



# Dissertation Chair Handbook



2018

### Prior to Becoming a Doctoral Committee Member (or Chair)

The doctoral candidate is expected to provide you with a copy of his/her prospectus before asking you to serve as a chair or member of a dissertation committee. The prospectus is a synopsis of what the candidate intends to study. It includes: a clear statement of the research problem, research question(s), and rationale (supported by literature and sources); an initial literature review; a brief description of the research method s/he plans to utilize; and a list of working references. This will provide you with evidence of the candidate's preparation for the dissertation process.

### The Dissertation Committee

The dissertation committee will consist of the **chair** and a **minimum of two committee members** (candidates may choose to select an additional individual to serve on their committee, for a total of four dissertation committee members). The chair must be a member of the PSU faculty and must have earned a terminal degree which required completion and defense of an original research project (dissertation). The other committee members may be PSU faculty or professionals external to the University. All dissertation committee members must have earned a terminal degree in their field.

Candidates are expected to select dissertation committee members in consultation with their chair. Candidates must submit a [Dissertation Committee Proposal Form](#), and all other required documents, to confirm committee membership.

### The Dissertation Chair

The dissertation committee Chair is responsible for guiding the candidate to produce doctoral level original research in the proposed topic area and present it in a scholarly manner. The Chair will be selected on the basis of content expertise and must be a member of the PSU graduate faculty; expertise may include topic or subject matter proficiency, experience in dissertation direction (e.g. academic writing ability, research, APA), and/or methodology knowledge.

The Chair is responsible for advising the candidate from the prospectus stage to the proposal stage and through the final defense of the dissertation. This process will require, but may not be limited to, the following tasks:

- Guiding the candidate in the selection of dissertation committee members
- Helping the candidate to set a realistic timeline for completion of the Dissertation
- Responsibly assigning the candidate a grade of P (pass with successful progress) or NP (no pass/progress) each term.
- Providing guidance on the research proposal structure, formatting, content and setting clear expectations for timely completion of the Proposal
- Guiding the candidate in the appropriate selection of methods/procedures for data collection and analysis
- Assisting the candidate in navigating the IRB approval process and the Dissertation Proposal defense process
- Delivering timely feedback to the candidate throughout the data collection and analysis process as needed

- Preparing the candidate for the defense process

## **Responsibilities of the Chair**

- To provide timely and thorough guidance to a student on the various elements necessary for the planning and execution of a dissertation study.
- To recommend appropriate members to serve on the committee and to approve the times when the student may circulate chapter drafts to members of the committee.
- To advise on proposal and final defense protocols, to ensure that students and their manuscripts are adequately prepared for the proposal and the defense, to facilitate the defense, to take notes for the student at the defense, and to discuss what revisions may be needed after the defense has been concluded.
- To be accessible to candidates for dialogue, formal, and informal meetings as needed.
- To respond to candidate's drafts in a timely basis. A reasonable guideline is no more than 10 working days turnaround time upon receipt of a draft or a response to a student within that 10 working day window if more time is needed.
- To become familiar with the materials found in the Dissertation Handbook, APA format, and the core documents that describe what is expected in a dissertation (<http://library.plymouth.edu/dissertation/requirements>). This would include all pre and post proposal and final defense steps that are required of candidates.
- To either provide the editorial and citation support that students need to prepare a final, correctly edited manuscript or to make a referral to an outside resource that students can access for this purpose.
- To respect the power differential that exists between the candidate, chair and committee members, and be aware of the trust your candidate places in you as their primary mentor throughout the dissertation project.
- To be present at graduation to hood the candidate or make alternative arrangements if you are unable to attend.

Chairs who feel that they can no longer provide collaborative guidance to the doctoral candidate should consult with the Doctoral Program Coordinator to determine appropriate actions.

## **Helpful Hints**

1. Make sure everyone on the committee is familiar with the roles of the chair and committee members
2. Help the candidate to select and refine the dissertation topic, avoiding overly ambitious goals and expectations.
3. Help the candidate formulate a long-term plan for the research and writing of the dissertation, including a timetable and tentative completion date. Work with candidate to revise the plan, as needed.
4. Reach agreement with the candidate as to how often he or she will consult with you and submit work for you to critique.
5. Determine specific requirements needed for appropriate progress to be completed each term.

