Dissertation Proposal and Manuscript Template

Version: July 2020
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About this template

This template provides an outline for the PHD Dissertation at Trident at American InterContinental University. You will find a set of checklists for every section of the dissertation. In addition, this document provides recommendations and guidance to complete your proposal and dissertation in the
"comments sections".

Students need to determine the most appropriate representations of information based on their field of study, research design, and in consultation with the dissertation chair.

Following APA format is required for Ph.D. dissertations.

This is a living document and your feedback and comments are appreciated. Please contact your Doctoral Studies Director if you have any feedback about this template.

Helpful Resources

APA Quick Answers - References
APA Quick Answers - Formatting
Purdue APA Formatting and Style Guide
Trident University Graduate Writing Handbook
Trident PHD Dissertation Handbook

Title of the Dissertation

Dissertation Document Type

Presented to the Faculty of the College of College Name

of Trident at American InterContinental University

in Partial Fulfillment of the Requirements for the Degree of

Doctor of Philosophy in Degree Program

by

YOUR NAME HERE

Cypress, California

20xx

Defended Month dd, year

Approved by

Office of Academic Affairs

Mm dd, year

Dean: name of the dean

Director of Doctoral Studies: name of the DDS

Committee Chair: name of chair

Committee Member: name the member1

Committee Member: name of the member2

Commented [KC1]: Trident does not use require the use of a Running Head.

Commented [KC2]: Follow APA style for page numbering.

Commented [SH3]: Do not bold the title. The first letter of each word should be capitalized except for prepositions and articles. The title is placed one double space from the top of the page. The title should indicate the key variables and study contents in 10-15 words or less.

Commented [SH4]: Insert only "Proposal" or "Manuscript."

Commented [SH5]: Write only your school name here without a specialization.

Commented [SH6]: Insert your degree program (specialization) here (Health Sciences, Educational Leadership, etc.).

Commented [SH7]: Insert your full name in all capital letters (FIRST MIDDLE LAST).

Commented [SH8]: Indicate the appropriate year.

Commented [SH9]: Insert the word "Defended" followed by the month, day, and year of the defense. Ex: "Defended September 4, 2019"

Commented [SH10]: Insert the date of approval in month, day, and year. Ex: September 8, 2019

Commented [SH11]: Insert the name of the dean with academic credential. Ex: Dr. Mickey Shachar

Commented [SH12]: Insert the name of the director with academic credential. Ex: Dr. Ryan Dwight

Commented [SH13]: Insert the name of the chair with academic credential. Ex: Dr. Patricia Rhynders

Commented [SH14]: Insert the name of the committee member with academic credential. Ex: Dr. Tina Evans

Commented [SH15]: Insert the name of the committee member with academic credential. Ex: Dr. Eric Oestmann

Commented [SH16]: Insert the year and your full name.

Abstract

Start writing here…

Checklist:

☐ Briefly introduce the study topic, state the research problem, and describe who or what is impacted by this problem in 1-2 sentences.

☐ Clearly articulate the study purpose and study theoretical and/or conceptual framework guiding the study in 1-2 sentences.

☐ State the research method (quantitative, qualitative, mixed method) and provide details concerning the research methodology, participants, design, procedures, and analysis.

    a. Quantitative research identifies the design.

    b. Qualitative research identifies the typology/strategy of inquiry.

    c. Mixed Method research identifies both design (for quantitative aspect) and typology/strategy (for qualitative aspect).

☐ Clearly present the key results (for quantitative studies include relevant test statistics and p values) in relation to the research questions.

☐ State the conclusions by including potential implications of the study findings and recommendations for future research and practice.

☐ Do not use abbreviations, acronyms, or citations.

☐ Do not surpass 350 words. Try to limit to 150-250 words

Commented [SH17]: All headings from the Abstract to List of Figures are not bold.

Commented [SH18]: Text is double-spaced with no breaks and left-justified with no indent.

Commented [SH19]: The abstract should be accurate, nonevaluative, coherent, readable, and concise.

Commented [SH20]: Proposal abstracts are in future tense.

Dissertation abstracts are in past tense.

Preface

Start writing here…

Acknowledgements

Start writing here…

Table of Contents

Generate the TOC after the manuscript has been formatted.

List of Tables

Start list of tables here…

Commented [SH24]: Use the Table of Contents feature in Word.

For additional information on creating the table of contents, open the link here.

For additional information on updating the table of contents, open the link here.

Commented [KC25]: Include the table of contents in both: proposal and final dissertation.

Commented [SH26]: Under the References tab in Word, select the Table of Figures option. On the Table of Figures tab of the Index and Tables dialog, select Table as the caption label.

For additional directions and detailed information, open the link here.

Include this page in both, the dissertation proposal and the final dissertation.

[Use Word's Table of Figures feature (using caption style = "table") to create this section. Note that each table title needs to be created as a caption style format above the table. The List of Tables entries should mirror the APA format of table titles within the body of the paper. Consult the APA manual to ensure that all tables and table titles conform to APA format.]

List of Figures

Commented [SH27]: Under the references tab in Word, select the Table of Figures option and use "Table" as the caption label.

For additional directions and detailed information, open the link here.

Include this page in both, the dissertation proposal and the final dissertation.

[Use Word's Table of Figures feature (using caption style = "figure") to create this section. Note that each figure caption needs to be created as a caption style format below the figure. The List of Figures entries should mirror the APA format of figure captions within the body of the paper. Consult the APA manual to ensure that all tables and table titles, figures and figure captions conform to APA format.]

