is the honesty statement, which follows the title page but has no number, theoretical or otherwise.

☐ The title page is counted, but not numbered.

☐ The dissertation copyright page follows the title page and is numbered ii.

☐ The page numbers in the Table of Contents, Lists of Tables, and Lists of Figures are accurate. The headings and levels of indentation in the Table of Contents match the headings in the text. The titles of figures and tables in the lists of figures and tables match those in the text.

☐ The dissertation is double-spaced, with these single-spaced exceptions: (a) title and headings longer than one line and (b) titles in tables.

☐ The parts of the dissertation are ordered in the proper sequence, with separate divider pages inserted as needed.

☐ All chapters begin on a new page and the title of the chapter is at the top of the page.

☐ The Fordham-specific format outlined in this handbook is followed for (a) title page; (b) acknowledgments; (c) dedication; (d) table of contents; (e) list of tables; (f) list of figures; (g) references; (h) appendices.

☐ The manuscript was edited to eliminate typing, punctuation, grammatical, spelling, mechanical, and spacing errors.

☐ The manuscript was edited with attention to *en* and *em* dashes (See APA 6th ed.).

☐ Page breaks have been checked; widows and orphans have been eliminated.

☐ All tables, figures, and lists have been checked for alignment.

☐ Every table column has a heading.

☐ The font is 12-point Times New Roman.

☐ The titles of tests or other measurement instruments are not underlined or italicized.
Lists of tables and of figures are complete, have correct page numbers, and show accurate titles.

Running heads should not be included in a Fordham dissertation.

**Organization**

- The text is organized and divided meaningfully by levels of heading and by paragraph. One sentence cannot be a paragraph.
- All headings of the same level appear in the same format as per APA (6th ed.) requirements.
- Tables and figures are numbered in the order in which they are presented in the text.
- If permission for copyrighted material is included in the dissertation, a permission letter goes in the appendices in the order in which it is mentioned in the text.
- Include the IRB Report of Action before p. 1 in the dissertation proposal and as an appendix item in the final dissertation.

**Sources**

- The work of others is correctly cited and referenced whether the citation is a direct quote or a paraphrase. See APA (6th ed.) pages 15-16 and 267
- Citations in the text and corresponding entries in the reference list are complete, accurate, and consistent. If a source is not directly referenced in the text, it should not be listed in the reference list.
- Inclusive page numbers are given in the reference list for all articles or chapters in books. DOI or full URL are provided when necessary and relevant
- Journal titles in the reference list are spelled out, not abbreviated or shortened.
- Page numbers are provided for all quotations.
- References are alphabetized, correctly punctuated, capitalized, and underlined, etc.
- References are correctly alphabetized when: (a) the single author’s has multiple , or, (b) date of publication (the author has multiple single author studies, the second author’s last name wherever
- References with multiple authors are alphabetized

**Language**

- The text should comply with APA (6th ed.).
- The manuscript is edited to eliminate jargon, clichés, and biased language.
The manuscript is edited to eliminate errors in spelling, hyphenation, punctuation, spacing and grammar.

All mathematical and statistical symbols and formulas have been checked for accuracy and format.

Units of measurement are properly specified in tables, figures, and in the text.

Verbs are in agreement with plurals such as data, criteria, phenomena, etc.

You have used the active voice wherever possible and have used the correct verb tenses throughout. Use of first person singular is acceptable.

Abstract

The abstract does not exceed 250 words in length, follows APA 6th ed. recommendation, and is located just before the body of the text as in a journal article. It is centered and labeled Abstract with an APA level 1 heading.

The dissertation proposal does not include an abstract.

Title

The dissertation title is in an inverted pyramid format, does not exceed 14 words, and tells what the study is about.

The wording of the title on the title page and on the abstract is exactly the same.

Your full legal name is used on the title page and on the abstract,

Your dissertation is dated the year of your graduation.
APPENDIX B

EXAMPLE OF A CORRECTLY FORMATTED TITLE PAGE
YOUR DISSERTATION TITLE ARRANGED IN AN INVERTED PYRAMID USING A MAXIMUM OF FOURTEEN WORDS

Jason Anton Roberts
BA, Boston College, 1995
MSE, Fordham University, 1996

Mentor
Margaret J. Stanton, PhD

Readers
Christine J. Alaine, PhD
Nicholas C. Michael, EdD

DISSERTATION
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN THE GRADUATE SCHOOL OF EDUCATION OF FORDHAM UNIVERSITY

NEW YORK
2013
APPENDIX C

EXAMPLE OF A COPYRIGHT PAGE
APPENDIX D

EXAMPLE OF AN ACKNOWLEDGMENTS PAGE
ACKNOWLEDGEMENTS

I would like to acknowledge and thank the principal, faculty, and staff of the schools involved for their cooperation and generous contribution of time to this study.