6. The chair's role is to serve as the liaison and facilitator so that communication with committee members is mostly through him/her. That way the candidate is not getting different input from each committee member and isn't completely overwhelmed by multiple perspectives.
7. If a member of the committee is not responding to the student's communication or failing to review the draft sections of the dissertation in a reasonable amount of time, intervene directly. If the problem continues work with candidate to determine how to proceed. If all else fails, consult with the candidate to consider finding a replacement.
8. Take responsibility for dealing with conflicts among committee members. (e.g., personal conflict and intellectual disputes that create a roadblock for the student).

### **Dissertation Committee Members**

The primary criterion for selection of committee members is the suitability of the committee members for providing advice to the candidate. Committee members must have earned a terminal degree in their field. Committee members are responsible for reading dissertation drafts and providing feedback to the candidate throughout the dissertation process. This process will require, but may not be limited to the following tasks:

- Work with Chair and candidate to determine a general timeline
- Read and provide timely feedback on drafts of chapters 1-3 to candidate (via Chair) in preparation for Proposal
- Participate in Proposal hearing
- Review and provide timely feedback on drafts of chapters as needed
- Be available to candidate for consultation as needed
- Actively participate in formal dissertation Defense process

### **Responsibilities of Committee Members (in collaboration with the Dissertation Chair)**

- To provide timely and thorough guidance to a candidate on project development and/or manuscript drafts.
- To respond to candidate's drafts in a timely basis. A reasonable guideline is no more than 10 working days turnaround time upon receipt of a draft or a response to a student if more time is needed within that 10 working day window. It is important to keep the Chair informed of feedback being provided to candidate outside of the formal defense settings.
- To respect the power differential that exists between you and the candidate, and be aware of the trust your candidate has placed in you as a member of their dissertation committee.

Members who feel that they can no longer provide collaborative guidance to the student should consult with the Doctoral Program Coordinator to determine appropriate action.

### References

Indiana State University (2007). <http://www2.indstate.edu/gradexpress/td-responsibilities.pdf>

Regents of the University of Michigan (2016). Rackham Graduate School.

<http://www.rackham.umich.edu/current-students/dissertation/committees/checklist-dissertation-chairs>

Stanford University (2014). Selecting a Chair and Committee Members.

<https://teachingcommons.stanford.edu/teaching-talk/selecting-dissertation-chair-and-committee>

University of Tennessee: Learning and Leadership EdD program (2012-

2017). <http://www.utc.edu/doctorate-learning-leadership/doctoralguide/dissertationprocess/committeerespons.php>

**PSU Doctoral Core Component Courses**  
 (3 credits each; 24 credits)

EP 8000 Emerging Perspectives on Learning and Development  
 EP 8010 Program Evaluation: Theory and Practice  
 EP 8030 Leadership in a Diverse World  
 EP 8020 Ethical Leadership and Advocacy  
 EP 8045 Quantitative Research Methods  
 EP 8025 Writing a Literature Review  
 EP 8820 Externship  
 EP 8050 Vision: Synergy and Synthesis

**PSU Dissertation Blocks**  
 (3 credits each; 9 credits)

EP 8800 Dissertation Research ( repeatable as many times as needed to complete the dissertation)

**Chair Checklist**

The chair, in collaboration with dissertation committee members, will work with the candidate to facilitate successful completion of the doctoral dissertation. Candidates will collaborate with their dissertation chair to determine tasks and resources needed to move toward dissertation completion. The dissertation research process involves writing the proposal (chapters 1-3) and submitting IRB application for approval; collecting data, analyzing findings, and writing up the results and conclusions/recommendations (chapters 4 & 5); and defending the final dissertation.