Chapter I: Introduction

Start writing here…

Checklist:

☐ Introduce an overview of the general dissertation topic to establish the context of the

study and orient the reader to the field.

☐ Establish the main ideas in the larger context in which the problem exists.

☐ Each assertion developing the main ideas must be supported with recent, scholarly,

peer-reviewed sources.

☐ This section should orient the reader to each of the concepts presented in the following

Chapter I sections.

☐ Do not explicitly state the study problem, purpose, or methodology, as they are

discussed and belong in subsequent sections.

☐ Devote roughly 2 to 3 pages to this section.

Background

Start writing here…

Checklist:

☐ Present a clear overview of why the research topic is currently of interest.

☐ Describe the specific facts and relevant context as a background leading up to the

study problem and purpose.

☐ Guide reader to the problem statement that will follow in a clear manner. The problem

should not be a surprise when reading of the problem described later in the manuscript.

Commented [SH28]:
Chapter I is bolded and centered with heading level 1.

Heading level 1 can be applied by selecting Heading 1 from the Home tab of this document. For example, highlight the text "Chapter I: Introduction" and select the heading 1 option on the heading bar.

Chapter I: Introduction is approximately 10 - 25 pages.

Commented [SH29]: Start writing in normal indented paragraphs.

Do not put an Introduction heading here under Chapter I: Introduction.

☐ Focus on the area of research interest, briefly to lay the groundwork for the research that has been conducted in area and identify the knowledge gap.

☐ Describe what research has been done in this area and why the topic is important practically (applied), empirically (PhD-level), and theoretically (PhD-level).

☐ Explain why the area of research (research topic) is relevant and warranted as an important social, practical, or theoretical concern.

☐ Include appropriate, recent, scholarly sources to support each assertion.

☐ The **Background** length second is not limited, however, it should be sufficient to provide context for the problem statement that follows. A detailed review of the literature will be provided in Chapter 2.

Problem Statement

Start writing here…

Checklist:

☐ Present a general issue/observation that is grounded in the research literature leading to the need for the study.

☐ Follow with a focused, documented problem that directly reflects and leads to the need for a research response begin with the statement "The problem to be addressed by this study is…".

☐ Clearly describe and document the problem that prompted the study and provide evidence of its existence in approximately 250 to 300 words.

☐ Articulate the negative consequences of not conducting the study.

Commented [SH30]: A PhD dissertation must focus on a problem that is relevant and exists outside of the study site. The dissertation must make a substantive, scholarly contribution to the research and theory.

Commented [SH31]: Articulation of a concise problem statement is the key to a successful proposal/dissertation manuscript and typically requires many revisions before the proposal is approved.

Commented [SH32]: Useful tip: In the scholarly literature, review calls for future research and study limitations to guide you in identifying a problem.

Commented [SH33]: In most cases scholarly citations within the last 5 years are required to document the general and specific problem

Commented [SH34]: This statement should logically flow from the introduction and background clearly identifying the problem that will be addressed by the study.

Commented [SH35]: Include appropriate published or relevant primary sources to document the existence of a problem worthy of PhD-level research. PhD dissertation-worthy problems must be relevant and documented beyond any particular study site and have clear theoretical implications in order to make a realistic, but substantive contribution to the field of study.

☐ A lack of research alone is not a compelling problem (many things are not studied but do not necessarily warrant research).

☐ Clearly identifies the problem; addresses the knowledge gap, study significance, and novelty using evidence from the literature.

☐ The study purpose and aims stem clearly from the problem statement and knowledge gap.

☐ Use scholarly citations within the last 5-10 years (required) to document the general and specific problem and detail the *knowledge gap*.

☐ Ensure that the concepts presented in the Problem Statement section lead to and align directly with the Purpose of the Study section.

☐ Consider using a "logic" map to ensure direct alignment of concepts and avoid "surprises" among the key elements: problem → purpose → research questions → proposed method and design.

☐ Use clear and precise definitions of key words upon first use and practice consistent use of key words throughout the dissertation to help ensure alignment.

Research Questions

RQ1. Text…

RQ2. Text…

Checklist:

☐ Present research questions that are directly specific, answerable, and testable within the given timeframe and location identified in the problem and purpose statement.

Commented [SH36]: Note: A lack of research in your area of interest is not fundamentally problematic. The inability to find scholarly research on your topic may indicate a broadened search. In this case, it might be helpful to contact the librarian at Trident International University Library to find and identify more resources and facilitate your search.

Commented [SH37]: Please consider the following before moving further: What perspective is represented? For example, is the problem an individual level problem, an organizational problem, an industry problem, or a social problem? What is not known that should be known and what are the potential negative consequences to the field of study if the proposed research is never conducted? These questions can help to identify the problem that needs to be addressed, *knowledge gaps*, and the theories relevant to predict, explain, and understand the problem.

Commented [SH38]: yED graphing editor is openware and can be used for this purpose.

Commented [SH39]: Write 1-2 sentences indicating the research questions.

Commented [SH40]: Sub-questions can be used in mixed methods and qualitative designs allowing greater depth to the investigation. If these are used specify them as $RQ1_a$ and $RQ1_b$ with the lowercase letter subscripted.

Commented [SH41]: The research questions use heading level 3 selected from the heading bar on the Home tab in this template.

☐ <u>No</u> new variables/constructs should be introduced. Include the exact variables/constructs, participants, and location that were mentioned in the problem and purpose statements.

☐ Ensure that all research questions directly align with the stated purpose and that quantitative hypotheses (introduced in Chapter II) correspond with each research question.

