Applied Doctoral Project Handbook

Effective December 1, 2020

THE UNIVERSITY OF ARIZONA
GLOBAL CAMPUS

QUICK GUIDE

SYMBOLS AND ABBREVIATIONS

⚠️	This symbol is used throughout this document to draw attention to important or critical reminders.
💡	This symbol is used to point out tips and tricks to help you throughout the ADP process.
ADP	Applied Doctoral Project
DPA	Doctoral Program Advisor
PJT	Project Justification Template
ADPP	ADP Planning Course
DSEM	Dissertation Scholarship Editorial Manager
IRB	Institutional Review Board

TABLE OF CONTENTS

1.0 INTRODUCTION

1.1 THE PURPOSE OF THE ADP

The ADP Report is a formal, comprehensive document that details the purpose, background, project approach, project implementation, and conclusions of an applied practitioner-oriented project. Although preliminary work on a student's ADP may begin while the student is still completing coursework, formal work on the ADP is undertaken after all academic coursework is completed.

The ADP is intended to:

- Enhance your understanding of your field of study;
- Provide experience conducting research in your field of study;
- Develop and demonstrate your ability to analyze, synthesize, and evaluate data and conclusions in your field of study;
- Make a significant contribution to your field of study;
- Include a thorough review of associated professional literature;
- Demonstrate your ability to design and carry out an individual research project;
- Demonstrate a clear understanding of advanced research principles, techniques, and ethics;
- Develop skills in project planning, time management, organization, and implementation; and
- Show evidence of a high level of professional competence.

It is important to keep in mind that the ADP is not simply another graduate school assignment. The ADP is intended to help the student develop both personally and professionally. It must be scholarly, succinct, and of sufficiently high quality to be published, in part, in a peer-reviewed journal. ADP Reports may be cataloged and available to other researchers—seasoned professionals and academics, as well as future students—all over the world.

1.2 ACCEPTABLE TYPES OF RESEARCH

The following examples are types of projects that could be carried out in alignment with ADP standards at University of Arizona Global Campus (Global Campus). This list is intended to be illustrative and not exhaustive; students are permitted to propose creative ideas for research that adheres to quality standards:

- An experimental or correlational study that involves traditional research design, data collection, and statistical analysis;
- A field study that examines theoretical predictions;
- A survey study examining opinions, attitudes, or practices within a field or discipline;
- A program evaluation;
- The development of a novel intervention, training program, instructional manual, or other programmatic guide that is grounded in solid research literature, accompanied by an implementation and evaluation plan;
- An Action Research or Participatory Action Research project;
- A review and integrated analysis of the literature within a topic area of the profession (articles published in *Psychological Bulletin* may be used as a guide);

- A theoretical paper, such as a systematic literature review, that presents a new or novel perspective for understanding a relevant issue in the profession (examples can be found in *Psychological Review*);
- Descriptive qualitative studies exploring or describing a uniquely situated phenomenon;
- A case study that exemplifies a particular theoretical prediction, or a novel or rare phenomenon;
- A single subject study that evaluates a new or innovative intervention; or
- A meta-analysis of an intervention within the field.

As these examples indicate, all project topics require an extensive knowledge of the literature pertaining to the particular subject area, a synthesis and application of this knowledge, and sophistication on how a project is developed and presented. Conducting these projects provides students with experiences that create expertise in their focused areas and prepares them to be effective practitioner-scholars.

The following types of research are NOT acceptable:

- Animal research
- Medical research

All proposals must be reviewed and approved by your ADP Committee, including your Methodological Reader (MR) and the Institutional Review Board (IRB). The ADP Committee will evaluate each project for appropriateness, while the IRB will guarantee that the study is ethically sound.

> ⚠️
>
> Remember, you **may not begin** data collection prior to approval of your proposal by:
> - Your Chair and Methodological Reader;
> - Your Committee via the Proposal Oral Defense; AND
> - The Institutional Review Board (IRB).

Additional information on acceptable types of research is outlined in the *University of Arizona Global Campus Academic Catalog* policy (see the Student Rights and Responsibilities section: Academic Integrity Violations and Unapproved Research).

1.3 ADP COMPARED TO DISSERTATION

The ADP is the default culminating research project for students enrolled in Global Campus non-PhD programs. It is equivalent in research rigor to a traditional dissertation but allows students more flexibility in designing and conducting a research project with an applied focus, which is more in line with the practitioner-scholar philosophy of Psy.D. and other practitioner degrees. The differences between an ADP and a dissertation are detailed in the table below.

	APPLIED DOCTORAL PROJECT	DISSERTATION
Intent	Demonstrates expert knowledge of the literature in a focused area of practice and an ability to conduct independent research.	Demonstrates expert knowledge of the literature in a specific area of interest and an ability to conduct independent research.
Research Focus	Typically investigates an aspect of applied practice.	Examines a gap in the research literature on a topic within the field of study.

Format	Varies according to specific type of study and focus, but usually a four-chapter format: Project Justification; Review of Literature; Project Approach; and Findings, Evaluation of Findings, and Recommendations.	Traditional five-chapter format: Introduction, Review of Literature, Methods, Results, and Discussion.
Standards	Described in Appendix C of this ADP Handbook.	Described in the Dissertation Checklist Appendix of the Dissertation Handbook.
Length of Time to Complete	Varies according to many student and study variables.	Varies according to many student and study variables.
Types of Studies	Studies with an applied focus (see Section 1.2).	Can vary from applied studies to more basic science.
Intended Audience	Applied practitioners	Academic scholars in the field
Process	Works with an ADP chair and committee to develop and carry out the project.	Works with a dissertation chair and committee to develop and carry out the study.
Number of Credits	Two credits (one credit per term) of Applied Doctoral Project Planning, and a minimum of five credits by registering for five terms of ADP credit (one credit per term).	Two credits (one credit per term) of Dissertation Planning, and a minimum of five credits by registering for five terms of Dissertation credit (one credit per term).

1.4 ADP-RELATED COURSES AND DOCUMENTS

As part of the ADP process, you will enroll in specific ADP-related courses and submit specific forms and documents. A list of these is provided below. More detailed information about when each activity takes place can be found in later sections.

PREPARATION COURSES

- Three in-residence workshops throughout your coursework will get you started on developing your ADP topic and project justification (non-credit)
- Scholarly Argument I (3 credits)
- Scholarly Argument II (3 credits)
- Research courses according to your program (3 credits each)

⚠️ **Be sure to attend three In-residence workshops throughout your program. Do not wait until the end of your coursework to start your ADP!**

ADP PLANNING AND ADP COURSES

Students must complete the following courses following their Capstone course:

- RES 8920 Applied Doctoral Project Planning I (1 credit, 9 weeks)
- RES 8922 Applied Doctoral Project Planning II (1 credit, 9 weeks)

- RES 8981 ADP Course I (1 credit, 9-weeks, may need to reenroll up to 2 times to complete required milestones)
- RES 8982 ADP Course II (1 credit, 9-weeks, may need to reenroll up to 2 times to complete required milestones)
- RES 8983 ADP Course III (1 credit, 9-weeks, may need to reenroll up to 2 times to complete required milestones)
- RES 8984 ADP Course IV (1 credit, 9-weeks, may need to reenroll up to 2 times to complete required milestones)
- RES 8985 ADP Course V (1 credit, 9-weeks, may need to reenroll up to 2 times to complete required milestones)

**See Section 2.3 for more information about each course's required milestones.

MAJOR DOCUMENTS TO PREPARE AND SUBMIT

- ADP Project Justification Template (PJT)
- ADP Proposal (Chapters I-III)
- IRB Application and Research Summary
- ADP Report (Chapters I-IV)

See **Appendix A for detailed information about form and document submission.

ONLINE SUBMISSION AND REVIEW SYSTEM (DSEM)

The following documents must be reviewed, approved, and submitted through University of Arizona Global Campus online dissertation management system, Dissertation Scholarship Editorial Manager (DSEM):

- ADP Project Justification Template (PJT)
- ADP Proposal (Chapters I-III)
- Completed ADP Final Report (Chapters I-IV)
- Final ADP Report Manuscript with Certification of APA Style Compliance

**See Section 2.2 for more information about DSEM.

1.5 ADP COMMITTEE

The ADP Committee provides a doctoral student with the direction, guidance, support, and feedback needed to complete the ADP. This Committee consists of three qualified Global Campus faculty members:

ADP COMMITTEE (3 MEMBERS)
Committee Chair – chosen by student
Committee Member – chosen by the student in consultation with the Chair

> Methodological Reader – assigned by the university

Each member of the ADP Committee has a specific role as follows:

- The **Committee Chair** oversees the ADP process and serves as the project manager over the process. The Chair facilitates the ADP courses and the relationship between you (as the student), the rest of the Committee, and the others involved with administration of the ADP. Facilitating the ADP courses, the Chair assists with finalizing the Project Justification Template (PJT), formulating the proposal, compiling the Institutional Review Board (IRB) application, conducting the research, and finalizing the Final Report manuscript. The Chair is responsible for working with the student and the student's ADP Committee to ensure that the student designs and executes a quality and defensible ADP that is aligned with generally accepted research practices, university policies, and IRB requirements.

- The **Committee Member** supports the Chair as the reviewer of your proposal and Final Report manuscript and participates in the Preliminary Oral Defense and Final Oral Defense. The focus of the Committee Member will be on the subject matter alignment, currency, and relevance to theory and practice.

- The **Methodological Reader** (MR) reviews the PJT, proposal, and Final Report manuscript and has the responsibility to ensure methodological quality. The MR offers recommendations and serves as a methodological consultant to you and your Chair.

> **Non-UAGC Faculty Committee Members** (external members) are not allowed as part of a student's ADP Committee. Students may work with external consultants to get expert opinions about their studies. Non-UAGC Faculty individuals may attend student Oral Defenses as those are open to university and non-university personnel, but they are not considered Committee Members.

1.6 COMMITTEE SELECTION

You will have the option to choose your Committee Chair and Committee member; however, your Methodological Reader (MR) is assigned by the university.

All ADP Chair candidates and Committee Member candidates are vetted for content area and research methods expertise by completing a *Doctoral Research Committee Member Expertise Survey* and providing a biography that describes their experience and approach to the student research process.

1.6.1 CHAIR SELECTION

Chair selection takes place during your second ADP Planning (ADPP) course. During ADPP II, you will engage in a discussion forum activity to begin the chair search process. At that time, a summary of available faculty approved to serve as Chairs, their biographies, and contact information is made available to you. You will have the option of contacting available chairs during the selection process, and

faculty have the option to accept or refuse assignments. Both you and the potential chairs are involved in the student-chair selection process. Students are encouraged to use the Compatibility Template (**Appendix H**) provided in the assignment before they reach out to faculty. You will be instructed to send your partially completed Project Justification Template (PJT) to potential chair candidates so that faculty can understand the nature and scope of your proposed research project.

Once you have chosen a Chair, you must complete a **Chair Request** form and submit it through the Dissertation Scholarship Editorial Manager (DSEM) for your chosen faculty Chair to approve. Your final Chair selection *must* be made before you complete ADPP II. You will start your ADP class with your chosen Chair immediately following ADPP II.

1.6.2 COMMITTEE MEMBER ASSIGNMENT

You and your Chair will collaborate to select your Committee Member **once you have an approved Project Justification Template (PJT)**.

If you have a Committee Member in mind, you should communicate that name to your Chair and discuss the selection.. You and your Chair must agree on the individual who will act as your Committee Member. Consult with your Chair to help you choose your Committee Member as this individual should be acceptable both to you and to your Chair. Choose carefully, and make sure you have agreement from your chosen Chair before submitting the **Committee Member Request** form to the DSEM for acceptance.

Your Committee Member will be enrolled as a secondary instructor in your ADP Course starting with your next term after the assignment. You and your Chair should welcome the Committee Member to the Committee and pass on any appropriate information, including a copy of your approved PJT and any other work you have completed. Your Committee Member will work with you and your Chair in the online classroom.

1.6.3 METHODOLOGICAL READER ASSIGNMENT

The Methodological Reader (MR) is assigned to your ADP Committee by the university before you complete the ADP Planning (ADPP) II course. You will start your first ADP Course immediately following ADPP II with your chosen Chair and an assigned MR.

1.7 COMMITTEE COMMUNICATION

You and your Chair should communicate regularly via your ADP classroom and the Canvas Inbox. While email, phone calls, and other communication methods outside your Canvas classroom are allowed, you should **summarize those interactions in the weekly discussion forums in your classroom**.

All communication between you and your ADP Committee should be timely, respectful, and professional. It is your responsibility to notify your Chair of any and all academic concerns. Examples of academic concerns include, but are not limited to: transition point deliverable content, structure, and format; results of reviews by Committee Members and Methodological Readers; or alignment of Committee Members to your discipline or topic. You are also encouraged to contact your Chair if you get "stuck" or need help with parts of your study or want to understand the ADP process.

Work with your Chair to develop a communication plan with each other and with the other members of your ADP Committee. Be sure to:

- Develop a plan to utilize a variety of synchronous and asynchronous communication tools;

- Schedule periodic check-ins;
- Post files in the classroom that need to be reviewed by others;
- Post a written record of verbal communications (e.g., meeting notes, summaries of telephone conversations, etc.) in the Canvas classroom; and
- Use the Canvas email function to email to keep a record of contents of emails.

You are responsible for documenting any conversations or discussions you have with your Chair, Committee Member, or Methodological Reader that occur *outside* the online classroom. This includes discussions you have via email, telephone, or interactive platforms such as Zoom or Skype. Your Chair will check this documentation for accuracy to ensure consistency of understanding between you and your Committee Members.

The type and rhythm of feedback you receive for your Project Justification Template (PJT), proposal, and Final Report drafts may be different than when you were submitting assignments for feedback and grades in your content courses earlier in your program. You are learning how scholarly feedback is given and received, and you should expect that there may be differences in opinions and ideas that should be discussed using supporting evidence and logic. Committee communication and discussion of review feedback should be collaborative. Your Chair can help you in resolving differences between feedback from different members of your Committee. Collegial communication should also extend beyond the Committee to all members of the university community.

In cases where the Chair cannot help the Committee to resolve differences, the Chair can reach out to the Program Lead, the faculty member in charge of your academic program. A change of the personnel in a student's Committee should not be taken lightly but can be requested (See Section 1.8).

1.8 COMMITTEE CHANGES

Given the length of time it takes to complete your ADP, you may experience changes to your Committee during your program. If such changes do occur, the university will work to make the transition as smooth as possible for you and work to ensure, to the extent possible, that such changes help you progress towards degree completion.

You are encouraged to remain continuously enrolled throughout the entirety of your Applied Doctoral Project terms until your ADP is completed. If your active enrollment with the university ceases due to a withdrawal, drop, illness, dismissal, or any other reason, efforts will be made to enable you to keep your Committee intact if and when you choose to return to school. However, if for some reason you are not in attendance for more than 180 days, you may be required to start the Committee Selection process over.

You may request to replace a Committee Member (Chair, Committee Member, or Methodological Reader (MR)), but to do so, you must consult with your Doctoral Program Advisor (DPA) and follow a formal process (see below). Note that your Program Lead, the faculty member responsible for your program, must approve any change in committee composition.

If you wish to change your Committee Chair, you should contact your Doctoral Program Advisor (DPA). You will repeat the selection process by reviewing available Chair candidates and contacting them to ascertain their interest in your study and their availability to serve as your Chair. Once you have identified a new Chair, complete the **Request to Change Chairperson or Committee Member** form and submit it to DSEM for acceptance by your new Chair.

If you wish to change your Committee Member, you should consult first with your Chair, and if your Chair concurs, you should contact your Doctoral Program Advisor (DPA). You will repeat the selection process by reviewing potential Committee Member candidates with your Chair and contacting them to ascertain their interest in your study and their availability to serve as your Committee Member. You and your Chair must agree on any replacement Committee Member. Once you have identified a new Committee Member, complete the **Request to Change Chairperson or Committee Member** form and submit it to DSEM for acceptance by your new Committee Member.