- Receive and review doctoral candidate's prospectus
- Sign [Dissertation Committee Proposal Form](#)
- Collaborate with candidate to discuss potential committee members (Dissertation Committee Proposal Form must be completed by all committee members and candidate must submit to doctoral program advisor/coordinator – candidate MAY NOT register for EP 8800 until this form is received)
- Confirm that candidate is registered for a dissertation research course EP 8800 Dissertation Research)
- Develop a contract with candidate to determine expectations for each term candidate is enrolled in a dissertation research course.
- Post grades at the end of each term candidate is enrolled in dissertation research.
- Work with candidate to draft chapters 1-3 and determine how committee members ought to be involved in process (e.g. you might send drafts of each chapter to them for feedback as

they are completed or wait until all three chapters are complete to request feedback from committee members)

- Work with candidate to complete and submit IRB application  
(see: <https://campus.plymouth.edu/institutional-review-board/>). A candidate **may not propose** his/her dissertation until approval from the IRB has been received.
- Work with committee members to provide feedback to candidate on chapters 1-3 and determine when candidate is ready to propose his/her dissertation (this is a private group meeting including only the candidate, chair and committee members).
- Contact Peggy Davidoff ([padavidoff@plymouth.edu](mailto:padavidoff@plymouth.edu)), Administrative Assistant for Educational Leadership, Learning and Curriculum Department to schedule dissertation proposal.
- Complete Dissertation Proposal Defense Form (**included at the end of this handbook**) in preparation for proposal defense
- Facilitate proposal defense
- Submit signed proposal defense form to doctoral coordinator
- Develop a new contract with candidate to determine expectations and timeline for data collection
- Confirm that you have posted grades and candidate is enrolled in a dissertation research course
- Work with candidate as data is collected and analyzed, review drafts of chapter 4 and forward to committee members for feedback as appropriate
- Review chapter drafts (4 & 5) and forward to committee members for feedback as appropriate
- Remind candidate to review and edit (e.g. change to past time) chapters 1-3
- Consult with candidate, as needed, to adjust timeline and determine expectations for each term
- Work with candidate to complete all sections of the dissertation (e.g. abstract, appendices, references) in preparation for defense
- Review completed draft of dissertation and provide candidate with feedback
- Submit completed draft of dissertation to committee members for feedback

- Consult with candidate, as needed, to adjust timeline and determine expectations for each term
- Consult with candidate and committee members to determine when to schedule dissertation defense
- Schedule dissertation defense (see pp. 10-12 in this handbook)
- Complete Dissertation Defense Form (included at the end of this handbook) in preparation for dissertation defense
- Facilitate, along with moderator, dissertation defense
- Submit signed dissertation defense form to doctoral coordinator
- Confirm with candidate that dissertation has been submitted to Lamson Library
- Confirm with your candidate that Human Subjects Research Final Report was submitted to IRB (see Appendix C, p. 27, in PSU Human Subjects Guidelines and Procedural Manual, 8/2017, attached at the end of this handbook)
- Post final dissertation research grade (after confirmation that dissertation has been submitted to Lamson Library and final report has been submitted to IRB)
- Attend graduation and hood candidate

#### **Throughout this process**

- Confirm that candidate is registered for a dissertation research course and you have posted grades at the end of each term.

It is the student's obligation to stay informed, submit appropriate forms when required, and to meet deadlines.

**Students have up to 8 years to complete their doctoral program, and doctoral candidates must remain continually enrolled.**

#### **Leave of Absence**

If it becomes necessary for a doctoral candidate to take a term off for any reason, he/she may request a Leave of Absence (LOA). The LOA policy and request for LOA form follow.

## **Graduate Leave of Absence Policy**

Graduate students matriculated in a degree program that requires continuous enrollment may interrupt their enrollment by requesting a leave of absence (LOA). A student may petition for a LOA if compelling, extenuating circumstances arise. Examples of such circumstances include medical issues, military service, and family emergencies. Eligible students who apply for and are granted a LOA retain their Plymouth email account and access to myPlymouth, as they are expected to return to active status in the appropriate enrollment term that immediately follows the expiration of the leave.