I also would like to acknowledge Ryan Adam of Comptime, Inc., New York, New York, for assistance developing and troubleshooting the computer application used in the training component of the study.
APPENDIX E

EXAMPLE OF A DEDICATION PAGE
DEDICATION

I dedicate this work to Joan Maxwell, my friend and long-time editor, whose understanding and support enabled me to exploit surges of energy and good luck and to persevere through episodes of fatigue and frustration.
APPENDIX F

EXAMPLE OF A TABLE OF CONTENTS
<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTICE OF COPYRIGHT</td>
<td>ii</td>
</tr>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>iv</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>v</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>1</td>
</tr>
</tbody>
</table>

**CHAPTER I. THE PROBLEM**

3

Background of the Study 3

Statement of the Problems 6

Purpose of the Study 9

Purpose #1 9

Purpose #2 10

Research Questions or Hypotheses 12

Conceptual or Theoretical Framework 14

**CHAPTER II. REVIEW OF RELATED LITERATURE** 16

---

3 Notice that each chapter begins on a new page
APPENDIX G

EXAMPLE OF A LIST OF TABLES
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dependent Variables Related to Educational Achievement</td>
<td>45</td>
</tr>
<tr>
<td>2. Coefficients of Reliability for the Four Dimensions of the Survey</td>
<td>47</td>
</tr>
<tr>
<td>of Student Program Effectiveness</td>
<td></td>
</tr>
<tr>
<td>3. Means and Standard Deviations of Students’ Achievement Rates</td>
<td>52</td>
</tr>
<tr>
<td>in Programs with Design Changes Year One and Year Two</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX H

EXAMPLE OF A LIST OF FIGURES
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Flowchart of Program Design Process</td>
<td>22</td>
</tr>
<tr>
<td>2. Design Component and Strategy Matrix for Program Effectiveness Improvements Year One and Year Two</td>
<td>47</td>
</tr>
<tr>
<td>3. Histogram of Engagement Strategies Used by Program Design Specialists in Year One</td>
<td>62</td>
</tr>
<tr>
<td>4. Histogram of Engagement Strategies Used by Program Design Specialists in Year Two</td>
<td>64</td>
</tr>
<tr>
<td>5. Diagram of Experimental Apparatus</td>
<td>80</td>
</tr>
<tr>
<td>6. Reproduced Photograph of Buildings on the Fordham Campus</td>
<td>85</td>
</tr>
<tr>
<td>7. Downloaded Image of NASA Earth View from Hubble Telescope</td>
<td>90</td>
</tr>
<tr>
<td>8. One Child’s Drawing of House-Tree-Person</td>
<td>95</td>
</tr>
</tbody>
</table>
APPENDIX I

EXAMPLE OF AN ABSTRACT
Abstract

THE RUSH TOWARD UNIVERSAL PUBLIC PRE-K:

A MEDIA ANALYSIS

Student’s Full Name, EdD or PhD

Fordham University, New York, 2013

Mentor
Mentor’s Name

Research\(^4\) has shown for decades that early childhood education contributes to long term increases in student achievement for all children, but what is motivating the current movement toward universal Pre-k? This study used a content analysis of five major print media sources to explore how the media is framing the public pre-K movement. We\(^5\) looked for the issues or constituencies that are pushing the movement and how the movement is being framed in the media and sold to the public. We framed our findings within Edelman’s theory of political spectacle, which attributes policy formation to the active and deliberate creation of dramatic spectacle by a power elite in order to sell policy to the public. We found that a substantial number of examples of the use of rhetorical patterns and symbolic representations consistent with political spectacle in both political statements quoted in the media and media language. We conclude with a discussion of the disconnect between the political spectacle and current policy in universal pre-k.\(^6\)

\(^4\) Notice that the first line of the abstract is not indented.
\(^5\) Both we and I are now acceptable in APA, but not all journals accept I. Check with your mentor about what to use in the context of your field.
\(^6\) Notice that this abstract is 194 words in length. This is within APA’s limit of 250 words.
APPENDIX J

EXAMPLE OF A CHAPTER HEADING
CHAPTER I

THE PROBLEM

A recurring theme in discussions about the cost and benefits of public education is the positive link between educational attainment and economic stability. Data are available to describe many characteristics of this link for individuals and for business and industry. For example, a recent summary of 50 years of U.S. Census Bureau data on educational attainment and annual gross salary concluded that the slogan-like exhortation, "to earn more, learn more," was not only good copy for countless stay-in-school programs, but good advice based on 50 years of the American workers' experience (Name, 1993). In fact, details of the analysis included in the report showed a significant jump in gross annual earnings at each successive level of academic attainment, from grammar school diplomas to doctoral degrees.

Annual Earnings

Text continues under the Level 1 heading.