Other requests for Committee change may be initiated by a member of the committee, including changes associated with illness, resignation from the university, or other inability to serve may be made directly to the Doctoral Program Adviser who will consult with the Program Lead for consideration and reassignment.

Occasionally, the university may implement a change in Chair, Committee Member, or Methodological Reader to better support you, to balance faculty workload, or to meet university or federal requirements. In all cases, consideration for your welfare and progress will guide decisions and communication of changes will include all affected parties.

2.0 OVERVIEW OF THE ADP PROCESS

This section includes an overview of the people and processes involved in completing your ADP. It is important to familiarize yourself with this information at the beginning of your doctoral program. This chapter covers the following:

- Seven transition points of the ADP Process;
- Deliverables, approvers, and method of approval for each transition point;
- Five ADP Courses and how their required milestones help you complete each transition point;
- Roles and responsibilities of university members who support the ADP process; and
- Additional process details for each transition point.

2.1 SEVEN TRANSITION POINTS OF THE ADP PROCESS

The ADP process is composed of seven major steps, each completed through an approval process referred to as a "Transition Point," that the student must pass through to complete the process.

1. Project Justification Template (PJT)
2. Proposal Review
3. Preliminary Oral Defense
4. Institutional Review Board (IRB) Review
5. Final Review
6. Final Oral Defense
7. Final Manuscript Review/Dean's Review

Students must complete Transition Points in order. Approval at each Transition Point is required before proceeding to the next step of the process.

The following table illustrates the deliverables, approvers, and method of approval for each transition point:

ADP TRANSITION POINT	DELIVERABLE	MUST BE APPROVED BY*	METHOD OF APPROVAL
Project Justification Template	PJT	• Chair • Methodological Reader	Submission/Approval through DSEM (PJT)
Proposal Review	Chapters I-III	• Chair • Committee Member • Methodological Reader	Submission/Approval through DSEM (Proposal Research Review)
Preliminary Oral Defense	Evaluation Form	• Chair • Committee Member • Methodological Reader (optional)	Evaluation Form approved by Chair
IRB Review	IRB Request, Summary,	• Chair • Institutional Review Board (IRB)	Signed by Chair; approved by IRB (see *IRB Handbook* for submission details

	and attachments		and the Research Resource Center for all IRB materials)
Final Review	Chapters I - IV	• Chair • Committee Member • Methodological Reader	Submission/Approval through DSEM (Final Research Review)
Final Oral Defense	PowerPoint Presentation	• Chair • Committee Member • Methodological Reader (optional)	Evaluation by Chair through DSEM
Final Manuscript Review/Dean's Review	Signed final manuscript	• APA Editor (signed form) • Dean's Editor • Dean	Submission/Approval through DSEM (Final Manuscript Submission)

* All must agree to *Approve* or *Approve with Changes* before the student can move on to the next Transition Point.

Note that only the Chair and Methodological Reader (MR) must approve the student's PJT, while all members of the Committee must approve the student's Proposal and Final Review. The MR may attend the student's Oral Defense(s), but is not required to.

You will make many of the submissions through the Dissertation Scholarship Editorial Manager (DSEM), (see Section 2.2). After you submit the required documents for a transition point, the required approvers should receive a notice through DSEM to review and approve the submission, make comments, and/or not approve the submission.

2.2 DISSERTATION SCHOLARSHIP EDITORIAL MANAGER (DSEM)

The Dissertation Scholarship Editorial Manager (DSEM) is an online document management system used to submit deliverables and document approvals at most transition points. See http://www.editorialmanager.com/uords/ and follow the instructions for "First-time users" to register as an Author. Special instructions for Students can also be found on the opening page.

See section 2.1 or Appendix A for which transition points use DSEM for submission and approval. After a student submits the required documents for a transition point, required reviewers (Chair, Committee Member, and/or Methodological Reader (MR)) should receive a notice through DSEM to review and approve the submission. In many cases, reviewers will also be given an opportunity to make comments and/or to not approve the submission.

It is expected that much work will be communicated between you and your Committee prior to being ready to submit to DSEM for formal review. You should first get informal approval from your Chair, Committee Member (if needed), and MR (if needed) before submitting to DSEM, making approval through DSEM a process of officially documenting the approval.

2.3 OVERVIEW OF THE ADP COURSES

Though you will start developing your ADP project justification before you start taking dedicated ADP Courses, you will complete your ADP while enrolled in the ADP experience. Each ADP Course requires

milestones that must be met before moving into the next course in the sequence. If you are unable to meet the required milestones the first time you take a particular ADP Course, you will be allowed to reenroll in the course up to two additional times to meet the course milestone requirement. Failure to complete the milestone(s) during the third enrollment of the same ADP course will result in a No Pass (NP) grade. Students needing more than two reenrollments in any of the ADP courses will need to appeal and produce a completion plan in order to enroll in the Applied Doctoral Project Extension, RES 8986/8987 to remain in the program and complete the designated milestone(s).

The graphic in **Appendix B** and the table below provide an overview of the required milestones, how they relate to each course, and in which course each transition point is reached.

COURSE	MILESTONE REQUIREMENTS	TRANSITION POINT
ADP Course I: RES 8981	• Approved Project Justification Template (PJT) • Approved Chapter I	1. Project Justification Template (PJT)
ADP Course II: RES 8982	• Approved Chapter II	—
ADP Course III: RES 8983	• Approved Chapters I-III • Passed Preliminary Oral Defense • IRB Application submitted	2. Proposal Review 3. Preliminary Oral Defense 4. IRB (Submission)
ADP Course IV: RES 8984	• Received approval letter from IRB • Data Collected and Analyzed, or Project Executed	4. IRB (Approval)
ADP Course V: RES 8985	• Completed Chapter IV • Approved ADP Report (Chapters I-IV) • Passed Final Oral Defense	5. Final Review 6. Final Oral Defense
May be submitted out of class		7. Final Manuscript Review /Dean's Review

2.4 ROLES AND RESPONSIBILITIES

There are several people involved throughout the ADP process. A detailed table of the roles and responsibilities of university members who support the ADP process follows:

- You (the student)
- ADP Chair
- ADP Committee Member
- Methodological Reader (MR)
- Doctoral Program Advisor (DPA)
- Dean
- Institutional Review Board (IRB)
- Registrar
- APA Style Editor

ROLE	RESPONSIBILITIES

You (the student)	• Complete all:
	    ○ Steps in the ADP process, in order
	    ○ Meet all ADP Course milestones, in order
	    ○ Meet all requirements in each of the five ADP Courses
	    ○ Required forms, properly signed and submitted, either by yourself or your Chair, in a timely fashion to an ADP Specialist or via the DSEM
	• Work closely with your ADP Chair and Committee
	• Complete all assignments in each of the courses, communicate progress weekly to your Chair and meet each of the required milestones to move forward in the ADP coursework

ADP Chair	• Guides the student in:
	    ○ Preparing for ADP research
	    ○ Defining and finalizing a project topic
	    ○ Developing a timeline to complete the ADP
	    ○ Developing the ADP Project Justification Template (PJT), Proposal, and Final Report
	    ○ Conducting the project and analyzing data
	• Reviews and approves the student's:
	    ○ ADP PJT
	    ○ ADP Proposal (in conjunction with the Committee)
	    ○ **Request for IRB Review**
	    ○ **IRB Research Summary**
	    ○ ADP Report (in conjunction with the Committee)
	    ○ Final ADP Report submission
	• Oversees and evaluates the student's:
	    ○ ADP Courses, issuing grades, including P/PR or NP
	    ○ Preliminary Oral Defense
	    ○ Final Oral Defense
	• Signs or approves in DSEM:
	    ○ **Chair Request**
	    ○ **Request for Oral Defense** (Preliminary) (optional)
	    ○ **Oral Defense Evaluation** (Preliminary)
	    ○ **Request for Oral Defense** (Final)
	    ○ Oral Defense Evaluation (Final)
	    ○ Sign Title Page of Final Report
	• Signs or approves outside of DSEM
	    ○ **Request for IRB Review**
	    ○ **IRB Change Matrix Chair Authorization** (for resubmission to IRB)
	    ○ **IRB Report of Change** (as needed)
	    ○ **IRB Request for Renewal**
	    ○ **IRB Close-Out Form**
	    ○

ADP Committee Member	- Guides the student in: - Developing the ADP Proposal and Report - Conducting research and analyzing data - Reviews and approves the student's: - ADP Proposal - ADP Report - Final ADP Report submission - Evaluates the student's: - Preliminary Oral Defense - Final Oral Defense
Doctoral Program Advisor (DPA)	- Advises and helps student: - Enroll in ADP courses. - Understand the timeline and scheduling requirements for enrolling in courses. - Can provide guidance on university practices and policies, especially those related to your ADP. - Communicates: - With you via e-mail and phone (contact information located in your student portal under the "Advisor Center"). - Can advocate for you and assist in communication with faculty and various university departments. - Feedback and status updates from the IRB, Dean (or designee), and Registrar. - Receives: - ADP process questions - Questions about the DSEM
Methodological Reader (MR)*	- Ensures: - academic rigor, quality, and appropriateness of a proposed and final applied project, evaluating particularly the alignment of the project justification and research questions with the research methodology and design. - Reviews: - The ADP at various stages of its development to provide approval and feedback on research methodology issues. - Reviews and approves your: - Project Justification Template (in conjunction with Chair) - Proposal (in conjunction with Committee) - Final Report (in conjunction with Committee)
Institutional Review Board (IRB)	The purpose of the IRB is to ensure ethical research practices among its students and faculty. Anyone affiliated with University of Arizona Global Campus who is pursuing a research project must receive approval from the IRB before commencing the study. See **IRB Handbook** for more information about processes and forms. Reviews and approves:

	o **Request for IRB Review**
	o **IRB Research Summary**
	o **IRB related forms** (see **IRB Handbook**)
	o **Request for IRB Review/IRB Research Summary**
	o Certificate of Completion of the online Collaborative Institutional Training Initiative (CITI) Human Subjects Research Tutorial
	o **IRB Report of Change** (as needed)
	o **IRB Request for Renewal** (as needed)
	o **IRB Change Matrix Chair Authorization** (as needed)
	o **IRB Close-Out Form**
	• Receives:
	o Certificate of completion of the online Collaborative Institutional Training Initiative (CITI) Human Subjects Research Tutorial
Program Lead	• Helps you resolve communication challenges with members of your Committee. • Serves as a final check on the quality of your final ADP prior to final university review and acceptance • Signs the: o **Request to Change Chairperson or Committee Member**
Dean (or Designee)	• Reviews and approves: o Final ADP Report Manuscript
Registrar	• Reviews and approves: o **Petition to Graduate Form - Doctoral Programs** • Communicates with the student about: o Graduation requirements • Conducts: o Final graduation audit
APA Style Editor	• Is an independent contractor you may hire either early or later in writing your proposal and final manuscript to certify the formatting complies with APA and Global Campus style guide (see **Appendix E**). (Note that you may do your own editing, but have someone very familiar with APA and Global Campus style guides sign the Certification of APA Style Compliance in order to pass the Final Manuscript Review) ⚠️ A list of editors familiar with Global Campus formatting style guide may be obtained from your DPA**.** • Reviews and edits: o ADP for adherence to APA and Global Campus style guides as indicated in Appendix E. • Signs: o **Certification of APA Style Compliance**

See Section 1.4 for more information on Chair and Committee responsibilities.

2.5 TRANSITION POINT PROCESSES

As outlined in Sections 2.1 and 2.3, there are seven transition points that you must pass in order and five ADP Courses that contain those transition points and additional milestones. You must have approval to pass through each transition point, and you must pass the five required ADP credits in order to graduate. The following table provides more information about each transition point.

TRANSITION POINT	DESCRIPTION	WHEN	MUST BE APPROVED BY
1. ADP Project Justification Template (PJT)	A preliminary document for justifying the ADP.	ADP Planning II ADP Course I	• ADP Chair • Methodological Reader
Notes:	• PJT is uploaded into the DSEM by the student. • The Chair and Methodological Reader (MR) are required to approve the PJT via the DSEM. • If the PJT is not Approved, feedback will be provided to the student and resubmittal is required. • The revised PJT (if necessary) should be uploaded into DSEM by the student and approved online by the ADP Chair and MR.		
2. Proposal Review	Review of the ADP Proposal for internal consistency, appropriateness of project design, review of related research and literature, and compliance with research standards.	Upon completion of the Proposal	• ADP Chair • Committee Member • Methodological Reader
Notes:	• Proposal is uploaded into DSEM by the student, along with a Turnitin report. • Committee references **Appendix C** and the rubric in DSEM to ascertain that the proposal is complete and meets minimum standards. • The full Committee is required to approve the proposal via the DSEM.		
3. Preliminary Oral Defense	An oral presentation by the student to the ADP Committee for additional feedback on the Proposal and on possible areas of improvement to successfully	After approval by the full Committee	• Chair • Committee • Methodological Reader (optional)

	complete the ADP.		
Notes:	• If a university-provided Zoom meeting room is needed, student must submit **Request for Oral Defense**. • The Chair and Committee Member must attend and approve of the proposal via the evaluation of the defense. • Chair must complete and submit **Oral Defense Evaluation** to DSEM within 48 hours. • Approval may require additional proposal drafts following the Proposal Defense.		
4. IRB Review	Review of the Proposal by the IRB: a federal requirement to ensure that research participants are protected under the Proposal's design and processes.	After passing the Preliminary Oral Defense	• Institution al Review Board (IRB)

Notes:	• There are three types of IRB review: Exempt, Expedited, and Full. Please see the **IRB Handbook** for a full description of each of these and criteria for approval.
	• For a Full Review, you must submit your request for review by the 15th of the previous month for the most efficient consideration.
	• You must submit the following as part of the IRB submittal:
	    ○ **Request for IRB Review**
	    ○ **IRB Research Summary**
	    ○ CITI completion report (Certificate of completion of the online Human Subjects Research Tutorial)
	• The IRB reviews the submission and either approves it, approves it with specific conditions, or rejects the application with suggestions for major changes required for protection of human participants.
	• Full Reviews may require you to present to the IRB.
	• If the application is not approved by the IRB, you are expected to address IRB comments, complete an **IRB Change Matrix**, and have the Chair submit an **IRB Change Matrix Chair Authorization** to sign off on the resubmission.
	• Once IRB approval is obtained, you will be given an IRB Letter of Approval and may begin to conduct the ADP and collect data.
	• If you revise the research design or make changes to your Committee, the **IRB Report of Change** form may need to be submitted.		

5. Final Review	A review of the full ADP Report to assess consistency and accuracy of research questions, methods, analyses, reported results, and compliance with research standards.	Upon completion of entire ADP	• Chair • Committe e • Methodol ogical Reader
Notes:	• The ADP Report is uploaded into the DSEM by the student, along with a Turnitin report.		

	• The Committee references **Appendix C** and the rubric in DSEM to ascertain that the Final Report is complete and meets minimum standards. • The full Committee is required to approve the ADP Report via the DSEM. • Once the Committee approves the Final Report, you are ready for the Final Oral Defense.		
6. Final Oral Defense	An oral presentation to the ADP Committee for ensuring that you have conducted an academically acceptable ADP.	After preliminary approval of the Final ADP by the Committee	• Chair • Committee • Methodological Reader (optional)
Notes:	• Full Committee approval of the ADP is needed before scheduling the Final Defense. ⚠ Student must be enrolled in an ADP Course V or ADP Extension when the Final Oral Defense is held. • If a university-provided Zoom meeting room is needed to facilitate the Final Oral, you must submit a **Request for Oral Defense.** • The Chair and the Committee Member must attend the Final Oral and approve of the ADP. It is the Chair's responsibility to achieve consensus from the Committee, and this may require the student to make changes to the ADP. • Following full Committee approval of the Final Oral, the student should submit the Final Oral presentation (the digital slide deck created with PowerPoint, Prezi or other such software) to DSEM. The Chair and Committee Member then must approve through DSEM. • If the student prematurely submits for approval through DSEM, the Chair may assign a "Resubmission Required" decision. • Approval may require additional ADP Report revisions following the Final Oral Defense.		
7. Final Manuscript Review	Review of the final manuscript to ensure that it meets university requirements.	After passing the Final Defense, approval of the Committee, and sending the ADP through an APA editor	• APA Editor • Dean's Editor • Dean or designee
Notes:	• An APA editor signed **Certification of APA Style Compliance** should be submitted along with the complete ADP manuscript.		