### **Eligibility for a Leave of Absence**

To be eligible for a leave of absence the following criteria must be met:

- The student must be in good academic standing.
- The student must not be subject to university initiated disciplinary action.
- The student must have no restrictions/holds on their registration.
- The student must provide documentation to support the leave of absence request.
- Foreign visa students are not eligible for a leave of absence.

### **Additional Conditions for a Leave of Absence**

- A leave of absence is granted for one or two consecutive semesters. A leave of absence may be granted more than once, but may not exceed a total of two years for all approved requests.
- Students granted a leave of absence must re-establish continuous enrollment by registering for degree-required credits in the appropriate enrollment term that immediately follows the expiration of the leave. Failure to re-establish continuous enrollment will result in withdrawal from the program. Subsequent continuation in the program requires reapplication for admission. If readmitted, students may be required to follow updated program requirements.
- Students who break their continuous enrollment without an approved leave of absence will be immediately withdrawn from the degree program. Subsequent continuation in the program requires reapplication for admission. If readmitted, students may be required to follow updated program requirements.
- Students granted a leave of absence will not be penalized with regard to their time-to-degree requirement.
- A leave of absence will not be granted for the initial semester of program enrollment.
- Students are not eligible to receive financial aid payments from the university during the leave of absence period.

**Financial Aid Implications:** If a student currently receives federal loans, their loan eligibility will be recalculated as a result of the leave. If the date of the leave precedes the start of classes, the federal loan(s) will simply be cancelled. If the date of the leave is after the start of

classes, the federal loan(s) will be adjusted according to Return to Title IV federal regulations and institutional policies. The decision to take a leave of absence may affect a student's eligibility for future federal loan(s) if a repayment of loan funds is required. If money is owed to PSU, arrangements must be made prior to return of the approved leave.

**Federal Loan Repayment:** A student who is granted an approved LOA will remain in an in-school status (maximum 180 days) for Title IV loan repayment purposes.

For a student who does not return at least half time (3 credit hours) for the following term, the date (for loan repayment purposes) the student began their leave of absence will become their withdrawal date. This may exhaust their one-time grace period for repayment of their Federal Direct Loans and may result in these loans being placed into immediately repayment status. A student who has exhausted his or her grace period and is unable to begin repayment of a loan may apply for a deferment or forbearance of repayment.



### ***Leave of Absence and Return***

**TO BE FILLED OUT BY STUDENT**
**Current Student Status:**

Name \_\_\_\_\_

 Full-Time Part-Time

Class \_\_\_\_\_

 In-State Out-of-State

Major \_\_\_\_\_

 Took Finals/Will take Finals Did Not Take Finals

Student ID \_\_\_\_\_

Requested semester(s) of Leave: Fall  Spring  Summer       Return: Fall  Spring  Summer *Students who do not return to PSU at the end of the Leave of Absence period will be withdrawn from the University and must follow all**procedures for readmission if, in the future, they seek to re-enroll as a matriculated student. The maximum for doctoral students is two**consecutive semesters.*

Reason for Leave of Absence: Please check the appropriate reason

Emergency  Health  Financial  Military Service  Special Arrangement 

Permanent Address: \_\_\_\_\_ Tele # \_\_\_\_\_

PSU Email: \_\_\_\_\_ Other email: \_\_\_\_\_

**PROCEDURE:** Students taking a Leave of Absence from PSU are responsible for having this form signed and returned to the Student Advocate Office in the Frost House for appropriate processing of bills, refunds, and academic records.

**TO BE FILLED OUT BY THE APPROPRIATE OFFICES:**
Student Account Services      Balance Due as of \_\_\_\_\_  
Date \_\_\_\_\_

Amount \_\_\_\_\_

Student Account Services \_\_\_\_\_

Financial Aid Team \_\_\_\_\_ Financial Aid \_\_\_\_\_

Collection Office \_\_\_\_\_ Collection Manager \_\_\_\_\_

Residential Life (If Applicable) \_\_\_\_\_ Residential Life Staff \_\_\_\_\_

**STUDENT SIGNATURE:** \_\_\_\_\_

Leave of Absence Date: \_\_\_\_\_ Determination Date: \_\_\_\_\_

**FINAL CLEARANCE:**

Academic Student Advocate &amp; Policy Support: Approved \_\_\_\_\_ Denied \_\_\_\_\_