☐ Ensure that research questions for quantitative and mixed methods use key inferential words "relationship," "correlation," "association," or "difference."

Commented [SH42]: These key words indicate statistical inference methods.

☐ Avoid redundant text.

☐ Additional questions as needed.

Definition of Key Terms

Term 1. Text…

Commented [SH43]: Insert the first term here in place of "Term 1" and provide the definition and citation(s). This process is repeated for all key terms used in the study.

Checklist:

☐ Alphabetize and bold terms that are directly related to the dissertation topic if they are not commonly used or understood.

☐ Paraphrase the definitions of the terms using complete sentences and provide a citation for each one.

☐ Do <u>not</u> define theories, conceptual frameworks, statistical analyses, methodological terms, or the variables/constructs that are under examination.

Chapter II: Literature Review

Start writing here…

Level 2 Heading

Start writing here…

Level 3 heading. Text...

Level 4 heading. Text...

Level 5 heading. Text...

Checklist:

☐ Conduct and document a thorough literature search based on a variety of relevant search terms and databases using appropriate Boolean operators and combinations.

☐ Start writing with a summary of the purpose statement that leads to a brief explanation of the organization of the literature review. Do not cut and paste the Purpose Statement section from Chapter I.

☐ Present historical research as well as recent research related to the topic of study within the last 5 years.

☐ Include appropriate scholarly source citations for each assertion.

☐ Use multiple citations from diverse literature to weave concepts persuasively and coherently together.

☐ Clearly identify and discuss the knowledge gap.

☐ Include key issues and address all components of the research questions (main constructs, relationships, and associations).

☐ Reframe existing controversies or issues in the literature in novel terms.

Commented [SH44]: Depending on the research area, the body of the literature review before the Theoretical and Conceptual Framework may or many not need headings. If headings are needed, select the proper heading level in the heading bar on the **Home tab** in Microsoft Word.

Commented [SH45]: Level 3 headings are bolded and indented without italics followed by a period. Written text follows immediately after the heading in normal paragraph form. Review pp. 62-63 in the APA manual.

Commented [SH46]: Level 4 headings are bolded, indented, and italicized ending with a period and directly followed with text in normal paragraph format.

Commented [SH47]: Level 5 headings are indented and italicized without bolding and ending with a period and directly followed with text in normal paragraph format.

Commented [SH48]: It is extremely rare for there to be no existing literature on a topic worthy of doctoral level study. Lack of references is typically the result of a too narrow or faulty library search.

Commented [SH49]: Your scholarly writing ability must be developed sufficiently to incorporate the purpose statement into a short explanation of the literature organization without redundancy, i.e., using exact phrases repeatedly.

Commented [SH50]: Ensure the discussion has depth and presents a critical analysis and synthesis of the literature that provides a context for the dissertation study.

Ensure the discussion is comprehensive, organized, and flows logically.

Commented [SH51]: Discuss conflicting findings and/or theoretical positions causing intellectual tension in the field.

☐ 85% of references must be to peer-reviewed research published within the last 5 years to ensure that the study is current, relevant, and warranted.

☐ The literature review should be approximately 30 to 50 pages to this section to include citations to at least 50 relevant sources.

☐ At the end of this section, include documentation in a paragraph that explains the literature search strategy, describes the library and search engine sources, and search terms using the information compiled at the beginning of the literature review.

☐ The documentation may include an APA formatted table that describes the nature and sources of references.

Theme

Start writing here…

Subtopic. Start writing here…

Theoretical Orientation and Conceptual Framework

Start writing here…

Checklist:

☐ Identify, articulate, and describe the theoretical and/or conceptual framework used to guide the study based on the critical review of relevant literature. In the discussion include these aspects:

☐ Identify and define all constructs/concepts of the study. The constructs/concepts are the backbone of the conceptual framework.

Commented [SH52]: A literature review is discursive prose, not a list describing or summarizing one piece of literature after another.

Avoid stringing together articles and beginning every paragraph with the name of a researcher. Instead, organize the literature review into sections that present themes or identify trends, including relevant theory.

One should not attempt to list all the material published, but rather synthesize and evaluate the relevant scholarly research according to the guiding concept of your thesis or research question.

Continue to expand and update the literature review up through the final dissertation.

Commented [SH53]: Organize the critically reviewed literature according to identified themes (heading level 2) and subtopics (heading level 3) with an appropriate heading that described the discussion that will follow. Replace the word "Theme" or "Subtopic" with the heading name. Repeat the process as many times as needed for your themes and subtopics.

Commented [SH54]: If lower level headings are needed (heading 4 and heading 5), write the heading title and click on the appropriate level in the heading menu on the Home tab in Microsoft Word.

Commented [SH55]: Theoretical frameworks are explicit or implicit depending on the field of study and study methods. Social and Psychological fields often use qualitative and mixed methods relying heavily on explicit theory.

Fields outside the social/psychological specialties, in the hard sciences rely on implicit theory (explanations/mechanisms) and require a theoretical framework to be created by compiling implied theories (explanations or mechanisms) from the literature.

Commented [SH56]: The conceptual framework emerges a product of the literature review and is used as structure for narrative explanations and graphical illustrations of the relationships between the variables, factors, or constructs to be studied.

The conceptual framework can be simple, elaborate, descriptive or causal, commonsensical or theory-driven.

The conceptual framework is the working model for the study and guides the entire research process.

The conceptual framework serves as a blueprint or map of the study that guides the researcher to reach the study objectives.

☐ Provide a thorough explanation of relationships among the constructs/concepts.