- The final ADP Report should be sent through the DSEM, including a University approved title page **signed by the Chair** (See **Appendix F**).
- The Dean's Editor will review the manuscript and may send it back to you through the DSEM process for changes.
- Upon approval, you will receive a notice to complete the paperwork for submission to UMI Dissertation Publishing (ProQuest) and may request printing/binding of the manuscript. You may be contacted for additional information, payments, etc.
- Following completion of all paperwork, the Registrar will be notified that all academic graduation requirements are complete.
- At any point in the process, a "Resubmission Required" necessitates a revision and a resubmission of the document to DSEM.

Next Steps: Submit Petition to Graduate	Form required to trigger graduation audit and preparations for graduation.	May be submitted any time after submission to Final Review; must be signed by the Chair	• Registrar • ADP Chair

Notes:	• A **Petition to Graduate Form - Doctoral Programs** triggers an audit. Registrar starts an audit to make sure all forms have been received and credits recorded. • The petition also triggers preparations for participation in the commencement ceremony. • The Registrar will notify you as to what steps must be taken to officially graduate and physically participate in the next commencement ceremony. • Preparations for graduation may take up to two months. • To physically participate in the next commencement ceremony, you must have all the paperwork in by the date specified by the Registrar. • To physically participate in the next commencement ceremony, you must have successfully completed your Final Oral Defense two weeks before the date of the commencement ceremony.

3.0 ADP COMPLETION GUIDE

A list of the steps for completing the ADP process is provided below. See Section 2.5 for more details on steps labeled as "Transition Points," and **Appendix C** for an overview of and checklist for completing the Proposal and Final Report.

3.1 PREREQUISITES AND COURSEWORK

Complete all academic coursework and attend the required In-Residence Workshops. While you should be doing preliminary work for your project as you move through your coursework, to ensure that you are fully prepared to undertake your ADP, you must complete all academic coursework outlined for your degree program before enrolling in ADP credits.

In order to complete the ADP process and be eligible for graduation, you must register for and complete the two ADP planning courses and all five required ADP credits, in addition to all of your other coursework. The ADP Planning courses are designed to help you prepare for your ADP Courses.

- **ADP Planning I**
  In this course, you will:
    o Develop the advanced skills and competencies you'll need to draft and refine your ADP Project Justification Template (PJT);
    o Search the literature to identify a topic and justify the relationship of the topic to the discipline or field of study that supports the need for, or opportunity to, conduct the proposed project;
    o Frame a feasible research purpose and scope for your ADP (under the supervision of the instructor); and
    o Begin working on your ADP PJT.

- **ADP Planning II**
  In this course, you will:
    o Continue refining your ADP Project Justification Template (PJT) (including the over-arching justification and purpose statements, the proposed project approach, and the over-arching study question(s) or statement of project intent), and write a summary of how results may contribute to theory, knowledge, and/or practice in the discipline and the implications of the study to scholars and practitioners.
    o Consider ethical issues in conducting research with human subjects, and complete the Certificate of Completion of the Online Collaborative Institutional Training Initiative (CITI) Human Subjects Research Tutorial; and
    o Begin and complete the selection of an ADP Chair;
    o By the end of the course, you should have a working draft of the ADP PJT and an ADP chair.

After completing ADP Planning II, you must enroll in five ADP credits, one at a time (one credit per term over five terms). The ADP courses, which are each 9 weeks long, are structured courses designed to ensure timely progression and completion of each of the milestones required for the ADP completion. Weekly progress reports, draft submissions, timelines, and other requirements are included in the ADP courses and must be completed as assigned in the courses.

⚠️

You must have **Chair Request** on file before enrolling in the first ADP course. Start searching for an ADP Committee Chair during the first weeks of ADP Planning II, and finalize your Chair before the end of ADP Planning II.

- **ADP Courses**
  - You must enroll in at least five ADP courses (one credit per term over five terms); and
  - If you do not complete your assigned milestone and course requirements during any of the ADP courses, you may reenroll in the course up to two additional times. After a total of three enrollments, students needing more than two reenrollments in any of the ADP courses will need to appeal and produce a completion plan in order to enroll in the Applied Doctoral Project Extension, RES 8986/8987, to remain in the program and complete the designated milestone(s).
  - You must be enrolled in an ADP Course (or ADP Extension course) at the time you conduct your Preliminary Oral Review and Final Oral Review and to submit required documents for transition points (except Final Manuscript).

⚠️

Work closely with your Chair. Make sure all weekly academic requirements are completed to remain active and avoid being dismissed from the course and withdrawn from the University. *For more information regarding the attendance policies, please see The University of Arizona Global Campus Academic Catalog.*

3.2 PROJECT JUSTIFICATION TEMPLATE (PJT)

You will begin in earnest to develop your Project Justification Template (PJT) in your ADP Planning (ADPP) courses. By the time you have completed ADPP II, you will have an excellent draft of a PJT to then work on with your ADP Chair and Methodological Reader (MR). Once approved by your Chair and MR, you will submit

TRANSITION
POINT 1

it through the Dissertation Scholarship Editorial Manager (DSEM) for official documentation of approval.

The PJT consists of six sections: Justification Statement, Purpose Statement, Importance of the Project, Proposed Project Approach, Over-arching Study Question(s) or Statement of Project Intent, and References.

JUSTIFICATION STATEMENT
Provide sufficient background of the topic area and its relationship to the discipline or field of study that supports the need for, or opportunity to, conduct the proposed project. Describe the issue, situation, problem or opportunity that reinforces the need to implement the study, supported by recent citations from the literature. Briefly explain how the intended outcomes of

the project could be used to advance knowledge, understanding, or practice in the discipline or field of study. (2-3 paragraphs)

PURPOSE STATEMENT

Provide a specific, accurate synopsis of the overall purpose of the project. Align the Purpose Statement to the Justification Statement. In one concise paragraph, succinctly describe the focus, project approach, scope, and intended outcomes of the study. (1 paragraph)

IMPORTANCE OF THE PROJECT

Briefly describe the importance of the proposed project, including how the project represents a unique approach to the topic; how results may contribute to theory, knowledge, and/or practice in the discipline; and the implications of the study to scholars and practitioners. Identify any knowledge gaps to be addressed by the proposed project. (1-2 paragraphs)

PROPOSED PROJECT APPROACH

Briefly describe the approach for the proposed project, including how the project will be conceptualized, organized, and implemented, and discuss how the proposed project will reflect accumulated learning from the student's academic program. Discuss any proposed data collection methodologies and instrumentation, as well as the study population, as appropriate. Describe how project outcomes will be achieved. (2-3 paragraphs)

OVER-ARCHING STUDY QUESTION(S)/STATEMENT OF PROJECT INTENT

Present the over-arching study question(s) or statement of project intent to be addressed, consistent with the proposed Purpose Statement and project approach. If hypotheses will be tested, identify the specific quantitative research questions and hypotheses, as well. (1 paragraph)

REFERENCES

List and cite a minimum of 10 sources that support and reinforce justification of the project.

There are several resources you will use to help with developing your PJT, including (click on the hyperlinks):

ADP Project Justification Template

Purpose Statement Template

Sample PJT

PJT Grading Rubric

3.3 THE ADP PROPOSAL

In the ADP Proposal, you will *propose* the study you would like to conduct. Therefore, it is important for the proposal to clearly present what the topic is, why it is important to study, and how it should be studied. Your Project Justification Template (PJT) should be used as a starting point for writing your proposal. The proposal consists of three chapters (or the equivalent): Project Justification, Review of the Literature, and Project Approach. You should work closely with your ADP Chair in ADP Courses I, II, & III while writing these chapters. It may also be helpful for you to consult the other members of the Committee for additional expertise, as necessary. Your Methodological Reader (MR) should be especially

helpful in writing your Project Approach chapter. Note that you will eventually be revising these chapters slightly for use in your final ADP. See **Appendices C**, **E**, **F**, and **G** of this Handbook for more details on writing and formatting the Proposal.

The following describes each part of the proposal.

THE PROPOSAL CONSISTS OF THREE CHAPTERS:

> For further details and a checklist of what to include in each chapter and section, as well as formatting requirements, please see **Appendix C** and **Appendix E.**

I.   Project Justification
II.   Review of the Literature
III.   Project Approach

CHAPTER I: PROJECT JUSTIFICATION

Chapter I introduces the reader to the nature of the ADP by i̶ ̶ ̶ ̶ ̶ focus of attention from a broad overview to a more specific discussion of the intent of the study. This chapter should be written in present and future tense for the Proposal and in past tense for the Final Project Report.

Chapter I should include the content below, be written in present and future tense, and be approximately 15 to 25 pages long. (Note: You may use the subheadings below but are not required to do so, as long as all content is included. You may, for example, want to combine sections.)

GENERAL STATEMENT

A general statement should explain the over-arching topic and the issue, situation, problem, or opportunity the study addresses. It should explain both *what* will be studied and *how* conducting a research study on this topic will add to the literature or provide practical value for professionals in the field of study. A discussion of *selected* literature may be included here, but limited to the specific studies or articles needed to explain the purpose of or need for the study. This literature review should include only those references that provide the historical framework for the statement of the problem. (Chapter II will consist of a comprehensive review of the literature.)

JUSTIFICATION STATEMENT

This section discusses the general research problem and then focuses in on the specific problem that you propose to address. You should explain how and why the focus of the study is important, the potential impact of the proposed research, and how you think the study will contribute to the field.

PURPOSE OF THE STUDY

This section provides a synopsis of the overall purpose of the study and should:

- Include a Purpose Statement that describes the focus, methodology, population, and geographical location of the study;
- Define the specific area of the research and the central concepts or ideas of the study;
- Justify the method of inquiry (i.e., qualitative, quantitative, or mixed); and
- Describe possible conclusions and implications of those conclusions.

IMPORTANCE OF THE STUDY

This section should address the importance of the research, what the research is expected to contribute to theory or practice, and the possible implications of the research.

CONCEPTUAL FRAMEWORK

This section is intended to give the reader an understanding of how the study you are proposing fits into a larger theoretical or conceptual framework and with other studies in the field. Include a brief summary of enough relevant research literature (historical, seminal, and current) to situate and justify the study based on its contribution to the existing body of research. You may need to refer to the more detailed discussions in the literature that you will include in Chapter II.

OVERVIEW OF THE PROJECT APPROACH

Briefly describe the general methodology that you plan to use and explain why it is appropriate, referring to a more detailed discussion in Chapter III.

RESEARCH QUESTIONS (AND HYPOTHESES) (OPTIONAL)

In this section, you will identify and discuss the research questions and sub-questions that you plan to address in the study. If your study is quantitative, you will also state and elaborate on the associated hypotheses that you plan to test. This section should include an explanation of how the research questions connect to the goals of the study as described in the Purpose of the Study.

DEFINITION OF TERMS

Define any technical terms or terms that have multiple meanings or specific connotations in your research field. Operationalize key variables or constructs by describing how these will be measured or conceptualized for this study.

ASSUMPTIONS, LIMITATIONS, AND DELIMITATIONS

Assumptions are factors or statements that you will consider from the beginning to be valid. Include the assumptions that you will make in the study in this section, including both research assumptions and theoretical assumptions. Because it would be difficult to take all factors into consideration, there will naturally be certain limitations in doing the study. The major limiting factors in the study, which could possibly affect the results, should also be addressed in this section. If the limitations are considerable, provide an explanation of why you think the study should still be conducted and what can be gained from the study in spite of the limitations.

SUMMARY

In this section, you should summarize the key points of the study and provide an overview of information that will be presented in Chapters II and III.

CHAPTER II: REVIEW OF THE LITERATURE

Scholarship entails comprehensive understanding of the historical and current treatment of the pertinent topic, and Chapter II consists of a comprehensive review of the literature pertaining to the topic of study.

While completing your coursework and selecting your topic, you will have been reading, exploring, and thinking about what others have done in order to better understand the concepts and issues and identify gaps in the research. In order to argue the legitimacy of the current study, you need to have a thorough understanding of what that study will add to the most current literature on the topic. You will need to critically analyze, synthesize, and integrate the literature such that the reader understands where the proposed study fits into the current debates and academic inquiries concerning the topic. Chapter II is thus a formal summary and analysis of the literature directly related to your particular study. It should consist of the following sections:

> Begin your literature review as soon as you begin your doctoral program. As you move through your coursework, keep an annotated bibliography of everything you come across that might be of use during your ADP.
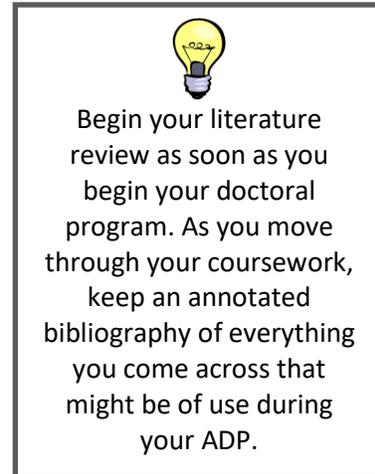
INTRODUCTION

The introduction should introduce the chapter and its purpose and should also restate the research topic and questions.

SEARCH STRATEGY

In this section, you will explain how you conducted your literature search (e.g., the databases and search terms you used) and what parameters you used to narrow down the search (e.g., publication dates and sources). It is essentially your methodology for library research.

LITERATURE REVIEW

This is the main section of the chapter and should be organized in a rational way, with subheads as needed. The Literature Review should:

- Be comprehensive;
- Describe related problems, questions, methods, and conclusions;
- Cover the most important theories or research findings upon which your research problem and hypotheses are based;
- Cover both historic and recent research findings;
- Present research that supports and refutes the main theories or findings of relevance;
- Compare and contrast different theories and research results;
- Analyze, synthesize, and evaluate the research, not simply present or report it; and
- Consist primarily of scholarly, peer-reviewed journal articles, books, and book chapters.

SUMMARY

This section should summarize the key points of the relationship between your project intent or study questions and the literature. It should also summarize what you hope will be your study's contribution to the literature (how it fills the gaps). The summary should also provide a bridge to Chapter III by summarizing the literature-based arguments for choosing a particular project approach.

In general, Chapter II is 30 to 50 pages long, but the exact length will be determined by the amount of existing published research. The literature review needs to be comprehensive, and it should show an overwhelming breadth and scope of knowledge on the related research topics.

CHAPTER III: PROJECT APPROACH

Chapter III describes the procedures that will be followed in conducting the study (for the proposal) and the procedures that were actually followed (for the final report), as well as the overall research approach. The format and content of the chapter will vary depending on the nature of the study and the type of research methods that will be used. This chapter should be written in the future tense for the proposal and in past tense for the Final Report. Outlined below are sections that would be appropriate for a study in which primary data are collected from participants. Chapter III for a study in which secondary data (from third-party sources) are analyzed or that comprises a meta-analysis or a systematic review of the literature will require different content. Check with your Chair and your Methodological Reader (MR) about recommended sections for these types of studies. See **Appendix C** for a detailed ADP Checklist for each type of research study.

INTRODUCTION

An introduction that describes the purpose and organization of the chapter and provides a brief overview of the method of inquiry (e.g. quantitative, qualitative, mixed method, meta-analysis, program evaluation, etc.), the specific project approach, and how it derives logically from the Justification Statement, the Purpose Statement, and the over-arching research question(s) or project intent.

STUDY APPROACH

The overall approach to the project and justification for the methodology you plan to use. How the project will be conceptualized, organized and implemented, including a well-defined execution plan.

OVER-ARCHING RESEARCH QUESTION(S) OR PROJECT INTENT

Describes the over-arching research question(s) or project intent. Research questions and corresponding hypotheses (where applicable) and how the methodology will help answer those questions.

POPULATION AND SAMPLE

A description of the participants in the study, both the sample and the population. Your proposed sampling method and sample size, and a justification for the method and size.