*Please return this form to the Student Academic Advocate Office, Frost House*

## Scheduling and Planning for the Dissertation Defense

Dissertation defenses will be held in Boyd rm. 001 and should be scheduled on Monday, Tuesday, Wednesday or Thursday evenings, beginning at 5:30 p.m. and ending approximately 7:00 p.m. Contact Peggy Davidoff ([padavidoff@plymouth.edu](mailto:padavidoff@plymouth.edu)), Administrative Assistant for Educational Leadership, Learning and Curriculum Department, to schedule a defense date *at least one month prior to the date you wish your candidate to defend*. Please send at least 3 different dates as options. The campus community is encouraged to attend doctoral defenses, so an email announcement will be sent to invite them. As soon as a date is confirmed, the doctoral candidate must provide the following information to Peggy to prepare that announcement: full name of candidate (and cohort they are part of); title of dissertation; names and titles of committee chair and members; a short description of the dissertation.

### Overview

The dissertation defense will be delivered in a public forum in the presence of the candidate's full dissertation committee and a moderator. The program coordinator, or their designee, will act as moderator. Candidates should use the Dissertation Research Self-Assessment guide (see p. 11) and Dissertation PowerPoint template to plan their presentation. They will have approximately 45 minutes to present their dissertation research. At the conclusion of their presentation the moderator and audience will have the opportunity to ask questions of the candidate. The question and answer session will take approximately fifteen minutes.

### Process

- The moderator welcomes those in attendance and introduces the candidate and the committee to the audience.
- The candidate explains what will happen during defense presentation.
- The candidate presents their defense. (45 minutes)
- The moderator, and his/her designees, use the Dissertation Self-assessment to ask questions which further elucidate the: importance of the research problem; creativity and rigor of the solution; rigor of the research; and significance of results.
- The moderator invites audience members to ask questions.

- The moderator asks the audience to leave the auditorium so that the candidate can meet with their committee.
- Committee members meet with candidate to provide feedback, request clarification if needed, and/or address any concerns regarding the dissertation presentation.
- The committee dismisses the candidate to deliberate on their decision to accept, accept with minor revisions, accept with major revisions, or reject the dissertation.
- Assuming the committee has decided to accept the dissertation, the committee chair invites audience members to return to the room.
- The committee announces their decision and introduces the new “Dr.”

A Very Helpful Resource: OWL Purdue Online Writing Lab (for APA format information and examples): <https://owl.english.purdue.edu/owl/resource/560/16/>

## Dissertation Chapters Overview

### **Chapter 1: Introduction and Purpose of the Study**

This chapter makes a case for the significance of the problem. It provides an introduction to the basic components of the study and states the research question(s) that guide the inquiry. It should include an overview of the purpose and focus of the study, why it is significant, how it was conducted, and how it will contribute to professional knowledge and practice. Research questions are directly tied to the purpose. They should be specific, clearly stated, and open ended (stay away from yes/no questions if you can). Research questions cue readers to the direction the study will take and help to delineate the scope of the study.

### **Chapter 2: Literature Review**

This chapter situates the study in the context of previous research and scholarly material pertaining to the topic, presents a critical synthesis of empirical literature according to relevant themes or variables, justifies how the study addresses a gap or problem in the literature, and outlines the theoretical or conceptual framework of the study. A dissertation does not merely restate the available knowledge base of a particular topic; it adds to or augments it.

The review of literature section

- is clearly related to the problem statement, purpose, and research questions;

- states up front the areas of literature (these are the “buckets” related to your topic and research questions) that will be covered, and why;
- reviews primary sources that are mostly recent empirical studies from scholarly journals and publications, as well as secondary sources;
- is logically organized by theme or subtopic, from broad to narrow;
- synthesizes findings across studies and compares and contrasts different research outcomes, perspectives, or methods;
- notes gaps, debates, or shortcomings in the literature and provides a rationale for the study; and
- provides section summaries.