☐ Present all assumptions and propositions relating to the constructs/concepts/variables.

☐ Explain the origin and development of the framework. Demonstrate comprehensive knowledge of and understanding with both the historical and the current literature on the framework.

☐ Identify the existing studies using this framework in a comparable manner. Note alternative frameworks justify why the selected framework was chosen.

☐ Describe how and why the selected framework relates to the present study and how it guided the development of the problem statement, purpose statement, and research questions.

☐ Provide a graphical representation of the theoretical framework.

☐ Provide a graphical representation of the conceptual framework including all the relationships between the constructs/concepts and/or variables.

The discussion of this section should:

☐ Reflect a thorough discussion of the conceptual and/or theoretical area under which the research falls and how the proposed research fits within other research in the field.

☐ Clearly consider the theoretical assumptions and principles guiding the study and include important issues, perspectives, and, if appropriate, controversies in the field.

☐ Reflect comprehensive knowledge of and familiarity with both the historical and current literature.

Commented [SH57]: Assumptions represent assumed relationships of the constructs/concepts, whereas propositions refer to statements or assertions that express judgement about the relationships of the constructs/concepts.

Commented [SH58]: Was implicit or explicit theory used? For explicit theory explain the origin and historical development. For implicit theory, describe how the implicit theory was derived and how it was developed by demonstrating an understanding of the historical progression of implicit theory (explanations) up to the current literature.

Commented [SH59]: For implicit theory identify existing studies that used similar theoretical and conceptual frameworks and justify why the study theory and conceptual framework were created and the novelty of creating the theoretical and conceptual framework.

☐ Cite only scholarly and peer-reviewed sources.

Hypotheses

> **Commented [SH60]:** Only present hypotheses for quantitative or mixed methods studies.

Start writing here…

H1$_0$. Text….

H1$_a$. Text….

> **Commented [SH61]:** The statistical hypotheses use heading level 3 selected from the heading bar on the Home tab in this template. The null hypothesis is denoted with a subscripted "0" and the alternative hypothesis is denoted with a subscripted "A" as shown. Example, H1$_0$ and H1$_a$. Repeat this process for all hypotheses.

Research hypothesis. Text….

H2$_0$. Text….

H2$_a$. Text….

> **Commented [SH62]:** Research hypotheses are optional and represent a scientific statement of your belief regarding the relationship among the variables of the corresponding research question. For example, if the research question is "Is there a relationship between computer screen time and grade point average" a possible research hypothesis might be "We hypothesize that as screen time increases, grade point average decreases."

Research hypothesis. Text….

Checklist:

> **Commented [SH63]:** All the hypotheses must align to their corresponding research questions. For example, RQ1 must match H1. Repeat this process for all hypotheses.

☐ Present hypotheses that directly correspond to each research question from Chapter I.

☐ <u>No</u> new variables/constructs should be introduced. Include the exact

variables/constructs of the research questions mentioned in Chapter I.

☐ Ensure the hypotheses are bi-directional (two-tailed).

> **Commented [SH64]:** Bi-direction hypothesis testing statistically analyzes the test statistic in both a positive and negative direction, whereas unidirectional hypothesis testing statistically analyzes the test statistic in only one direction, either positive or negative.

Chapter III: Methodology

Start writing here…

Checklist:

☐ Start with an introduction and verbatim restatement of the research problem and

purpose statements from Chapter I.

☐ Provide a succinct overview of the Chapter III contents that clearly identifies the

research methodology and design in a single statement.

Research Design

Start writing here…

Checklist:

☐ Describe the research methodology and design. Substantiate the appropriateness of the

method and design in relation to the study problem, purpose, and research questions.

☐ Identify alternative methodologies and designs including a statement about why the

method/design(s) were determined to be more appropriate than other methods and

designs.

☐ Elaborate on the chosen research design is appropriate as a logical response to the

study purpose.

☐ Clearly describe the design steps.

☐ Do not simply list and generally describe research methodologies and designs.

☐ Provide appropriate support for the use and application of the chosen design.

☐ Demonstrate why the design will accomplish the study goals and why design is the

optimum choice for the research.

Commented [SH65]: Chapter III introduces the methods of the study, i.e., quantitative, qualitative, or mixed methods and study design.

The length of the Chapter III should be 20-40 pages.

Commented [SH66]: The four primary quantitative designs include descriptive, correlational, quasi-experimental, and experimental. Note descriptive designs are insufficient for statistical inference and cannot be used solely to meet Trident University International requirements.

Other epidemiologic and clinical quantitative designs include cross-sectional, case-control, randomized controlled trial, and meta-analysis.

Qualitative designs include case study, grounded theory, phenomenological, narrative, and ethnography.

☐ Describe in sufficient detail so that the study could be replicated.

Population and Sample

Start writing here…

Checklist:

☐ Describe the population (as fitting given the design), estimated size, and relevant

characteristics with adequate support.

☐ Explain why the population is appropriate, given the study problem, purpose, and

research questions, to respond to the study problem and purpose.

Sample. Text…

Checklist:

☐ Describe the sample that will be or was obtained.

☐ Clearly distinguish between the target population and the sample drawn from the

target population.

☐ Identify and explain the sampling method/procedure, selection of participants, or

relevant sample, including known population characteristics and recruitment or selection

strategy.

☐ Explain why the sample is appropriate given the study problem, purpose, and

research questions.

☐ Explain how the sampling guidelines that are aligned with the chosen

methodology and design will be or were followed. Describe and justify the

sampling method and minimum sample size.