ETHICAL CONCERNS
How you plan to protect the confidentiality of subject data and avoid any other ethical issues.

INSTRUMENTATION
A description of the survey, research, or testing instruments and data collection forms you will use while gathering data for the study, along with the rationale for using them in terms of their reliability, validity, and utility (Note: Any instruments or forms – e.g., instructions to participants, informed consent forms, surveys, etc. – proposed for the study should be included in an Appendix of the proposal and referred to in this chapter, unless the instrument or form is not available for reprinting).

> As you begin writing your proposal read the **IRB Handbook**, which will help make sure you are aware of the ethical and professional standards that should be considered in your study design as you are working on it.

DATA COLLECTION
The type of data you plan to collect and your proposed method of data collection, including reference to an appendix that includes detailed protocol you will use when collecting the data (i.e., interview script) and justification for that protocol.

DATA ANALYSIS
How the data will be analyzed and what statistical methods or other methods of analysis will be used.

TRUSTWORTHINESS/VALIDITY/QUALITY
Potential threats to internal and external validity of the results from this study (quantitative) or issues of trustworthiness (qualitative).

SUMMARY
Summarizes key points in the chapter and transitions to Chapter IV.

3.4 PROPOSAL REVIEW

As you write your proposal, you will spend time revising it based on comments from your ADP Chair and the other members of your Committee. Take these comments seriously, and keep in mind that the proposal development is a collaborative process. Your Committee should offer constructive feedback to help improve the overall quality

TRANSITION POINT 2

of the proposal until the Committee decides that it is good enough to move to the Preliminary Oral Defense. You will complete your Proposal (first three chapters) in ADP Course III. Your Methodological Reader (MR) will review the proposal for academic rigor, quality, and appropriateness of the proposed research study, evaluating particularly the alignment of the research problem and questions with the research methodology and design.

When your Committee thinks that the proposal is ready, submit your Proposal, with a Turnitin report for the proposal, to Dissertation Scholarship Editorial Manager (DSEM) (Proposal Review) for documentation of approval.

As with comments from the ADP Committee, you are required to make any necessary changes and resubmit the proposal, along with a Change Matrix (See Appendix I) describing the changes you made, to DSEM if necessary.

The following is a template that should be used to create the Change Matrix that will be submitted back whenever changes must be made to the ADP Proposal, IRB Submission, or Final Report. See also **Appendix I** for an example.

⚠️

Avoid Plagiarism! You are required to submit a Turnitin report with your proposal and ADP. You should check the proposal before submitting it to your Committee. It is easy to plagiarize unintentionally, but even unintentional plagiarism is against University of Arizona Global Campus policy and can result in disciplinary actions. For more information about the plagiarism policy and tips on avoiding it, see the *Academic Catalog*.

CHANGE MATRIX TEMPLATE:

COMMENT IDENTIFIER	REVIEWER COMMENT	PAGE/PARA. (ORIGINAL DRAFT)	CHANGES MADE AND/OR COMMENTS	PAGE/PARA. (NEW DRAFT)
Consecutively number the reviewer comments you are responding to.	*Copy the reviewer comment.*	*List the page and paragraph numbers where the comment was made.*	*Describe the changes that were made, and/or comments responding to questions or concerns.*	*List the page and paragraph numbers where the change(s) was made.*

3.4 PRELIMINARY ORAL DEFENSE

Once your proposal has been approved by your Committee, you need to schedule your Preliminary Oral Defense. This occurs during ADP Course III. The purpose of the Preliminary Oral Defense is to give you feedback about areas of possible improvement to successfully complete the ADP. It also serves to give you the

TRANSITION POINT 3

necessary clearance to send the proposal to the Institutional Review Board (IRB) and then proceed with the project (after receiving IRB approval). You should consider this process consultative and collegial in nature, as the goal is to provide constructive criticism that will ultimately aid in your successful completion of the ADP. Though the proposal is written with the help of the ADP Chair and ADP Committee, you must be able to present your own work. The formal presentation of the proposal is a tangible milestone for you in becoming a scholar with a voice of your own.

Most Oral Defenses will occur virtually with your Chair and Committee on a telephone conference line or other synchronous communication medium (Skype, Zoom, etc.). You will create your presentation slides using Microsoft PowerPoint and refer to your slides as you would if you were presenting at a conference.

3.4.1 BEFORE THE PRELIMINARY ORAL DEFENSE

You can work on creating your Oral Defense PowerPoint slides while waiting for your Proposal feedback. Though it is unlikely that you will get a "No Pass" at the time of the Oral Defense, the Oral Defense is an

important part of your development as a scholar. Oral communication is a highly-regarded skill that all doctoral students should possess. You should create a PowerPoint presentation where the slides are informative but not too wordy. To present in your own words and voice, you should not expect to read directly from the slides or read from a prepared script. Be prepared to complete the presentation before questions and discussion commence.

Coordinate with each Committee Member (including the Chair) to find a date and time for the Oral Defense. Oral defense conference calls are typically scheduled for 90 minutes but may be scheduled for a timeframe determined by the Chair.

> ⚠️ All of the student's Committee must be present at the Oral Defense except by exception granted by the Dean. The Methodological Reader may attend if available but is not required to attend.

You should communicate with your Chair as to the date/time agreed upon and whether a telephone conference line or Zoom classroom is needed. If a telephone line or Zoom classroom is needed, a **Request for Oral Defense** form may be submitted by the Chair to obtain a Global Campus Zoom classroom for the purpose of holding the Preliminary Oral.

You should remind your Committee a few days ahead of the scheduled date and send information of how to join the meeting. The PowerPoint presentation should also be sent to the Committee at that time. With your Chair's permission, you may invite others to observe your presentation.

3.4.2 DURING THE ORAL DEFENSE

The following may be used as a guide by the Chair in moderating students' oral defenses:

- Call the meeting to order.
- Make sure all Committee Members are present.
- Introduce the student and format for the defense.
- Allow student to present project proposal summary:
    - Present PowerPoints reflecting the proposal for the Preliminary Oral Defense (approximately 15 to 30 minutes).
- Open the floor to questions.
- Excuse the student, informing them of when you will communicate the Committee's evaluation decision. It is recommended that this be done *immediately* after the decision is made.
- Discuss with the Committee Members any issues or concerns, as well as the evaluation of the student's oral defense with regards to "Pass, No Revisions," "Pass, Minor Revisions," or "No Pass, Major Revisions Needed."

> ⚠️ Note: A consensus of the Oral Defense evaluation result is required from the Chair and Committee Members.

- Inform the student of the Committee's evaluation decision and the steps to take to obtain a "Pass," or to address minor revisions.

Flexibility exists in how the deliberations between faculty members and communication to you are accomplished. Some circumstances will allow the student to remain with the Committee during deliberations; other circumstances may make the absence of the student preferable.

Flexibility exists in how the student is told of the results: Some Chairs ask you to rejoin the conference call or Zoom room (if you are absent during deliberations) to be told the results in front of the

Committee and receive congratulations; other Chairs will call you separately. In any case, you should be told as soon as possible about the result of your Preliminary Oral Defense.

3.4.3 AFTER THE PRELIMINARY ORAL DEFENSE

- You will be informed of the Committee's decision after the evaluation has been completed.
    - There are three possible outcomes: "Pass, No Revisions," "Pass, Minor Revisions," and "Major Revisions Needed."
    - If you receive "Pass, Minor Revisions," or receive "Major Revisions Needed," your ADP Chair will advise you of the revisions needed to proceed.
- Within 24 hours after the Oral Defense, your Chair should complete the **Oral Defense Evaluation**, marking the result of the Oral Defense and itemizing changes that are needed or recommended.
    - The Oral Defense Evaluation should be sent to you and all members of your Committee.
    - The Chair should approve and post the Oral Defense Evaluation in the DSEM.
    - *Signatures of all Committee Members are no longer needed as consensus was obtained before the evaluation results were reached*.
- If you were evaluated as "No Pass, Major Revisions Needed," you must make the appropriate revisions and consult with your Chair and Committee Members. Once a consensus among the Committee is reached that you should Pass the Oral Defense transition point, your Chair should submit an updated Oral Defense Evaluation with the new evaluation rating.
- You will not be allowed to progress to the next transition point unless the Oral Defense Evaluation (with a Pass) is correctly submitted.

3.5 IRB REVIEW

After you have passed the Preliminary Oral Defense, you must have your proposal reviewed and approved by the Institutional Review Board (IRB) before you begin collecting any data. The IRB will review the proposal to make sure the methods proposed follow ethical standards.

> **TRANSITION POINT 4**

- Details of the IRB submission process are explained in the **IRB Handbook**; refer to it before requesting the IRB Review, even though you should have reviewed the *IRB Handbook* while writing the proposal. Reference the Research Resource Center for all materials related to the IRB.
- Submit the following to the IRB at doctoralIRB@uagc.edu:
    - **Request for IRB Review** (and required appendices; requires Chair signature)
    - **IRB Research Summary** (and required appendices)
    - Certificate of current CITI Completion (see *IRB Handbook* and Section 3.5.1) for required classes:
        - Human Subjects Research (HSR) Basic Course
        - Information Privacy & Security (IPS) Basic Course
    - Do NOT sent the IRB your full proposal for review. Instead, follow the guidelines here and in the *IRB Handbook*. Send the Request for IRB Review (and required appendices) and the IRB Research Summary (and required appendices) for review.

> ⚠️
>
> You **may NOT** begin collecting data until you have passed the Preliminary Oral Defense and your ADP Proposal has been approved by the IRB.

- If you require a Full Review, you may also need to make a presentation to the IRB. Refer to the *IRB Handbook* for more information.
- The IRB Review is not a review of your topic or your research methodology; it is a review of whether the benefits of your study outweigh the risks to human research participants.
- The IRB meets regularly to review student applications.
- **Expect the IRB approval process to take two to five weeks; plan accordingly**.
- Refer to the **IRB Handbook** for more details about submission to the IRB. After the review, you will receive a letter with the IRB's assessment. The IRB will:
  - Approve the proposal;
  - Request revisions to your proposal; or approve the proposal with specific conditions; or,
  - Deny the proposal with suggestions for major changes needed for protection of human research participants. If your proposal is not approved, you will be required to make changes to your proposal and submit a new IRB application with all supporting materials.
- If your proposal requires revisions, you may need to resubmit your Request for IRB Review and IRB Research Summary to the IRB for another review. Refer to the *IRB Handbook* for instructions about what to include with a resubmission. Your Chair must sign the I**RB Change Matrix Chair Authorization** (for resubmission to the IRB).
- It is not uncommon for outside agencies to have something similar to an IRB that must also approve the study before any data can be collected. If you are working with an outside organization, be sure to submit the proposal and protocols for review to their administration. Acceptance of your proposal by the University of Arizona Global Campus IRB does not automatically mean another organization's IRB will approve the study proposal.
- If your study is not completed within one year, you must submit an **IRB Request for Renewal**.
- If your study requires changes affecting risk/benefit ratio, including a significant change in study population or recruitment method, then you must submit an **IRB Report of Change**.

3.5.1 COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)

As the "principal investigator," you must have a current Collaborative Institutional Training Initiative (CITI) certificate of completion of the modules assigned to Global Campus doctoral students. You will complete your CITI training modules during ADP Planning II, and your certification will last for three years. If your research will not be completed within that initial three-year period, you will need to repeat appropriate modules to renew your certification. CITI certification must be in effect through your data collection period. Required courses include:

- Human Subjects Research (HSR) Basic Course.
- Information Privacy & Security (IPS) Basic Course.

3.6 CONDUCT THE PROJECT

Upon passing the Preliminary Oral Defense and approval of the proposal by the Institutional Review Board (IRB), the project is ready to commence. ***You may begin data collection only after receiving a full approval letter from the IRB.*** You are advised to work closely with your ADP Chair throughout your research. You may also wish to consult other Committee Members as needed.

> ⚠️
>
> If you revise your plan for data collection, you must inform your Chair immediately; and, you may need to revise and resubmit your Proposal for approval by the IRB.

Follow these guidelines while conducting the project:

1. Collect all data, or perform all project tasks as described in your proposal, adhering to ethical and professional standards throughout.
2. Conduct data analysis, if necessary, consulting with your ADP Committee as needed.
3. Consult with external editors and statisticians in a mentoring or coaching capacity only.
4. Write Chapter IV (Findings, Evaluation of Findings, and Recommendations).
5. As you collect data or conduct your project, you are responsible for adhering to the method described in your proposal. If you find that you need to revise the method, you must inform your ADP Chair immediately. Depending on the nature of the modifications, you may need to revise your proposal and resubmit it to the IRB and the equivalent organizations of any agency you are working with.
6. Use the appropriate consent or assent forms if the study involves human participants. ***Keep the original consent or assent forms signed by participants confidential and do not make them a part of any appendix of the ADP.***

3.7 WRITE THE ADP REPORT

Writing an ADP Report may seem like an overwhelming task, but it can be made more manageable by breaking it into smaller sections. Good organization throughout the writing process will facilitate this task greatly. Remember, the entire ADP must be in APA style, following the *APA Publication Manual, 6th Edition,* except as specified in **Appendix E**. An example of how to format your Final Report can be found at **ADP Final Report Formatting**.

Keep in mind that you have already written a large portion of the ADP Report in preparing the proposal (Chapters I, II, and III). You will need to revisit those chapters and make revisions, as needed, when completing the final ADP.

Organization of Final ADP

1. Title Page
2. Copyright notice
3. Abstract
4. Acknowledgements (optional)
5. Table of Contents
6. List of Tables and Figures
7. List of Appendices
8. Chapter I: Project Justification
9. Chapter II: Review of the Literature
10. Chapter III: Project Approach
11. Chapter IV: Findings, Evaluation of Findings, and Recommendations

12. References
13. Appendices
14. Biographical Statement (optional)

ADP Reports follow a very specific layout, and typically include similar types of content. The ADP Report consists of four chapters, plus front matter and back matter. These are described in more detail below. For further details, consult **Appendix C**, **Appendix E**, and **Appendix F**.

FRONT MATTER

TITLE PAGE

The title page should include the title of the ADP, your name, the date, the name and credentials of the Chair and Committee Members, along with other statements, and be formatted according to the template in **Appendix F**.

> See **Appendix F** for a template and example of what should be included on the Title Page.
> See the Writing Center, Graduate Writing Section, for Formatting examples and **Annotated ADP Chapters**, including "**Tips for Getting Final Approval**"

COPYRIGHT PAGE

To copyright your work (which must be done within 5 years of publication), a statement of copyright must be included on a separate page (preliminary page ii) directly following the title page. You should have your work copyrighted, especially if you intend to publish any part of it at a later date. (This can be done by UMI Dissertation Publishing after you submit the final manuscript.)

ABSTRACT

The body of the finished ADP Report begins with a brief (350 words or less) abstract of the research conducted and the results obtained. This section should be headed with the word "Abstract," centered, at the top of the page. Keep in mind that a reader should come away from the abstract knowing your research topic, over-arching research question or project intent, project approach, outcomes, and recommendations. An abstract is a summary of the actual points in the ADP. The abstract should:

- State the problem briefly.
- Describe the methods and procedures used in gathering or studying the problem.
- Give a condensed summary of the findings of the study.
- Include a list of key words to be used by other researchers to search for and identify information in various subject areas.

Refer to Section 3.3 of the 7th edition of the *Publication Manual of the American Psychological Association* for guidance in what should be contained in your Abstract.

ACKNOWLEDGEMENTS

In this section, you will give appropriate recognition to those individuals and organizations that have made some significant contribution to the research or project. While this is an optional component, it is customary to include.

TABLE OF CONTENTS

The Table of Contents should include the Chapter Titles, Headings, and Sub-headings, along with the page number where each begins.

LIST OF TABLES AND LIST OF FIGURES

The List of Tables and List of Figures are lists of the titles and page numbers of graphics, including illustrations, diagrams, graphs, charts, and tables. Tables and figures should be listed in order and the titles should be descriptive. Review guidelines for formatting tables and figures in Chapter 7 of the 7th edition of the *Publication Manual of the American Psychological Association* for guidance.