### **Chapter 3: Methodology**

This chapter situates the study within a particular methodological tradition, provides a rationale for that approach, describes the research setting and sample, and describes data collection and analysis methods. The chapter provides a detailed description of all aspects of the design and procedures of the study.

It includes limitations and provides information about the researcher’s perspective (potential bias, researcher’s prior knowledge/relationship with study elements). Limitations are external conditions that restrict or constrain the study’s scope or may affect its outcome (how generalizable are study findings, for example). The limitation section identifies potential weaknesses of the study and the scope of the study. Generalizability is not the goal of research; rather, the focus is on transferability—that is, the ability to apply findings in similar contexts or settings.

### **Chapter 4: Data Analysis and Findings**

This chapter should report the study’s main findings, including the presentation of relevant quantitative (statistical) and qualitative (narrative) data. Markers of a quality chapter four include clear, complete, and valid representation of the data that have emerged as a result of the study and effective use of graphs, charts, and other visual representations to illustrate and explain the data. Findings are presented objectively, without speculation—that is, free from researcher bias. Presentation and structure in this chapter are neat and precise, and related to the study’s focus and research questions. Analysis is essentially about searching for patterns and themes that emerge from the findings.

### **Chapter 5: Conclusions and Suggestions for Further Research (or Analysis and Synthesis; or Conclusions and Recommendations)**

This chapter synthesizes and discusses the results in light of the study’s research questions, literature review, and conceptual framework. Finding patterns and themes is one result of

analysis. This chapter reflects a deep understanding of what lies beneath the findings—that is, what those findings *really mean*. Interpretation is presented systematically, and is related to the themes or patterns that have emerged.

This chapter presents a set of concluding statements and recommendations. Conclusions are assertions based on findings, and must therefore be warranted by the findings. Conclusions answer the research question(s). With respect to each finding, you are asking yourself, “Knowing what I now know, what conclusion can I draw?” Recommendations are the application of those conclusions. In other words, you are now saying to yourself, “Knowing what I now know to be true, I recommend that . . .”

Conclusions are not the same as findings; neither are conclusions the same as interpretations. Rather, conclusions are essentially conclusive statements of what you now know (having done this research) that you did not know before. Recommendations are actionable; that is, they suggest implications for policy and practice based on the findings, providing specific action planning and next steps. Recommendations for research describe topics that require closer examination and that may generate new questions for further study

This chapter reflects the contribution the researcher has made to the knowledge and practice in his or her field of study. In many ways, it provides validation for the researcher’s entrance into the ranks of the body of scholars in the field.

## **Dissertation Research Self-Assessment**

### **I. Importance of the Research Problem**

- A. Can you clearly articulate the problem or phenomenon of interest?
- B. Can you explain clearly who your audience is?
- C. Who are the key players in this area? If one of them asked you why he or she should be interested in your work, do you think you could convince them?
- D. If someone asked you, why does the world need a solution to this problem/phenomenon, or to further understand it, what would you say?

### **II. Creativity and Rigor of the Solution**

- A. Can you clearly explain what is different about your approach than other approaches that have been taken to solve or conduct inquiry on this problem /phenomenon in the past?
- B. Can you clearly explain what new insight(s) you have brought to bear on this problem/phenomenon?
- C. Is your research robust enough to be of practical use? In what contexts could it be used?

### **III. Rigor of the research**

- A. Can you clearly state what hypothesis you were testing or what questions are guiding your research?
- B. Can you utilize the existing literature to provide a theoretical or conceptual framework for your study?
- C. Can you provide a rationale for the design of your evaluation in terms of reliability and validity? (Truthfulness in qualitative studies)
- D. Have you identified any biases and limitations of your study and provided appropriate strategies for addressing them?
- E. Did you use the evaluation metrics and methodologies that are standard for your research area?
- F. Have you evaluated the generalizability of your result?
- G. Are you able to clearly explain the results of your study and the process of data collection and analysis you used to arrive at them?