Commented [SH67]: The sample population of the study may include archived and other secondary data, a group of people, a set of organizations, or documents depending on the study design.

The target population in quantitative designs represents the population with which the researcher intends to infer findings of the sample analysis.

Commented [SH68]: Use heading level 3, bolded, and indented followed by text and additional paragraphs as needed for the sample section.

Commented [SH69]: For proposals.

Commented [SH70]: For dissertations.

Commented [SH71]: Sampling procedures (e.g., "random", "random stratified", "convenience") must be described in sufficient detail so that the process could theoretically be replicated.

Commented [SH72]: For qualitative studies, evidence must be presented that saturation will be (proposal) or was (dissertation) reached. Qualitative samples are typically relatively small, therefore, include references that support the proposed number of participants and refer to primary qualitative research sources to support the sampling size and method.

Commented [SH73]: Quantitative studies should include probabilistic selection approach and a supporting power analysis for statistical significance of responses. When determining a minimum sample size, consider sampling error, representativeness and the assumptions of the proposed statistical tests. For all quantitative studies, a power analysis must be reported to include the parameters (effect size, alpha, beta, number of groups, etc.) that were included, and evidence must be presented that the minimum required sample size will be (proposal) or was (dissertation) reached.

Mixed methods studies will include the sample requirements for both qualitative and quantitative methods.

☐ Describe how the participants will be (proposal) or were (dissertation) recruited (flyers, email lists from professional organizations, etc.).

☐ Describe how the data will be (proposal) or were (dissertation) obtained (archived secondary data, public records, manual data collection) with sufficient detail that replication of the study can be performed by other researchers.

Commented [SH74]: Various qualitative and mixed methods studies require several sources of data. Describe how the data will be (proposal) or were (dissertation) obtained from each source.

☐ A power analysis to determine the appropriate sample size using previously reported effect sizes is conducted.

☐ The power analysis is described. The calculated sample size is sufficient to conduct the study.

Materials and Instrumentation

Start writing here…

Checklist:

☐ Describe archived data or other secondary data and include a description of how the data were originally collected and for what purpose along with information regarding validity and reliability.

☐ Describe the published instruments (tests, questionnaires, observation procedures) that will be (proposal) or were (dissertation) used, including information on their origin and evidence of their reliability and validity.

Commented [SH75]: Adequately describe constructs measured, coding schemes, and psychometric properties (include both indices of reliability and validity) – include as an appendix, if possible, or include sample items.

☐ Describe in detail any materials (including survey/instruments, field testing or pilot testing of instruments) and include their results and any subsequent modifications.

Commented [SH76]: Adequately describe the development process and final product. Include the survey/instruments, field testing or pilot testing, results, and modifications in an appendix.

☐ Describe interview protocols including a description of how the interview questions were developed with appropriate qualitative research method support.

Commented [SH77]: Check with IRB whether permission to conduct pilot testing is needed or if a pilot application is required.

Commented [SH78]: Include interview protocols and questions in an appendix.

☐ Adequately describe any apparatus including the model/make, how it is used, and outcome(s) it provides.

☐ For quantitative studies, instrument self-development is strongly discouraged owing to the amount of time and skills that are required to create a valid and reliable instrument.

☐ For qualitative studies, the use of newly developed and literature-based interview protocols is more common and acceptable. Describe the development process in detail followed by the field-testing procedures used and consequent modifications that were made.

☐ Show and include evidence that permission was granted to use the instrument(s) in an appendix.

Variables and Operational Definitions

Start writing here…

RQ1. Text…

RQ2. Text…

Checklist:

☐ Clearly restate the research question(s) verbatim to the wording used in Chapter I.

Study variable. Operational definition here…

Checklist:

☐ Identify each of the primary variables/constructs/covariates associated with the proposed topic, problem, research question(s), and hypotheses.

Commented [SH79]: Include the apparatus and pertinent information in an appendix.

Commented [SH80]:
If an appropriate existing validated and psychometrically sound instrument is not located after a thorough search, but still plan to develop the instrument, you should access survey item and instrument development resources and plan piloting and validation procedures.

The development process and tests for new instrument and construct reliability and validity must be described in detail within Chapter III and the evidence of resulting validity/reliability measures must be reported in Chapter IV.

Commented [SH81]: Operational definitions are dissimilar from the conceptual definitions that are provided in the Definition of Terms section. Note that operational definitions specify how the variables will be (proposal) or were (dissertation) measured.

Commented [SH82]: Introduce the research questions and operational definitions using 1-2 sentences maximum.

Commented [SH83]: The research questions use heading level 3 selected from the heading bar on the Home tab in this template.

Commented [SH84]: Research questions must be clearly stated and aligned with each other and with the problem and purpose statements.

Commented [SH85]: Replace "Study variable" with the first study variable and then repeat the process for all of the study variables. A heading level 3 is used along with indent, bold, and period, followed directly by a description and operational definition.

☐ Include a brief overview of how each variable will be (proposal) or was (dissertation) operationally defined in the study. Use terminology that is appropriate for the selected statistical test.

☐ Base the operational definitions on published research and valid and reliable instruments.

☐ Identify the specific instrument that will be (proposal) or was (dissertation) used to measure each variable.

☐ Describe the level of measurement for each variable, potential scores for each variable, and data sources. If appropriate, identify what specific scores will be (proposal) or were (dissertation) included in the analysis and how they will be (proposal) or were (dissertation) derived.

☐ The description of the data must be consistent with and appropriate to the purpose, research design and proposed statistical analyses.