> Use the Styles and Table of Contents tool in Microsoft Word to help you automatically create and update the Table of Contents.

LIST OF APPENDICES

On this page is a list of the titles and page numbers of all appendices. Appendices, which are labeled such as "Appendix A: Title of Appendix," should be listed in order of references to them in the text and the titles should be descriptive.

CHAPTER I: PROJECT JUSTIFICATION

This chapter is simply a revision or extension of Chapter I of the proposal. Keep in mind that you will need to revise the proposal chapter such that it refers not to what you proposed to do, but what you actually did do.

CHAPTER II: REVIEW OF THE LITERATURE

This chapter is likely to be a light revision of Chapter II of the proposal. It should include the literature review of the proposal, along with a review of any additional literature that you came across or that was published while you were conducting your ADP research. As in the proposal, Chapter II should be a formal summary and analysis of the literature.

> Chapters I, II, and III should be revised based on what was in the ADP Proposal. Make sure the language focuses on what was done, not what you plan to do, and is in the **past tense**.

CHAPTER III: PROJECT APPROACH

In this chapter, you will discuss the overall project approach and the specific procedures you followed while conducting the project. Again, this is a modification of Chapter III of the proposal, and you can use it as a base. Be sure to revise it according to what was actually done during the study, not what you propose to do, updating.

CHAPTER IV: FINDINGS, EVALUATION OF FINDINGS, AND RECOMMENDATIONS

Chapter IV contains the findings of the study, presents those findings in context of the literature and practitioner application, and includes recommendations both for the use of the study findings and for future studies on the topic. The content of this chapter focuses on analysis of data gathered through the procedures detailed in Chapter III and must align with the steps or processes detailed in Chapter III as well as with the over-arching research question(s) or project intent. Additionally, the chapter should contain an interpretation of the importance of study findings for research and/or practice and include a discussion of the results within the context of other research on the topic. The chapter should address the extent to which study results

converge with or diverge from previous research and include a discussion of how findings may add to the knowledge of the topic or to the work of practitioners in the field. The chapter should contain a discussion of any limitations of the research (e.g., generalizability issues or measurement limitations) and the implications of study results and applications to practice. The chapter should conclude with suggestions for future research. The content of Chapter IV will vary depending on the nature of the study conducted. Write Chapter IV in past tense.

Please see **Appendix C** for more details.

Unlike the first three chapters, Chapter IV will be completely new. Chapter IV should include the following (Note: These are not subheadings but are descriptions of the content of the chapter):

- An introduction that describes the purpose and organization of the chapter and reviews the need for the study, the purpose of the research, and the over-arching research question(s) or project intent that guided the study;
- A discussion of any pilot studies, results, and resulting modifications to the main study;
- A detailed overview of the sample (i.e., demographics), formatted appropriately to protect confidentiality;
- A discussion of all available data, the statistical methods used, significance levels (if relevant), and whether or not the hypotheses were supported by the data, if the study was quantitative or mixed; or a discussion of resulting themes with quotations as evidence, if the study was qualitative;
- Explanation of the analyses, addressing the over-arching research question or project intent;
- Evaluation of the findings based on how they converge with or diverge from previous research;
- Recommendations, based on the study findings and limitations, for the field and for future research. Include practical application of the findings to practitioners and scholars; and
- A strong concluding statement and a discussion of what the research has contributed to the body of knowledge.

BACK MATTER

The end of your ADP should include the following sections:

REFERENCES

List *all* references cited in the ADP alphabetically, using the 7th edition of the *Publication Manual of the American Psychological Association* for guidance on using APA Style for listing references. ***Do not*** list any references that were not actually cited in the ADP.

APPENDIX (OR APPENDICES)

Include all additional information or materials that support but are not a part of the text in Chapters I-IV. Examples include:

- Copies of instructions for participants;
- Copies of consent forms;
- Permissions obtained from organizations or agencies to use resources, materials, or facilities;

- Descriptions of any special conditions of the research; and
- Additional tables or graphs that supplement but do not provide data gained from the study.

Appendices should be formatted to maintain confidentiality for the researcher, participants, and organizations by redacting phone numbers, email addresses, and names where specific use permission was not granted.

BIOGRAPHICAL STATEMENT (OPTIONAL)

You may wish to include a brief statement about yourself: your educational background, reasons for choosing the particular field you are in, and special interest in the topic of study.

3.8 ADP FINAL REVIEW

Once you have written your ADP Report, it will need to be reviewed by your ADP Committee including your Methodological Reader (MR). Follow the requirements in your ADP Course V.

Your ADP Report will need to go through a number of drafts before your Chair and Committee will approve it.

> **TRANSITION POINT 5**

- When you finish writing your ADP and have reviewed and revised it on your own with the help of your ADP Chair and MR, submit it to your Committee Member for review. Expect several rounds of revisions.

- When your Committee agrees that the ADP Report is ready, submit your ADP Report, with a Turnitin report for the report, to the Dissertation Scholarship Editorial Manager (DSEM) (Final Review) for documentation of approval.

Note: If your ADP Report is not approved, it will be returned. You are expected to address reviewer comments, complete a Change Matrix (see **Appendix I**) indicating all the changes you made, and ask your ADP Chair and Committee to review and approve the new submission through DSEM.

The following is a template that should be used to create the Change Matrix that will be submitted back whenever changes must be made to the ADP Proposal, IRB Submission, or final ADP Report. (See also **Appendix I** for an example)

CHANGE MATRIX TEMPLATE:

COMMENT IDENTIFIER	REVIEWER COMMENT	PAGE/PARA. (ORIGINAL DRAFT)	CHANGES MADE AND/OR COMMENTS	PAGE/PARA. (NEW DRAFT)
Consecutively number the reviewer comments you are responding to.	*Copy the reviewer comment.*	*List the page and paragraph numbers where the comment was made.*	*Describe the changes that were made, and/or comments responding to questions or concerns.*	*List the page and paragraph numbers where the change(s) was made.*

Once your ADP Report is approved, you will then go on to present and defend the ADP.

3.9 FINAL ORAL DEFENSE

Once your ADP Report is approved by the ADP Chair, ADP Committee Member, and your Methodological Reader (MR), you are ready to defend it formally in an oral presentation to the Committee. This is the last requirement for your ADP Course V.

TRANSITION POINT 6

The Final Oral Defense is intended to make sure that you have conducted an academically acceptable ADP and can communicate your knowledge of the ADP's findings and recommendations to others.

Goals of the Final Oral Defense

- Gauge your knowledge of the area studied;
- Serve as a definitive demonstration of your knowledge, skills, research abilities, and sense of practical applicability and contribution to the field of study;
- Answer/address all questions proposed in the study;
- Test your ability to make an oral presentation and respond sufficiently to questions in a public forum;
- Provide a medium through which the University community can be made aware of the project undertaken; and
- Serve as a forum for members of the ADP Committee, as well as the academic community at large, to provide input into the project conclusions.

Most Oral Defenses will occur virtually, with your Chair and Committee (Methodological Reader may optionally attend) on a telephone conference line or other synchronous communication medium (Skype, Zoom, etc.). You will create your Final Oral Defense presentation slides using Microsoft PowerPoint, Prezi, or other such presentation software, and refer to your slides as you would if you were presenting at a conference.

3.9.1 BEFORE THE FINAL ORAL DEFENSE

- You can work on creating your Oral Defense PowerPoint slides while waiting for your Final Review feedback. Though it is unlikely that you will get a "No Pass" at the time of the Oral Defense, oral communication is a highly-regarded skill that all doctoral students should possess. You should create a PowerPoint presentation where the slides are informative but not too wordy. In order to present in your own words and voice, you should not expect to read directly from the slides or read from a prepared script. Be prepared to complete the presentation before questions and discussion commence.
- Coordinate with each Committee Member (including the Chair) to find a date and time for the Oral Defense. Oral defense conference calls are typically scheduled for 90 minutes but may be scheduled for a timeframe determined by the Chair.

> ⚠ Both the Chair and the Committee Member must be present at the Final Oral Defense. The Methodological Reader may attend if available but is not required to attend.

- You should communicate with your Chair as to the date/time agreed upon and whether a telephone conference line or Zoom classroom is needed. If a telephone line or Zoom classroom is needed, a **Request for Oral Defense** form may be submitted by the Chair to obtain a Global Campus conference line or Zoom classroom for the purpose of holding the Preliminary Oral.
- You should remind your Committee a few days ahead of the scheduled date and send your digital slide deck presentation to the Committee in advance of the scheduled Preliminary Oral.

- With your Chair's permission, you may invite others to observe your presentation.

3.9.2 DURING THE FINAL ORAL DEFENSE

The following activities usually occur during the Final Oral Defense:

1. ADP Committee Chair serves as the moderator.
2. Deliver a 30- to 45-minute presentation summarizing the study and respond to questions from the audience, if present.
3. After presentation, you meet with the ADP Committee for a question-and-answer session wherein Committee Members may question any aspect related to the results, your interpretation of the results, or implications of the study.
4. You may be excused so that Committee Members can evaluate your defense, but this is up to your Chair to decide.
5. After they have convened, which is typically within the hour following the defense, you will be informed of the Committee's decision. The Committee may direct you to revise, expand, or delete portions of the ADP Report and will give you details of the requested information or changes. A result of "No Pass, Major Revisions Needed" will require that you repeat the final oral defense.

    Note: University of Arizona Global Campus retains the right to consider the Final Oral Defense a "Fail" if you do not make the changes required by the Committee or are found to have committed any scientific, ethical, or professional misconduct in the study.

3.9.3 AFTER THE FINAL ORAL DEFENSE

- You will be informed of the Committee's decision after the evaluation has been completed.
    - o There are three possible outcomes: "Pass, No Revisions," "Pass, Minor Revisions," and "Major Revisions Needed."
    - o If you "Pass, Minor Revisions," or receive "Major Revisions Needed," your ADP Chair will advise you of the revisions needed to proceed.
- Within 24 hours after the Oral Defense, you should submit your presentation to the Dissertation Scholarship Editorial Manager (DSEM) under the heading "Final Oral Defense."
- Your Chair will receive an email asking to approve in DSEM, marking the result of the Oral Defense and itemizing changes that are needed or recommended.
- If your presentation was evaluated as "No Pass, Major Revisions Needed," you will need to make the appropriate revisions and consult with the Committee Members. Once a consensus among the Committee is reached that you should Pass the Oral Defense transition point, submit to the DSEM again.
- Once you have passed your Final Oral Defense, you may proceed to the final transition point.

3.10 FINAL MANUSCRIPT / DEAN'S REVIEW

After you pass the Final Oral Defense, you are ready to prepare your ADP Report for final submission.

The final transition point is the Final Manuscript Review, which ensures that the manuscript meets university requirements. This review occurs after the Final Oral Defense and should be a fully formatted manuscript that has been edited by you or an APA Editor. (See Section 4.0 and Appendix E for resources you may consult to properly format your manuscript.)

> **TRANSITION POINT 7**

A list of editors familiar with Global Campus formatting style guide may be obtained from your Doctoral Program Advisor (DPA). These editors may be contracted and paid to do formatting editing.

The APA Editor signs the **Certification of APA Style Compliance**, which should be submitted by the student through the Dissertation Scholarship Editorial Manager (DSEM) along with the final manuscript. The Dean's editor reviews the manuscript for adherence to Global Campus and APA style guidelines.

Note that the manuscript should include a university approved title page signed by the Chair.

Once the formatting of the manuscript is approved, the Dean, or designate, may also review the final product one last time.

You do not have to be enrolled in a term when the manuscript is initially submitted for Final Manuscript Review, and after that. Resubmissions, if necessary, for Final Manuscript Review may be done while you are out of class.

Once the Final Manuscript is Approved, the DPA will contact the student to complete the necessary paperwork, and possible payment, for submission to UMI Dissertation Publishing (ProQuest) and requests for printing/binding of the manuscript.

3.11 FINAL STEPS TO GRADUATION

As you near completion of your ADP you should stay in close contact with your Doctoral Program Advisor (DPA). The timing of last steps toward graduation can be coordinated by the DPA.

3.11.1 BINDING AND PUBLISHING THE ADP REPORT

Once the ADP has been completed and approved at Final Manuscript Review, you will receive instructions for publishing to UMI Publishing (ProQuest). Your graduation fee pays for the printed copy that the university keeps; however, you have the option of paying for and receiving printed copies.

The instructions you receive will explain how to obtain copies for yourself and how to file for a copyright for an additional fee.

3.11.2 PETITION TO GRADUATE

The **Petition to Graduate Form - Doctoral Programs** is a form obtained from the Registrar or through your Doctoral Program Advisor (DPA). The signed Petition to Graduate triggers an audit by the Registrar's Office to make sure all transition points have been completed, all forms have been received, and required credits recorded. The petition also triggers preparations for participation in the commencement ceremony.

The Petition to Graduate must be signed by the Chair, but **no earlier** than when you submit your full ADP Report to Final Review (before Final Oral Defense) in your ADP Course V. At that time, you are far enough along to reasonably expect completion in the next few months. The Registrar's deadline for submission of the Petition to Graduate is a few months before the commencement ceremony. Students may not participate in the commencement ceremony before successfully completing Final Oral Defense, so submitting a signed petition is not a guarantee that you will be allowed to actively participate in commencement.

3.11.3 GRADUATION AND COMMENCEMENT CEREMONY

You should stay in touch with your Doctoral Program Advisor (DPA) to make sure everything is complete for graduation and for attending the commencement ceremony. Graduation will be conferred according to requirements by the Registrar's Office. Students may attend the commencement ceremony before or after graduation is conferred but may not participate in commencement before successfully completing Final Oral Defense.

4.0 UNIVERSITY OF ARIZONA GLOBAL CAMPUS RESOURCES

LIBRARY

The Library will be a necessary resource as you conduct a literature search for previously published articles on your topic and chosen methodology. University Librarians may be useful if you are having difficulty finding a particular article or locating research on a particular topic. In addition, you may access former students' (University of Arizona Global Campus, Ashford University, University of the Rockies, or other universities) dissertations and reports via the ProQuest "Interdisciplinary dissertation and Theses" database. Access the Library via the Student Portal.

RESEARCH RESOURCE CENTER

The Research Resource Center (RRC) is an online resource with information to assist doctoral students with applied research, links to additional outside resources, an open forum for discussions and sharing information related to research, and a place to ask questions about the research processes. The RRC also provides information on research methodologies, including qualitative, quantitative, and mixed methods, and includes a link to SAGE Research Methods Online. The forms required for the Dissertation Process can also be found via the RRC, which is available in the student portal Learning Resources section via the Research Center link and through the Course Materials page of select doctoral research courses (RES 8920, RES 8922, RES 8981-8987).

SAGE RESEARCH METHODS

SAGE Research Methods is a collection of resources that help in the understanding and utilization of various research designs and methodologies, including ethics, implementation, data collection, and data analysis. SAGE resources are available to faculty and students, and include the following:

- Books (e.g., textbooks, "Little Green Book", and "Little Blue Book" series)
- Dictionaries, encyclopedias, and handbooks
- Journal articles
- Videos
- Methodspace (discussion forum)

To access SAGE Research Methods, go to the Library. Click on the **Find Articles & More** link on the main menu. Click on **Databases A-Z**. Jump to the **S** listings by clicking on the letter. Then click on **SAGE Research Methods**.

WRITING CENTER

The **Writing Center** may be a useful resource to improve your writing skills as you complete your coursework, but also for writing your ADP. The Paper Review function of the Writing Center will review one chapter at a time, giving detailed feedback on the writing, general organization, and grammar for that chapter (not content or formatting). Access the Writing Center via the Student Portal or through your Canvas classrooms.

Important resources specifically for doctoral research projects can be access in the in the **Writing Center**, Graduate Writing Section.