### **IV. Significance of the Results**

- A. What new insights into the problem have you found? What new directions do your findings suggest for ongoing work?
- B. Did you utilize previously published work related to the phenomena under study to evaluate your findings?
- C. Studies using Quantifiable Measures: Did you evaluate the statistical significance of the difference between your performance and the baseline? What was the effect size?
- D. To what extent do the results of your study answer the research question(s) you started out with? What new questions does it raise?

Adapted from Carnegie Mellon's School of Computer Science's Research Design Self-Assessment

**Dissertation Proposal Form\*****Name**

Candidate for the Doctor of Education (EdD) degree in  
Learning, Leadership and Community

**DATE****Proposed Dissertation Title:****Dissertation title**Chair: **Name** Approved Revisions Needed

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SignatureComments:  

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Member: **Name** Approved Revisions Needed

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SignatureComments:  

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Member: **Name** Approved Revisions Needed

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SignatureComments:  

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\*A candidate may not propose his/her dissertation until approval from the IRB has been received. The signed form must be retained by the candidate's Chair, and a copy of the form must be forwarded to the Doctoral Program Coordinator.

It is the charge of the Dissertation Committee Members to determine if the Proposed Dissertation will:

- Produce knowledge, insight, and methods in candidate's field of specialization by identifying a problem/question and addressing it.
- Make a significant contribution to the understanding of the problem/question that it examines by providing an ethical, reliable, and valid study of the problem.
- Provide a research approach that has been approved by the Institutional Review Board.
- Demonstrate the candidate's ability and willingness to carry out sound independent research.

After the proposal discussion, the committee will recommend one of the following:

- Approval of the proposal including the signing of the proposal approval form.
- Minor revisions to the proposal with revisions to be approved by the chair prior to the signing of the proposal approval form by the committee.
- Major revisions to the proposal with revisions to be approved by the full committee prior to the signing of the proposal approval form by the committee.
- Major revisions with a repeat of the oral defense of the proposal before the full committee.
- Rejection of the proposal.



## Dissertation Defense

### *Date of Defense*

Candidate for the Doctor of Education (EdD) degree in  
Learning, Leadership and Community

### *Name of Candidate*

Dissertation Title:

### *Title of Dissertation*

Chair: Name

Approved

Revisions Needed

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Signature

Comments:

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Member: Name

Approved

Revisions Needed

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Signature

Comments:

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Member: Name

Approved

Revisions Needed

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Signature

Comments:

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After the defense, the committee will recommend one of the following:

- Approval of the dissertation with no revisions, and committee signs the approval form.
- Approval of the dissertation with minor revisions, and committee signs the approval form.
- Approval of the dissertation with major revisions to be approved by the chair, and committee signs the approval form.
- Approval of the dissertation with major revisions to be approved by the full committee prior to the signing of the approval form by the committee.
- Major revisions with a repeat of the oral defense of the proposal before the full committee prior to the signing of the approval form by the committee.
- Rejection of the dissertation.

*All revisions must be completed and two copies of the dissertation must be delivered to Technical Services, located on the upper floor in Lamson Library, on or before the candidate's conferral date and before the final grade is posted.*

**Appendix C****Plymouth State University  
Institutional Review Board****Human Subjects Research Final Report****INSERT DATE****Study Title: PLEASE INSERT RESEARCH TITLE HERE**

Upon completion of your study, please provide the information requested below and submit to the Institutional Review Board (IRB) along with a report of findings for this study, for audit purposes. Copies of abstracts, articles, and/or publications specific to the project are acceptable. Send the report to the IRB at the address shown at the bottom of this form.

1. Please give termination date of study's intervention or interaction with participant data

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2. How many people were studied in your research? \_\_\_\_\_

3. Did you conduct the research in accordance with the procedures reviewed and approved by the IRB? (Yes or No) (If NO, please describe on a separate sheet)

4. Did any problems emerge or were any serious unexpected adverse subject experiences observed?

Yes or No (If YES, please describe on a separate sheet)

**Principal Investigator or Advisor Signature:** \_\_\_\_\_

Please send electronically to the current IRB chairperson, Stephen V. Flynn

at [svflynn@plymouth.edu](mailto:svflynn@plymouth.edu)