Insert variables table here…

Table 1

Summary of Variables

Variable	Type	LoM	Values	Data source
[Name of DV1]	Dependent-1	Interval	0-50 units	Survey
[Name of DV2]	Dependent-2	Ordinal	1 = low 2 = average 3 = high	Survey
[Name of IV1]	Independent-1	Interval	1-10 units	Secondary data
[Name of IV2]	Independent-2	Nominal	0 = left 1 = right	Secondary data
[Age]	Covariate-1	Interval	18-75 years	Survey

Commented [SH86]: Use appropriate terms such as "independent," "dependent," "predictor," "criterion," "mediator," "moderator," "covariate" etc.

Commented [SH87]: Nominal, ordinal, interval, or ratio.

Commented [SH88]: Examples include range [0–100] or levels [low, medium, high] as appropriate.

Commented [SH89]: Examples include subscale scores, total scores etc.

Commented [SH90]: Examples include calculating the sum, difference, average etc.

Commented [SH91]: Insert a variables table(s) that are properly formatted to APA style using the example provided. See the APA manual pp. 128-150 for guidance.

Do NOT copy this table and input your variables. Design the table given your specific variables.

Include columns for Variable, Type, LoM, Values, and Data Source.

[Sex]	Covariate-2	Nominal	0 = female 1 = male	Survey
[Marital status]	Covariate-3	Nominal	1 = single 2 = married 3 = divorced 4 = other	Survey

Note: LoM = level of measurement, DV = dependent variable, IV = independent variable.

Data Collection and Statistical Analysis

Start writing here…

Checklist:

☐ Clearly restate the research hypotheses verbatim to the wording used in Chapter I and

introduce the data collection and statistical analysis.

Start writing here…

Checklist:

☐ Describe the study implementation process by specifying the exact steps that will be

(proposal) or were (dissertation) followed to collect the data.

☐ Address what data as well as how, when, from where, and from whom those data will

be (proposal) or were (dissertation) collected in enough detail that the study can be

replicated.

☐ Provide specific details relative to the execution of the design.

Start writing here...

Checklist:

Commented [SH92]: Omit "Statistical" for qualitative only studies.

Commented [SH93]: Restate the hypotheses verbatim and introduce data collection, processing and, statistical analysis in 1-2 sentences.

Commented [SH94]: Provide and thoroughly describe the specific details of the steps/procedures used to collect data.

Detail how, who, what, when, and where.

Commented [SH95]: If the study design is sequential/phasic, follows time varying data collection, or any other time-ordered process, clearly detail the data collection process appropriately relative to the design execution.

Commented [SH96]: Introduce the hypotheses, data collection, and statistical analysis in 1-2 sentences maximum.

☐ Describe the types of data and the strategies that will be (proposal) or were (dissertation) used to code and/or analyze the data

☐ Describe any software that will be (proposal) or was (dissertation) used as appropriate.

☐ Ensure that the data that will be (proposal) or were (dissertation) collected and the specified analyses can be used to answer the research questions and/or test the hypotheses.

☐ Use the proper terminology associated with each design/analysis.

☐ Quantitative study guidelines:

    ☐ Describe the analysis strategy that will be (proposal) or was (dissertation) used to test each hypothesis.

    ☐ Present evidence that the statistical test that was chosen is appropriate to test the hypotheses.

    ☐ Present evidence that the data meet the assumptions of the statistical tests.

☐ Qualitative study guidelines:

    ☐ Describe how the data will be (proposal) or were (dissertation) processed and analyzed.

    ☐ Present evidence that how the data will be (proposal) or were (dissertation) processed and analyzed is appropriate by providing primary qualitative design support for the proposed analytical strategy.

    ☐ Explain the role of the researcher.

☐ Mixed methods studies must include all the quantitative and qualitative guidelines.

Commented [SH97]: The ultimate goal is to address the identified problem by answering the research questions. Therefore, the data and analyses must be able to answer the research questions.

To determine if the analyses are appropriate consult statistical texts to ensure the statistical tests you intend to use are indicated for the measurement scales of the data. Most statistical texts offer charts outlining tests for different levels of measurement.

A useful low-cost online resource is https://statistics.laerd.com/

Laerd Statistics covers assumptions, variable level of measurement, and appropriate statistical analyses in step-by-step tutorials for SPSS and Stata.

Commented [SH98]: For example, the terms "independent variable" and "dependent variable" are used mostly in experimental and quasi-experimental designs, "predictor" and "criterion" variables for regression, and "cases," "controls," "exposure," and "outcomes" for case-control studies and cohort studies.

Make sure your terminology is correct for the design and analysis you have specified.

Commented [SH99]: The quantitative study discussion must be sufficiently detailed so that the appropriateness of the statistical tests chosen is evident (i.e., the statistical tests are appropriate to respond to the hypotheses and the variable constructs meet the assumptions of the statistical tests.

Commented [SH100]: Describe descriptive, bivariate, and multivariate analyses used to test each hypothesis.

Commented [SH101]: Use scholarly literature as evidence.

Commented [SH102]: Use scholarly literature as evidence.

Commented [SH103]: Include any triangulation efforts.

Commented [SH104]: Use scholarly literature as evidence.

Insert statistical analysis table here…

Table 2

Summary of Bivariate Analyses

RQ#	IV (LoM)	DV (LoM)	Statistical test
RQ1	IV1 (interval)	DV1 (interval)	Pearson correlation
RQ2	IV2 (nominal)	DV2 (ordinal)	Chi-square

Note: RQ = research question, LoM = level of measurement, DV = dependent variable, IV = independent variable.