APPENDIX A: ADP FORMS AND DISSERTATION SCHOLARSHIP EDITORIAL MANAGER (DSEM) SUBMISSIONS

SUBMISSION (WHEN TO SUBMIT)	DELIVERABLE	MUST BE APPROVED BY	METHOD OF SUBMISSION/APPROVAL
Chair Request	Form: **Chair Request**	• Chair • Lead Research Faculty	Submission of **Chair Request** form through DSEM
Committee Request	Form: **Committee Request**	• Committee Member	Submission of **Committee Request** form through DSEM
Project Justification Template	PJT	• Chair • Methodological Reader	Submission/Approval through DSEM (PJT)
Proposal Review	Chapters I-III	• Chair • Committee Member • Methodological Reader	Submission/Approval through DSEM (Proposal Research Review)
Preliminary Oral Defense	Form: **Oral Defense Evaluation**	• Chair • Committee Member • Methodological Reader (optional)	**Oral Defense Evaluation** Form signed by Chair, sent through DSEM
IRB Review	Forms: **Request for IRB Review**; **IRB Research Summary**	• Chair • Institutional Review Board (IRB)	**Request for IRB Review** signed by Chair and sent to doctoralIRB@uagc.edu Approved by IRB (see ***IRB Handbook*** for submission details)
Final Review	Chapters I - IV	• Chair • Committee Member • Methodological Reader	Submission/Approval through DSEM (Final Research Review)
Final Oral Defense	PowerPoint Presentation	• Chair • Committee Member • Methodological Reader (optional)	Evaluation approved by Chair through DSEM (Final Oral Defense)
Final Manuscript Review/Dean's Review	Signed final manuscript; **Certification of APA Style Compliance**	• APA Editor (signed form) • Dean's Editor • Dean	Submission of final manuscript and **Certification of APA Style Compliance** to DSEM (Final Manuscript Submission); approved by Dean's Editor through DSEM

Petition to Graduate	**Petition to Graduate Form - Doctoral Programs**	• Student • Chair • (required for approval to graduate and for attending commencement ceremony)	**Petition to Graduate Form - Doctoral Programs** signed by Chair and emailed to RecordsUoR@uagc.edu
When you are ready to schedule your Preliminary or Final Oral Defense (optional)	**Request for Oral Defense**	• Doctoral Program Advisor	If a university-provided Zoom classroom is needed, email form to doctoralresearch@uagc.edu
As needed to change a Chair or Committee Member (optional)	**Request to Change Chairperson or Committee Member**	• Student • Old Chair • New Chair	Email signed form to doctoralresearch@uagc.edu

APPENDIX B: ADP COURSE MILESTONE CHART

RES8981

- Approved PJT
- Approved Chapter I

RES8982

- Approved Chapter II

RES8983

- Approved Chapters I-III
- Oral defense
- IRB Submitted

RES8984

- Approved IRB
- Data Collection/project execution/analysis

RES8985

- ADP report completed (Chapter IV)
- Full ADP report approved by committee
- Oral defense completed

Milestones must be met to move to the next course or student can reenroll in the course up to two additional times. Intervention required if milestone is not met by the end of the third enrollment.

APPENDIX C: ADP PROPOSAL AND FINAL REPORT CHECKLIST

Use this checklist to ensure that all aspects of the ADP Proposal and, later, the ADP Final Report are appropriately addressed.

ADP TEMPLATE

The following elements should be included in the Proposal and the Final ADP Report, in this order:

___ Title Page
___ Copyright Notice
___ Abstract
___ Acknowledgements (optional)
___ Dedication (optional)
___ Table of Contents
___ List of Tables and Figures
___ List of Appendices
___ Chapter I: Project Justification
___ Chapter II: Review of the Literature
___ Chapter III: Project Approach
___ Chapter IV: Findings, Evaluation of Findings, and Recommendations (ADP Final Report Only)
___ References
___ Appendices
___ Bibliographical Statement (optional)

Begin each new element or chapter on a new page, headed with the title of the element. For example: **Chapter II: Review of the Literature**.

GENERAL WRITING GUIDELINES

- APA Formatting:
    ___ The Proposal and Final Report drafts are in full compliance with APA formatting, using the sixth edition of the *Publication Manual of the American Psychological Association*.
    ___ A person acting as the APA style editor has reviewed and verified review of the Final Project Report.
- Form and Appearance:
    ___ Proposal and Final Project Report follow a standard form and have a professional, scholarly appearance.
    ___ Correct grammar, punctuation, and spelling are evident, according to Chapters 3 and 4 of the *Publication Manual of the American Psychological Association.*
    ___ Citations are included for direct quotations, paraphrasing, facts and references to research studies.
    ___ Secondary sources are used sparingly, or, preferably, not at all.
    ___ Sources for all in-text citations are included in the Reference List.
- Tense:
    ___ The Proposal is written in future tense.

___ The Final Project Report is written in past tense.
- Scholarly Language:
    ___ Proposal and Final Project Report are written clearly in scholarly language.
    ___ Writing is clear and precise, and avoids jargon and redundancy.
    ___ Statements are specific, and topic sentences are established for all paragraphs.
    ___ Flow of language is smooth and clear.
    ___ Ideas transition smoothly.
- Organization:
    ___ Proposal and Final Project Report are organized logically and comprehensively.
    ___ Chapters add up to an integrated whole.
    ___ Subheadings identify the logic and movement of the document.
    ___ Transitions between chapters are smooth and coherent.
- Tables and Figures:
    ___ All Tables and Figures are formatted using the sixth edition of the *Publication Manual of the American Psychological Association* (see chapter 5).
    ___ Content is informative, relevant, and concise.
    ___ Tables and figures are placed in context with narrative text.
    ___ All tables and figures can be displayed on a single page, otherwise they are included in an Appendix.
    ___ Titles are unique, brief, clear, and explanatory.
    ___ Figure numbers and titles are placed below the figures.
    ___ Table numbers and titles are placed above the tables.
    ___ Copyright permission for any non-original content is indicated.

TITLE PAGE

The title page contains the following information in the specified order:

___ Title of the ADP: centered, all caps, and single-spaced
___ Name of the student (no honorifics)
___ Date (final submission date)
___ Name of the ADP Chair, including terminal degree
___ Name of Committee members, including terminal degrees
___ Required Text as indicated in sample title page

ABSTRACT

___ Consists of one double-spaced page or less
___ Includes a concise description of the study, a brief statement of the purpose or importance of the study, and a summary of study approach
___ Includes a summary of findings and implications

CHAPTER I: PROJECT JUSTIFICATION

Chapter I introduces the reader to the nature of the ADP by introducing the topic and then moves the focus of attention from a broad overview to a more specific discussion of the intent of the study. This chapter should be written in present and future tense for the Proposal and in past tense for the Final Project Report.

Required sections include the following:

[NO INITIAL HEADING]

___ Introductory paragraphs to identify and describe the general topic area.

GENERAL STATEMENT [OR BACKGROUND OF THE STUDY]

___ Describes the over-arching topic and the issue, situation, problem, or opportunity the study addresses.

___ Explains both *what* will be studied and *how* conducting a research study on this topic will add to the literature or provide practical value for professional in the student's field of study.

___ Supports the rationale for the relevance of the topic, with sound documentation from the literature.

JUSTIFICATION STATEMENT

___ Provide sufficient background of the topic area and its relationship to the discipline or field of study that supports the need for, or opportunity to, conduct the proposed project.

___ Conveys the relevance of the over-arching topic, the research focus, and the issue, situation, problem or opportunity the study addresses.

___ Summarizes how the intended outcomes could be used to advance knowledge, understanding, or practice in the content area.

PURPOSE OF THE STUDY

___ Provides a specific and accurate synopsis of the overall purpose of the study.

___ Aligns the purpose with the project justification.

___ Includes a single-sentence Purpose Statement that succinctly describes the focus, study approach, population and geographic location of the study.

___ Briefly defines and delimits the specific area of the research.

___ Clearly identifies the project approach and intended outcomes.

___ Clearly identifies and defines the central concepts or ideas of the study

___ Identifies the unit of analysis in the study.

___ Briefly justifies the general method of inquiry used in the study: qualitative, quantitative, mixed method or other.

___ Presents the over-arching study question(s) or statement of project intent.

    ___ Demonstrates alignment with the justification statement, the purpose statement, and the project approach.

___ Identifies specific quantitative research questions and hypotheses (as applicable), if hypotheses will be tested.

IMPORTANCE OF THE STUDY

___ Describes how the study represents a contribution to theory and/or practice in the student's field of study.

___ Clearly identifies how the study outcomes can be used by practitioners and scholars.

___ Provides sound support from the literature to justify the rationale for the study.

___ Answers the following in a logical, explicit manner:

    ___ What is the importance of this study?

    ___ What will the study contribute to theory and practice in the student's field of specialization?

    ___ What are the potential implications of the study?

CONCEPTUAL FRAMEWORK

___ Places the study within a specific theoretical area in the field under investigation.

___ Situates the study among other research studies within the theoretical area.

___ Summarizes relevant research literature and justifies the study based on its contribution to the existing body of research or to practitioner knowledge in the field of study.

___ Articulates the connection to a certain body of literature vis a vis the theoretical (quantitative) or conceptual (qualitative) framework for grounding the study in the literature.

OVERVIEW OF THE PROJECT APPROACH

___ Describes the approach for the proposed project, including how the project will be conceptualized, organized, and implemented.

___ Discusses how the proposed project will reflect accumulated learning from the student's academic program.

___ Discusses any proposed data collection methodologies and instrumentation, as well as the study population, as appropriate.

___ Describes how project outcomes will be achieved.

DEFINITION OF TERMS

___ Defines important terms used in the study, especially those that may otherwise have multiple meanings.

___ Uses citations to support the origin of definitions.

___ Defines important technical terms that may be unknown to a reader.

___ Operationalizes key variables or constructs.

ASSUMPTIONS, LIMITATIONS, AND DELIMITATIONS

___ Describes the scope and bounds of the study (delimitations are boundaries the researcher has set)

___ Addresses major limiting factors in the study that could possibly affect the results.

___ Articulates assumptions about facts that are not actually verified.

___ Addresses potential weaknesses of the study.

___ Discusses generalizability of the study findings.

SUMMARY

___ Summarizes key points of the study articulated in Chapter I.

___ Provides an overview of the content of the next chapter, bridging to Chapter II.

CHAPTER II: REVIEW OF THE LITERATURE

Chapter II constitutes a comprehensive understanding of the historical and current thinking and research into the pertinent topic. To support the legitimacy of the current study, a thorough understanding of what the study will add to the most current literature on the topic is necessary, as is a synthesis of the relevance of the current study to practitioners in the field. Literature will be critically analyzed, synthesized, and integrated to produce an overview that allows the reader to understand where the study fits into the current thinking concerning the topic. Existing and historically seminal literature will provide a contextual framework within which the research is situated. Part of the literature review should provide an academic foundation for the project approach. This chapter should be written in past tense.

[NO INITIAL HEADING]

___ Begins with the purpose of the chapter, how it fits in the Proposal and Final Project report, and the organization of the chapter.

___ Frames the review by restating the topic and the over-arching research question(s) or project intent.

SEARCH STRATEGY

___ Describes the strategy used to collect relevant literature.

   ___ Indicates which search engines were used.

   ___ Provides an overview of the professional, institutional, and governmental database sources used in the literature review.

___ Lists the search terms that were used.

___ Indicates the strategy for identifying historically seminal studies and theorists' writings.

___ Justifies the time interval for current sources (last two to three years? Last five years?).

___ If applicable, explains the lack of currency of the most recent publications.

___ Reviews strategy for focusing on empirical research that most closely resembles the current study.

[REVIEW OF RELATED RESEARCH AND LITERATURE]

The rest of the literature review should include **logical headings of the student's choice** that aid the reader in understanding the content and organization of the chapter. The specific headings will differ for each Proposal or Project Report.

___ Review is an integrated, critical analysis, and synthesis of the relevant research and other scholarly literature published on the topic.

   ___ Includes the most recent scholarship and important historical theories and research to situate the topic.

   ___ Synthesizes prior research to illustrate what is currently known about the topic.

   ___ Compares and contrasts different theories and research results.

   ___ Evaluates previous research and related theories.

   ___ Integrates various studies and theories to describe the historical and current state of knowledge on the topic.

   ___ Addresses how the proposed research fits in the context of research to date.

   ___ Provides evidence from current literature that reinforces the relevance of the topic and the research focus.

___ Draws primarily from published journal articles in peer-reviewed journals or sound academic books containing primary material; provides justification for using other sources.

___ Provides relevant context for describing, evaluating, and elaborating upon the topic area, and the theories/models that undergird the project focus.

___ Reflects a comprehensive understanding of the literature in which the study is grounded, covering the most important theories, research findings, and/or practitioner-based evidence upon which the study is based.

___ Reveals a range of issues, contradictions, controversies, and points of agreement across sources.

___ Is well-organized around major ideas or themes, or is organized historically.

___ Relates the research and reviewed literature to the:

   ___ Purpose Statement

   ___ Population

   ___ Context/Setting

   ___ Over-arching research question or project approach

___ Includes a discussion of differing and common methodologies or research approaches previously used to study the research topic, including their strengths and limitations.

___ Reviews literature related to the proposed project approach, including major and foundational sources in the research design and application.

___ Includes literature that relates the purpose of the study to practical applications of potential study findings for practitioners in the field of study.

___ Includes literature that links the intended outcomes of the project with the advancement of knowledge, understanding, or practice in the discipline or field of study.

___ Reflects the credibility of the writer in his or her field.

SUMMARY

___ Summaries key point of the relationship between the study's over-arching research question or project intent and the literature.

___ Summarizes the study's potential contribution to the field of study.

___ Bridges to Chapter III by summarizing literature-based arguments for choosing the intended project approach.

CHAPTER III: PROJECT APPROACH

Chapter III describes the procedures that will be followed in conducting the study (for the proposal) and the procedures that were actually followed (for the final report), as well as the overall research approach. The format and content of the chapter will vary depending on the nature of the study and the type of research methods that will be used. This chapter should be written in the future tense for the proposal and in past tense for the Final Report. Outlined below are sections that would be appropriate for a study in which primary data are collected from participants. Chapter III for a study in which secondary data (from third-party sources) are analyzed or that comprises a meta-analysis or a systematic review of the literature will require different content. Check with your Chair and your Methodological Reader (MR) about recommended sections for these types of studies.

[NO INITIAL HEADING]

___ Begins with the purpose and the organization of the chapter.

___ Describes the method of inquiry used (e.g. quantitative, qualitative, mixed method, meta-analysis, program evaluation, etc.)

___ Describes the specific project approach chosen and how it derives logically from the Justification Statement, the Purpose Statement, and the over-arching research question(s) or project intent.

STUDY APPROACH

___ Describes the overall approach to the project, including the methodology to be used.

    ___ Includes a description of each phase of the study, If applicable, and the ordering of the phases consistent with specific research approaches.

___ Justifies and supports the choice of the study approach using major and foundational sources.

    ___ Explains why other possible choices would be less effective.

___ Discusses how the project will be conceptualized, organized, and implemented.

___ Includes a well-defined execution plan.

___ Describes the role of the researcher in the data collection procedure.

    ___ Addresses the potential impact and minimization of research bias through methodological approaches.

OVER-ARCHING RESEARCH QUESTION(S) OR PROJECT INTENT

___ Describes the over-arching research question(s) or project intent.

    ___ Includes hypotheses for any quantitative research questions.

    ___ Aligns research question(s) or project intent with variables of interest.

    ___ Aligns research question(s) or project intent with the Justification and Purpose Statements.

___ Ensures the over-arching research question(s) or project intent is/are:

    ___ Clear and succinct

    ___ Answerable/testable/achievable

    ___ Open-ended (*not* yes/no questions)

POPULATION AND SAMPLE

If the proposed study has more than one phase, population and sample information must be provided for each phase of the study.

___ Clearly describes the population(s), how the population(s) will be accessed, and sample selection, as applicable.

___ Identifies and describes the source of the specific population(s) and the population characteristics for each phase of the study, as applicable.

___ Identifies that permission has been obtained to access the population(s), if applicable.

___ Describes the sampling method for each phase of the study, as applicable.

___ Identifies strategies for recruiting participants.

___ Identifies and justifies the sample size for each phase of the study, as applicable.

___ Identifies the criteria for selecting participants for each phase of the study, as applicable.

___ Describes the sample characteristics for each phase of the study, as applicable.

___ Discusses how sample selection impacts the generalizability of the study.

ETHICAL CONCERNS

___ Identifies procedures for protection and ethical treatment of participants.

___ Describes the informed consent process in detail, including how participants will provide consent, where applicable.

___ Includes Informed Consent letter in an Appendix.

___ Includes detailed information about how confidentiality will be addressed.

    ___ Describes procedures to protect confidentiality (and anonymity, as applicable) in data collection, analysis, reporting, and storage of data.

___ Describes in detail any treatment or intervention to which participants will be exposed.

    ___ If concealment or deception will be used, identifies that as part of the treatment or intervention.

    ___ Identifies the process of debriefing participants following use of concealment or deception.

    ___ Identifies if a control group will be used whether the control group will receive a standard intervention, and the nature of that intervention.

INSTRUMENTATION

List and describe the survey, research or testing instruments, interview or observational protocols, and data collection forms used in gathering data for the study. Describe the reason for the use of these instruments. Defend the choice of instruments, and address reliability and validity of the instruments, as applicable, and the utility of the instruments.

[QUANTITATIVE STUDY OR PHASE]

    ___ Describes in detail all instrument or data collection tools, including:

___ Name of the instrument, if using an existing instrument.

___ Specific type of instrument.

___ Instruments measures in terms of constructs, concepts, or variables.

___ Scoring of scales, subscales, typologies and their interpretation.

___ Identifies the level of measurement (NOIR) for each variable.

___ Whether a new instrument is developed or an existing instrument is modified/adapted and its use.

___ Published reliability and validity statistic for existing instruments OR a detailed plan for statistically assessing the reliability and validity of new or modified instruments, or existing instruments without established reliability or validity.

___ Includes a copy of any instruments in an Appendix.

___ Includes a detailed description of data that comprises each variable in the study.

___ Includes an operational definition of variables.

DATA COLLECTION

[QUALITATIVE]

___ Describes and justifies the data collection method(s) such as interview, focus group, or observation.

___ Addresses what types of data will be collected and the unit(s) of analysis.

___ Includes detailed protocol(s) in an Appendix for data collection (e.g. interview protocol/script, focus group protocol/script).

___ Justifies contents of data collection protocols by connection to the research question(s) or study intent posed in relationship to the qualitative paradigm chosen for the study.

___ Describes any pilot study results, if applicable.

___ Clearly describes the process by which the data will be generated, gathered, and recorded.

___ Clearly describes the system used for keeping track of data and emerging understandings (research logs, reflective journals, and cataloging systems).

___ Provides sufficient information that another researcher could reproduce the study.

[QUANTITATIVE]

___ Describes any pilot study results, if applicable.

___ States the sequence of steps followed in conducting the research from development of the research instrument(s) to data analysis.

___ Provides sufficient information that another researcher could follow the steps to reproduce the study.

[MIXED METHOD]

___ Combines information for both the qualitative and quantitative phases, following the guidelines above.

DATA ANALYSIS

[QUALITATIVE]

____ Articulates how and when the date will be or were analyzed.

    ____ Aligns the detailed data analysis plan with the project approach to generate answers to the research questions.

    ____ Describes procedures for dealing with discrepant cases.

    ____ If a software program was used to aid analysis, identifies the software and clearly describes how the software was used.

    ____ Gives details about the coding procedure and how themes/categories were developed.

[QUANTITATIVE]

____ Includes a detailed analysis plan that explains the descriptive and/or inferential analyses proposed or used, such as:

    ____ Descriptive statistical procedures

    ____ Whether data are normally distributed or if the distribution is skewed

    ____ Parametric and/or nonparametric statistical procedures

    ____ Statistical power

[MIXED METHOD]

____ Combines analytical procedures for both the qualitative and quantitative phases, following the guidelines above.

____ Data analysis reflects the phases in alignment with the simultaneous or sequential mixed method design.

____ Explains how analysis of qualitative and quantitative data will generate or did generate answers to the research question(s) or will address or did address the project intent.

TRUSTWORTHINESS/VALIDITY/QUALITY

[QUALITATIVE: TRUSTWORTHINESS]

____ Addresses credibility, transferability, dependability, and confirmability.

____ Shows evidence of quality by discussing how procedures will be or were followed to ensure the accuracy of the data and to lessen the impact of researcher bias (e.g. member checks, triangulation, etc.).

[QUANTITATIVE: VALIDITY]

____ Addresses internal and external validity threats and how they will be or were addressed.

[MIXED METHOD: QUALITY]

____ Addresses credibility, transferability, dependability, and confirmability.

____ Shows evidence of quality by discussing how procedures will be or were followed to ensure the accuracy of the data and to lessen the impact of researcher bias (e.g. member checks, triangulation, etc.).

___ Addresses internal and external validity threats and how they will be or were addressed.

SUMMARY

___ Summarizes key points in the chapter.

___ Transitions to Chapter IV.

CHAPTER IV: FINDINGS, EVALUATION OF FINDINGS, AND RECOMMENDATIONS

Chapter IV contains the findings of the study, presents those findings in context of the literature and practitioner application, and includes recommendations both for the use of the study findings and for future studies on the topic. The content of this chapter focuses on analysis of data gathered through the procedures detailed in Chapter III, and must align with the steps or processes detailed in Chapter III as well as with the over-arching research question(s) or project intent. Additionally, the chapter should contain an interpretation of the importance of study findings for research and/or practice, and should include a discussion of the results within the context of other research on the topic. The chapter should address the extent to which study results converge with or diverge from previous research, and include a discussion of how findings may add to the knowledge of the topic or to the work of practitioners in the field. The chapter should contain a discussion of any limitations of the research (e.g., generalizability issues or measurement limitations) and the implications of study results and applications to practice. The chapter should conclude with suggestions for future research. The content of Chapter IV will vary depending on the nature of the study conducted, so the headings below are merely suggestive. Write Chapter IV in past tense.

[NO INITIAL HEADING]

____ Begins with the purpose of the chapter, how it fits in the ADP, and the organization of the chapter

____ Reviews the need for the study, the purpose of the research, and the over-arching research question(s) or project intent that guided the study.

FINDINGS

SAMPLE

____ Presents a brief description of the sample participants and sample demographics or other appropriate characteristics of the unit(s) of study.

DATA COLLECTION

____ Summarizes the actual logistics of the data collection.

____ Describes unusual circumstances encountered during data collection.

DATA ANALYSIS AND RESULTS

[QUALITATIVE]

____ Presents the results of analysis, rather than raw data, illustrated with selected representative quotes in a way that will make sense to the reader.

____ Clearly presents the findings.

____ Presents the findings, reflecting analysis consistent with the specific research design—goes beyond just identifying themes and patterns.

    ____ Presents the findings by major themes and sub-themes using section headings that are representative of the themes.

    ____ Presents findings in a manner that addresses the research questions.

    ____ Supports all findings with data.

____ Accounts for all salient data in the findings.

____ Includes discrepant cases and non-confirming data in the findings.

[QUANTITATIVE]

____ Organization of results aligns with and addresses research questions and hypotheses.

____ Demonstrates rigorous methodological approaches.

    ____ Reflects appropriate and correct use of data collection instruments.

    ____ Uses research conventions and standard language/terminology to describe measures.

    ____ Reports results of pilot tests, if used.

    ____ Describes and justifies modifications to existing instruments or procedures based on the results of pilot test.

    ____ Describes how any modifications affect instrument scoring and/or interpretation.

____ Presents results of data analyses.

    ____ Uses appropriate tools and approaches to display results.

    ____ Makes interpretation and explanation of results consistent with the analyses.

    ____ Reflects alignment with the specific research design, the research questions or hypotheses, and the conceptual framework of the study.

    ____ Makes the organization and presentation of results correspond to and address each research question and hypotheses, when used.

    ____ Reports results of hypothesis testing and indicates support for accepting or rejecting the null hypothesis when hypotheses are used.

    ____ Develops sound analyses, with appropriate use of statistics.

    ____ Reports results that reflect conventional research language and format.

____ Highlights findings that approach statistical significance.

____ Identifies any inconsistencies or contradictions reflected in the findings and suggests plausible explanations.

[MIXED METHOD]

____ Combines data analysis and reporting procedures for both the qualitative and quantitative phases, following the guidelines above.

____ Data analysis reflects the phases in alignment with the simultaneous or sequential mixed method design.

____ Presents the approaches and results for both phases (qualitative and quantitative).

____ For an explanatory design, presents quantitative results first, describes how these findings were explored in the qualitative phase, and then presents the qualitative findings.

____ For an exploratory design, presents qualitative results, explains how these findings informed the quantitative phase, and then presents the quantitative findings.

___ In a triangulation design, presents both sets of data and triangulates the findings from the two phases.

EVALUATION OF FINDINGS

___ Includes an overview and interpretation of the major findings of the study.

    ___ Includes conclusions that address the over-arching research question(s) or project approach.

    ___ Carefully examines all findings, including those that do not support or only partially support the hypotheses (quantitative only).

    ___ Contains references to all results reported in the chapter.

    ___ Is comprehensive in terms of addressing the range of findings.

    ___ Is bound by the evidence collected.

___ Findings are discussed based on how they converge with or diverge from previous research as found in the Importance of the Study and/or Literature Review.

RECOMMENDATIONS

LIMITATIONS OF THE STUDY

___ Discusses limitations that may affect the validity, generalizability, trustworthiness, or quality of the results.

___ Includes a reflection on the researcher's experience with the research process (qualitative only).

    ___ Discusses possible personal biases or preconceived ideas and values.

    ___ Discusses the influence of the researcher on the participants or the situation.

IMPLICATIONS FOR THEORY AND/OR PRACTICE

___ Situates the findings in a larger body of literature on the topic, including the conceptual framework of the study.

    ___ Examines the findings considering published research studies.

    ___ Discusses implications of the current study findings as pertinent to current theory.

    ___ Discusses implications of findings that support, extend, and refute prior knowledge.

___ Includes practical implications and applications of study findings for professional practice or applied settings.

___ Makes specific recommendations for the field and for future research, based on study findings.

___ Identifies topics that need closer examination and may generate a new round of research questions.

___ Recommends alternative research methods and design.

CONCLUSION

___ Closes with a reiteration of the findings and a strong conclusion statement.

___ Discusses what the research has contributed to the body of knowledge.

REFERENCES

___ Alphabetically lists **all** references cited in the ADP.

___ Uses the sixth edition of the *Publication Manual of the American Psychological Association* style guidelines for listing references.

___ Does **not** list references that were not cited in the ADP.

APPENDIX (OR APPENDICES)

___ Includes all additional information or materials that support, but are not a part of, the study in Chapters I to IV. Examples include:

    ___ Copies of solicitation letter(s) and instructions for participants.

    ___ Permissions obtained from organizations or agencies to use resources, materials, or facilities, included previously copyrighted materials such as tests and measures.

    ___ Copies of informed consent forms and instrumentation.

    ___ Descriptions of any special conditions of the research, etc.

    ___ Tables or graphs that supplement, but do not provide primary data gained from the study (subject to recommendations made elsewhere in this document).

_____ Student has permission from copyright holder to include previously copyrighted materials such as tests and measures.

BIOGRAPHICAL STATEMENT (OPTIONAL)

___ Includes a brief biographical statement about the author. The focus should be on the professional aspects of the individual's life but may include items such as place of birth, educational background, significant life events, reasons for choosing the field of study/specialization, and interest in the content of the study.

APPENDIX D: ORAL DEFENSE TIPS

FORMAT AND LENGTH

- The Defense takes about 60 minutes and is conducted virtually with your entire Committee.
- Your presentation should be 20-30 minutes and formatted as follows:
  - Proposal Defense:
    - Includes introduction, background literature, purpose statement, relevance of project, and implementation plan.
    - Spend most of the time (10-15 minutes) on the proposed plan or methods.
  - Report Defense:
    - Includes introduction, background literature, purpose statement, relevance of project, implementation process, results or findings, and implications and conclusions.
    - Spend most of the time (10-15 minutes) on your findings or results.
- During the last 30 minutes of the Defense, you will answer questions from the Committee.
- Your Chair will moderate the Defense.

PREPARATION

- Schedule the date of your Defense at least two weeks in advance.
- Obtain a phone-in number and URL/password for the presentation to send to your Committee, along with a copy of your PowerPoint presentation, at least two days prior to the Defense.
- Consider inviting others to your Defense, with your Chair's permission.
- Know your Proposal or Report thoroughly.
- Rehearse the presentation multiple times, possibly with an audience to get feedback.
- Make sure your presentation rehearsal fits within the time available (20-30 minutes).
- Consider which questions the Committee might ask and prepare responses for them.
- Use a PowerPoint presentation to keep the Defense organized and to stay on task.
- Be sure to:
  - Not read directly from your slides. Keep your presentation conversational, but still scholarly.
  - Avoid putting entire sentences or too much material on the slides. These should contain an outline of what you are covering.
  - Check for glaring errors on the slides (e.g., writing, spelling, and formatting).
  - Consider using graphs or other visual displays to communicate your project plan or findings.

ADDITIONAL CONSIDERATIONS

- You are providing a brief overview of the proposed project (Proposal) or findings (Report), so don't read lines from your paper or presentation slides.
- The Committee is on your side and wants you to succeed, so don't be afraid of them. However, do be sure to listen carefully to their questions and answer them directly. Don't hesitate to ask them to repeat a question if you don't understand what they are asking.

- Defending your project doesn't mean you can't be open to suggestions or recognize the weaknesses in your work. In fact, doing these things makes your Defense well-rounded and demonstrates your critical thinking skills.
- It is acceptable to say, "I don't know," when answering a question from the Committee, but consider expanding on this response to show how you might find out or speculate on the answer to the question. With this being said, know when to stop talking. Avoid rambling when you are not prepared to discuss a topic.
- Slow down if you have a tendency to go fast when you are nervous. Take a few breaths before you get started, and plan slight pauses to remind you to slow down as you are presenting. The more rehearsal you do, the easier this will be.
- Have fun and enjoy the process. You've made it this far for a reason, and you know your project better than anyone else.

SUMMARY

- Be fully prepared (rehearse multiple times).
- Log on and call in early in order to take care of any technological issues.
- Stay within the time limit.
- Keep it simple.
- Focus on the proposed methods (Proposal) or findings (Report).
- Speak clearly and DON'T read.
- Have fun!

APPENDIX E: ADP REPORT FORMATTING GUIDELINES

The Applied Doctoral Project (ADP) Final Report is a scholarly document, creating a permanent record of original research. Both the content and the style of the document reflect on the student, the ADP Committee, and University of Arizona Global Campus. To appear as a scholarly publication and to have some uniformity with other ADP Final Reports from the University, please follow the formatting specifications presented here.

While the *Publication Manual of the American Psychological Association* provides a style guide for submitting manuscripts, Global Campus has its own style guide for ADP publication, as described in this ADP Report Formatting Guidelines Appendix. Global Campus uses the most recent edition of the *Publication Manual of the American Psychological Association* (7th ed.) as the basic style guide for all papers, as well as ADPs, and it should be used as a guide for all style and formatting issues not addressed in the following.

Recommendation: Begin using the required specifications on drafts of your ADP Report as early as possible in order to become familiar with proper formatting and style.