Table 3

Summary of Multivariate Analyses

RQ#	IV + CoVs	DVs	Statistical test
RQ1	IV1 + CoV1 + CoV2 + CoV3	DV1	Linear regression
RQ2	IV2 + CoV1 + CoV2 + CoV3	DV2	Ordinal logistic regression

Note: RQ = research question, CoVs = covariates, DV = dependent variable, IV = independent variable.

Assumptions

Start writing here…

Checklist:

☐ Discuss the assumptions about the study population and design along with the

corresponding rationale and support underlying them.

Limitations

Start writing here…

Checklist:

☐ Describe the study limitations (potential weaknesses to interpretation and validity) within the context of the study design.

☐ Discuss the measures that were taken to mitigate these limitations.

    ☐ Detail the methods/strategy used to address missing data, nonresponse rates, participant honesty, etc.

☐ Review any potential threats to validity (specific to the study design) and how they will be addressed to the extent possible.

Delimitations

Start writing here…

Checklist:

☐ Discuss the scope of data used in the study and describe the study delimitations along with the corresponding rationale underlying them.

☐ Explain how these delimitations (research decisions) relate to the existing literature and theoretical/conceptual framework, problem statement, purpose statement, and research questions.

Ethical Assurances

Start writing here…

Checklist:

☐ Discuss compliance with the ethical standards for conducting research as appropriate to the proposed research design including sufficient information on protection for human subjects.

Commented [SH109]: Time limitations and imperfect resources are NOT considered delimitations or limitations because all studies are restricted by these limiting aspects.

Commented [SH110]: Delimitations are specific choices made to narrow the scope of the study.

Commented [SH111]: For more detailed information on regulation of research on human subjects open the following link to access the Belmont Report and other human protection guidelines. The Department of Health and Human Services, Office for Human Research Protections

☐ Describe the informed consent procedures and how maintain confidentiality or anonymity of the participants will be (proposal) or was (dissertation) achieved.

☐ If the risk to participants is greater than minimal, discuss the relevant ethical issues and how they will be (proposal) or were (dissertation) addressed.

☐ Identify how the data will be (proposal) or were (dissertation) securely stored in accordance with IRB requirements as appropriate.

☐ Describe the role of the researcher in the study. Discuss relevant issues, including biases as well as personal and professional experiences with the topic, problem, or context. Present the strategies that will be (proposal) or were (dissertation) used to prevent these biases and experiences from influencing the analysis or findings.

☐ Describe how you will obtain ethical assurances for formal IRB approval of the study.

☐ Compose a confirmation statement that the study will (proposal) or did (dissertation) receive Institutional Review Board approval from Trident University International prior to data collection.

☐ In the dissertation only, include the IRB approval letter in an appendix and indicate additional information in supplementary appendices as needed.

Commented [SH112]: The Department of Health and Human Services, Office for Human Research Protections

Commented [SH113]: When the proposal is approved and after the research is carried out, revise text to past tense to reflect the completed study. Revise and expand as needed to reflect how the study design was applied.

For example, if parametric statistics were proposed but, upon data collection, the responses did not meet the assumptions and non-parametric tests were conducted to respond to the hypotheses, the author should describe the circumstances and rationale for the change within the Chapter III Data Collection and Statistical Analysis section.

Chapter IV: Data Analysis and Results

Start writing here…

Checklist:

☐ Begin with a brief overview of the purpose of the study and the organization of the chapter.

☐ Results should flow logically and are presented according to scientific presentation order and APA format.

☐ The presentation of the results follows the order of Descriptive Statistics, Bivariate Analyses, and Multivariate Analyses. After the Descriptive Statistics section organize the Bivariate Analyses and Multivariate Analyses by the research questions/hypotheses.

Data Screening

☐ Including a description of the data assessment including information on missing data, outliners, normality, rectification of unforeseen data issues, data utilities (cleaning) and the screened sampled size used in the analyses to follow.

Descriptive Statistics

Start writing here…

☐ Provide an overview of the demographic information that was collected and present the demographic analysis (including sample characteristics and frequencies) in properly APA-formatted tables. Ensure that no potentially identifying information is reported.

☐ Table and figures, where appropriate, are necessary and referred to in the text. Ensure compliance with APA format of tables, table titles, figures and figure captions.

Commented [SH114]: Chapter IV introduces the data analysis that will be (proposal) or was (dissertation) conducted and the analysis results.

The length of the Chapter III should be 20-40 pages.

Commented [SH115]: Identify review peer-reviewed research articles to find examples of how results were generated using the same research design that was selected and utilized for this dissertation study.

Bivariate Analyses

      RQ1. Start writing the research question here…

Multivariate Analyses

      RQ1. Start writing the research question here…

Evaluation of Findings

      Start writing here…

Checklist:

      ☐ Interpret the results in light of the existing research and theoretical and/or conceptual

framework (as discussed in Chapters I and II). Briefly indicate the extent to which the

results were consistent with existing research and theory.

      ☐ Describe whether the results obtained were expected given the literature and provide

potential explanations for unexpected or conflicting results.

      ☐ Organize this discussion by research question/hypothesis.

      ☐ Do not draw conclusions beyond what can be interpreted directly from the results.

      ☐ The page length for this section is approximately 1-2 pages.

Commented [SH127]: This section is used to briefly report what your findings mean.

The discussion will be expanded in Chapter V.

Chapter V: Discussion and Conclusions

Start writing here…

Checklist:

☐ Begin with a brief review of the problem statement, purpose statement, methodology,

design, ethical dimensions, results, and limitations.

☐ Conclude the introduction with a brief overview of Chapter V.

Implications

Start writing here…

Checklist:

☐ Organize the discussion around each research question and (when appropriate)

hypothesis individually and draw logical conclusions.

☐ Support all the conclusions with one or more findings from the study and avoid

drawing conclusions that are beyond the scope of the study results.

☐ Discuss any factors or potential limitations that might have influenced the

interpretation of the results.

    ☐ Potential biases and confounding factors are described along with discussing

    the methods used to address their impact.

    ☐ Discuss and detail the methods used for missing data.

☐ Present the results back into context by describing the extent to which the results

respond to and addresses the study problem, fit with the purpose, demonstrate

significance, and contribute to the existing literature described in Chapter II, and advance

the field.

Commented [SH128]: This section should be 10-20 pages.

Commented [SH129]: It is frequently common to rush through Chapter V and fail to develop ideas sufficiently. Take some time to think and remember why the study was initially important and ensure that Chapter V fully reiterates, demonstrates, and reflects the depth and importance of the study.

Read and review the study problem and significance while considering what professional and academic organizations might be interested in your research findings.

As you complete Chapter V, seek out avenues to present your research to academic, professional, and public audiences.

Identify notable scholarly journals in your field and seek to publish your research.

☐ Describe the degree to which the results are consistent with existing research and theory and provide potential explanations for inconsistent, conflicting, or unexpected results.

☐ Potential mechanisms/theories for unexpected findings are proposed using recent peer-reviewed literature.

☐ Detail the study strengths, limitations and delimitations.

Recommendations

Start writing here…

Recommendations for Practice Checklist:

☐ Present and discuss all the recommendations regarding how the study findings can be applied to practice and/or theory. Support all the recommendations with one or more study findings and develop and frame them with the literature from Chapter II.

☐ Do <u>not</u> overstate (exaggerate) the applicability of the findings.

Start writing here…

Recommendations for Future Research Checklist:

☐ Present and elucidate, using the framework, findings, and implications, how/what future researchers may do to learn from and build upon this study. Justify these explanations.

☐ Describe how future researchers can improve upon this study given the limitations.

☐ Present and explain the next logical step is in this area of research.

Conclusions

Start writing here…

Checklist:

☐ Provide a strong, concise conclusion to the dissertation and include a summary of the

study, the problem that was addressed, and the importance of the study.

☐ Present the "take-away" message of the complete study.

☐ Emphasize what the results of the study mean with respect to previous research and

either theory or practice.

References

Reference 1

Reference 2

Reference n…

Checklist:

☐ All resources cited in the dissertation must be included in the list of references.

☐ With each citation included in the document, place a reference in the reference list.

☐ Each citation in the document body must correspond to at least one corresponding

reference in the reference list, and vice-versa.

☐ List all references in APA format EXCEPT for <u>one</u> spacing <u>exception</u> noted in the

following example. Note the single-space references, with double-spacing in-between.

Example: References

Ahn, J. (2004). Electronic portfolios: Blending technology, accountability and assessment. T.H.E. Journal, 31(9), 12-18.

Howell, S., & Kones, R. (2017a). A calorie is still a calorie, according to rigorous new evidence. *Journal of Diabetes and Obesity, 4*(3), 1-2. doi:10.15436/2376-0494.17.1509

Howell, S., & Kones, R. (2017b). "Calories in, calories out" and macronutrient intake: the hope, hype, and science of calories. *American Journal of Physiology-Endocrinology and Metabolism, 313*(5), E608-E612. doi:10.1152/ajpendo.00156.2017

Santos, H. O., Howell, S., & Teixeira, F. J. (2019). Beyond tribulus (Tribulus terrestris L.): The effects of phytotherapics on testosterone, sperm and prostate parameters. *Journal of Ethnopharmacology, 235*, 392-405. doi:10.1016/j.jep.2019.02.033

Teixeira, F. J., Matias, C. N., Monteiro, C. P., Howell, S. L., & Kones, R. (2018). Effects of alpha-hydroxy-isocaproic acid upon body composition in a type I diabetic patient with muscle atrophy - A case study. *The Yale Journal of Biology and Medicine, 91*(2), 161-171.

Commented [SH130]: Sort in alpha surname/title order.

Only capitalize the first word of the title and of the subtitle, if any.

Single-space each reference and double-space between different references as shown.

Do not bold reference titles.

Know when to italicize and when not to (i.e., periodical/non-periodical/publication versus book/report/paper).

Please refer to the APA Manual 6th edition for guidance (see pp. 187-192).

APA 6th requires a Digital Object Identifier (DOI) be provided, if one has been assigned (see pp. 187-192).

Commented [KC131]: Use Hanging Indent for all refernces.

Teixeira, F. J., Santos, H. O., Howell, S. L., & Pimentel, G. D. (2019). Whey protein in cancer therapy: A narrative review. *Pharmacological Research, 144*, 245-256. doi:10.1016/j.phrs.2019.04.019

U.S. Government Printing Office. (2006). Catalog of U.S. Government publications: New electronic titles.

Winslade, J., & Monk, G. (2001). Narrative mediation: A new approach to conflict resolution. San Francisco, CA: Jossey-Bass.

Appendices

Examples of appendices are:

Data Collection Instrument (Ex. Survey).

Consent Form.

IRB Certificate

Permission of Data Collection

Appendix A: Title of Appendix A

Place/write Appendix A material/content here…

Appendix B: Title of Appendix B

Place/write Appendix B material/content here…