GENERAL FORMATTING GUIDELINES

ELEMENT	SPECIFICATIONS
Font – main text	Times New Roman, 12-point
Font – footnotes	Times New Roman, 10-point
Margins (all pages, including those with tables and figures)	• Left: 1 ¼ inches (to allow for binding) • Top, right, bottom: 1 inch
Justification	• Left: justified • Right: ragged (not justified) • No hyphenation at the right margin

Spacing (lines)	• Double-space all pages, including abstract, except for the following, which should be single-spaced:
	  ○ Headings, subheadings, and table or figure captions *exceeding one line in length*
	  ○ Table of contents entries *exceeding one line in length* (double-space between entries)
	  ○ Footnotes (although individual footnotes are single-spaced, double-space between each separate footnote if more than one appears on a page)
	  ○ Long, block-indented quotes or narrative
	  ○ List entries (double space between numbers)
	  ○ Individual entries of more than one line in the Reference section (although individual reference entries are single-spaced, double-space between each separate reference)
	  ○ Table titles, table column and row headings, table text (double-space between rows), table notes
	  ○ Lengthy material in tables and appendices
	  ○ References List

Spacing (sentences)	*Single-space* after all punctuation except internal periods in abbreviations (e.g., i.e., U.S.). However, insert **two** spaces between sentences.
Spacing (headings, tables)	• Headings may have an extra space above to enhance readability. Be consistent throughout the manuscript in spacing around headings. • Add an extra space above and below a table or figure to separate it from paragraphs or other tables/figures on the page.
Paragraphs	• Each paragraph should be indented one-half inch • No extra spaces between paragraphs
Headings	• Headings should conform to the style described in the *Publication Manual for the American Psychological Association* (7th ed.), except as noted below.
Footnotes	• List consecutively at the bottom of the page where they first appear; or • Place footnotes in consecutive order on a separate page titled *End Notes*, following the Reference section.
Pagination	All pages (*except the title/cover page*) bear a page number. The preliminary pages are arranged and numbered as follows: PRELIMINARY PAGES / PAGE NUMBERS table below • If any of the preliminary pages exceed one page, advance the page numbers consecutively. • Preliminary page numbers are shown in Roman numerals at the *bottom center* of each page. • Chapter I begins on page 1. • Number pages sequentially from Chapter I through the end of the manuscript, in Arabic numerals centered in the footer at the *bottom center* of each page, in the Times New Roman 12-point.
Headers and Footers	• No text or page numbers in the header • Page number at the center of the footer
Tables and Figures	• Follow guidelines in Chapter 7 of the *Publication Manual of the American Psychological Association*, 7th edition.

PRELIMINARY PAGES	PAGE NUMBERS
Title/signature page (not numbered)	(understood as page i, but not numbered)
Copyright notice	ii
Abstract	iii
Acknowledgements (Dedication optional)	iv
Table of Contents	v
Lists of Figures & Tables (if applicable)	vi
List of Appendices (if applicable)	vii

ARRANGEMENT

In its final form, the ADP Report should be arranged in the following order: *preliminary pages* (title/signature page, abstract, copyright page, acknowledgements/dedication, table of contents, list of tables and figures, list of appendices), *text* (introduction, main body of text, summary or conclusion), and *references and supplemental sections* (footnotes and appendices).

TITLE (SIGNATURE) PAGE

Each copy of the ADP Report must include a title page (signature page) prepared in accordance with the example shown in **Appendix F**. The title page does not bear a page number (although it is understood to be page i). Include the student's full legal name as it appears in University of Arizona Global Campus records. Only the Committee Chair signs the final document, which includes an appropriate signature line. List the ADP Committee Member(s) below the Chair's signature line, along with their credentials.

COPYRIGHT PAGE

This page consists of the following information centered on the page:

Copyright by

FULL LEGAL NAME OF STUDENT

Year the degree will be conferred

ABSTRACT AND KEY WORDS

An Abstract (preliminary p. iii) must be included in each ADP Final Report. The abstract should contain the title of the ADP Report and the student's name in full, as follows:

Full Title of the ADP Report

by

Full Name of Student

Abstract

Text of the abstract . . . .

Key Words:

- The Abstract should be no longer than 350 words.
- Use the same paragraph formatting as used in the full manuscript.

- Include *key words* at the bottom of the Abstract. The key words are used by other researchers to search for and identify information in various subject areas. The best way to determine this is to think about your own ADP research and what key words you would want to search for to find your project report.

ACKNOWLEDGEMENTS/DEDICATION (OPTIONAL)

The Acknowledgements and Dedication pages should follow the Abstract (as preliminary pages iv, v). Center the heading at the top of the page.

TABLE OF CONTENTS

A Table of Contents (TOC) is required and must reflect the outline and organization of the ADP Final Report. If your final report includes tables, figures, and appendices, these must be noted on separate pages as List of Tables and Figures and List of Appendices (identified by number and title). Lists should include page numbers. The heading should be centered at the top of the page. List your chapter headings flush to the left margin and indent subheadings beneath them. Include Level 1 and Level 2 headings in the TOC. Corresponding page numbers should be inserted in a column on the right side of the page.

TEXT OF THE ADP REPORT

The text of the ADP Report follows the Table of Contents. The first page of the text is page 1, followed by page 2, and so on, through the end of the manuscript. Page numbers should be in 12-point Arabic numerals, at the **bottom center** of each page.

HEADINGS

Chapter headings should be in all capital letters (CHAPTER I: INTRODUCTION), with chapter numbers in capital Roman numerals (CHAPTER II, CHAPTER III). Subsequent headers in each chapter should follow APA style requirements for subsequent levels of headings/subheadings, with the first heading in a chapter being a Level 1 heading. See Section 2.27, "Levels of Headings," in the *Publication Manual of the American Psychological Association* (7th ed.):

- The first heading used should be a Level 1 heading: Centered, Boldface, Capitalizing the first letter of each non-trivial word.
- A second-level heading is formatted the same as a first-level heading, except it is positioned flush left.
- Third level headings are flush left, boldface, and italicized.
- Fourth level headings are indented, boldface, capitalizing the first letter of each non-trivial word. End the fourth level heading with a period and start the first sentence of the section on the same line.
- While each chapter should include introductory text, do not include a heading called "Introduction," which is understood.
- Do not include a level of heading unless there is more than one section with that level.

CREDITING SOURCES

In-text citations using an author-date citation system must be included for all ideas that are not the student's own or are not common knowledge:

- In-text citations should conform to APA style (generally, author and date for paraphrased information and author, date, and page number for direct quotations).

- If the names of the authors and/or the date are included in the text, only the remaining required information is included in parentheses.
- Indirect sources (sources referenced in a secondary source) are indicated in the in-text citation, and the secondary source is listed in the References list at the end of the paper (See Section 8.6 of the *Publication Manual of the American Psychological Association*, 7th ed.)
- Use quotations and secondary sources sparingly.
- All citations in the text have a corresponding reference in the References section at the end of the ADP Report (excepting personal interviews, personal email, or other online postings that are not retrievable).

REFERENCES AND SUPPLEMENTAL SECTIONS

REFERENCE SECTION

- Start the references list on a new page following the body of the manuscript.
- The word "References" should appear centered at the top of the page.
- Do not bold, italicize, or underline the label.
- References should be arranged alphabetically by the last name of the first author.
- Arrange multiple entries by the same author(s) by year of publication, with the earliest first.
- *Note that the reference section contains only those references directly cited in the text; it is not a bibliography.*
- Individual references should be single-spaced with double-space between each reference entry.
- Each reference entry should be formatted with a hanging indent, meaning that the first line of each entry is set flush left and subsequent lines are indented .5" from the left. Use the Microsoft Word paragraph formatting pane to set "Spacing" to "Hanging."

Consult the *Publication Manual of the American Psychological Association* (7th ed.) for specific examples of proper formatting of reference entries for each type of document or electronic material.

APPENDIX MATERIAL

If your paper has more than one appendix, label each one with a capital letter (Appendix A, Appendix B) in the order in which it is mentioned in the body of the report:

- Each appendix must have a title.
- Note that you must have permission from the copyright holder to include previously copyrighted materials, such as tests and measures.

TABLES AND FIGURES

- Place tables and figures as close as possible to the first mention within the text. If small enough, place *below the first mention, or begin on the page immediately following the first mention* by number. (Note: Tables and figures provide the means by example for developing the text argument, but they do not constitute the argument; thus, they <u>must</u> be interpreted in your written text.)
- Separate tables and figures from text by triple space at top and bottom of the table.
- Number tables and figures *sequentially throughout the manuscript (e.g., Table 1, Table 2; or Figure 1, Figure 2)*. Do not use chapter numbers or letters to identify tables (e.g., Table 4-1, Table 4-A), except in the Appendix (e.g., Appendix A might contain one or more tables titled Table A-1, Table A-2, Table A-3).

- Use ADP document margin requirements for tables and figures. If necessary, print tables or figures that exceed the margins using landscape format.
- Do not break a table or figure between two pages unless it is impossible to include the entire table or figure on one page. If a table or figure is too large to fit on one page, use an abbreviated heading on the following page (e.g., Table 1 - Cont'd.) or place the entire table or figure in an Appendix.
- Tables and figures may be reduced, but titles and captions should remain in 12-point.
- Limit lines in a table to those that are necessary for clarity (usually only that separating headings from columnar data), and do not use vertical lines. Use generous spacing between columns and rows, as well as strict alignment to clarify relationships within a table. Individual entries in rows and columns should be single-spaced, with double-spacing between each separate entry.
- Format tables using the Table function in Word, and then eliminate lines between columns and rows. This prevents the use of tabs and spacing to place information within the table that may change the format of the table depending on the version of Word being used to review the document.
- Note that authors must obtain permission to reproduce or adapt all or part of a table (or figure) from a copyrighted source (see "Inclusion of Previously Published Material" below). If you plan to use copyrighted material in your ADP Report, you must include letters of permission when you submit your final manuscript to UMI/ProQuest.

Tables - Tables consist of material contained in a tabular format of columns and rows. Table titles should be brief, but clear and explanatory. Table numbers and titles are placed *above the actual table*.

Example of Table Heading Format:

Table 1

Errors for Younger and Older Groups by Level of Difficulty

ACTUAL TABLE HERE

Figures commonly consist of pictorial elements, including charts, graphs, drawings, maps, and photographs. Figure numbers and titles are placed **below the actual figure**.

Example of Figure Caption Format:

ACTUAL FIGURE HERE

Figure 1. Title of figure here.

REFERENCES AND CITATIONS

EXAMPLES OF CITATIONS WITHIN THE TEXT

1) At the end of quoted material in text (closing punctuation outside parentheses):

   "I feel strengthened by it, like a ship that's been through hard winds, torrents, and then finally comes to a harbor" (Marshall, 1992, p. 36).

2) At end of a long block quote in text (closing punctuation precedes parentheses):

   After the emotion comes exhaustion. Your soul is tired. And in the calm of that exhaustion, your spirit begins to muster itself in preparation for a kind of rebirth. (Caine, 1978, p. 60)

PREVIOUSLY PUBLISHED MATERIAL

Students must gain permission from copyright holders and provide citations directly beneath copyrighted material being used. For example:

ACTUAL FIGURE OR TABLE

Note. From [or The data in column 1 are from] *Title of Book* (p. 103), by A.N. Author and C. O. Author, 1994, Place of Publication: Publisher. Copyright 1994 by the Name of Copyright Holder. Reprinted [or Adapted] with permission.

This is a single example. Follow the guidelines in Chapter 7 of the 7th edition of the *Publication Manual of the American Psychological Association.*

PERSONAL COMMUNICATIONS

- Cite in the text as (J. Doe, personal communication, January 1, 1998).
- Do not include in References section.

Refer to Chapter 9 of the 7th edition of the *Publication Manual of the American Psychological Association.*

REFERENCE LIST PREFERENCES

- Single-space each reference.

- Double-space between individual references.

JOURNAL ARTICLES

Include a doi when available. If retrieved from a library database, do not include the "Retrieved by" location or date. Format the doi per the instructions in section 9.35 of the 7th edition of the *Publication Manual of the American Psychological Association*.

- Only the first word of the article's title and subtitle (the first word after the colon) and proper nouns are capitalized.
- Italicize the name of the journal, but not the title of the article.
- Capitalize major words in the name of the journal.
- Italicize the *volume number* (if any).

BOOKS

- Only the first word of the book's title and subtitle (the first word after the colon) and proper nouns are capitalized.
- Italicize the book title.
- Do not include the location of publication.
- Omit superfluous terms such as Publishers, Co., or Inc.; retain the words *Books* and *Press*.

Consult the *Publication Manual of the American Psychological Association* (7h ed.) for specific examples of proper formatting of references entries for each type of document or electronic material.

APPENDIX F: TITLE PAGE TEMPLATE AND EXAMPLE

TITLE OF APPLIED DOCTORAL PROJECT (single-space title if more than one line)

An Applied Doctoral Project submitted

by

STUDENT'S FULL NAME (no credentials)

Month, Year

to

THE UNIVERSITY OF ARIZONA GLOBAL CAMPUS

Upon the recommendation of the Faculty and the approval of the Board of Trustees, this Applied Doctoral Project is hereby accepted in partial fulfillment of the requirements for the degree of

DOCTOR OF PSYCHOLOGY

Approved by:

_____(signature of chair)_____
Name of Chair, degree
Committee Chair

Committee Member(s):
Name, Degree
Name, Degree

**HOW TO WRITE AN APPLIED DOCTORAL PROJECT FINAL REPORT:
A TEMPLATE PROVIDING STRUCTURE AND CLARITY**

An Applied Doctoral Project submitted

by

ASHFORD A. ANTELOPE

June, 2017

to

THE UNIVERSITY OF ARIZONA GLOBAL CAMPUS

Upon the recommendation of the Faculty and the approval of the Board of Trustees, this Applied Doctoral Project is hereby accepted in partial fulfillment of the requirements for the degree of

DOCTOR OF PSYCHOLOGY

Approved by:

_____

Irene F. Stein, PhD
Committee Chair

Committee Member:
Allen Cornelius, PhD

APPENDIX G: WRITING TIPS

WRITING PROCESS SUGGESTIONS

As you write, keep in mind that your work will be judged not only by the quality and rigor of your project, but also according to your writing style. Regardless of the merit of the project and conclusions, readers tend to have a favorable impression of a professional, well-written report and an unfavorable impression of a sloppy or casually written report.

Here are a few ideas to keep in mind throughout the writing process:

- Use Microsoft Word tools to organize and format the ADP Proposal and Report.
- Save the documents in at least two places (e.g., thumb/flash drive, hard drive, or paper copy). This will prevent data loss in the event of technical difficulties. Consider saving the documents in the Cloud, an internet-accessible site, as well.
- Stay organized; have all materials and references in an easily accessible location. Keep track of your work through a user-friendly filing system, such as separating reference materials by subtopic or the chapter in which they are used.
- Choose a logical file naming and folder system. Create a system that allows you to keep old versions of files, but minimizes version control problems.
- Read and follow the *Publication Manual of the American Psychological Association* (7th ed.).
- Prepare an outline; it is easier to construct sentences and paragraphs when following a detailed outline.
- Aim for a concise and continuous flow of ideas. Use headings to organize and clarify the structure of the document.
- Update the References list as you write, instead of completing the entire list at one time.
- Read everything you write and revise more than once before sending it to anyone to review. Your reviewers should be making constructive comments, not commenting on careless mistakes.
- Expect to write several drafts. Most students revise the ADP Report several times before it is approved by the ADP Chair and ready to submit to the Committee Members for review.
- Ask a qualified outside person to read the document and make editing suggestions regarding grammar, spelling, and syntax. It is acceptable to use a professional editing service for this purpose, but you are responsible for all related fees.
- Give the ADP Chair a draft of each chapter as it is completed. This helps the Chair review the work efficiently and allows you to receive faster feedback.
- You must have the final draft of the ADP Report reviewed, edited, and certified by a person acting as the APA Style Editor prior to its submission. If you choose a professional editor, you are responsible for all related fees.

> It is your responsibility to obtain letters of permission from copyright holders to reproduce copyrighted material (e.g., published tables, graphs, or measurements) in your ADP Report, and to submit copies of these approvals to UMI/ProQuest when submitting your ADP Report for publication. In addition, reproduced (or adapted) tables or figures must be accompanied by a note at the bottom of the reprinted table, or in the figure caption, giving credit to the original author and to the copyright holder.

GRAMMAR TIPS

1. Avoid words that imply absolutes, such as *the research proves.* Instead, scholarly terminology such as, *the research data or findings suggest* or *imply*, is more appropriate.

2. Vague or colloquial expressions that one might use in normal conversations should not be used in scholarly writings. Avoid jargon and expressions that are not scholarly. Examples that are inappropriate for ADP Reports include: *nevertheless, on one hand, in other words, corner the market, otherwise, at the broadest level, Catch-22, ripple effects, fills the gap, as a bonus, closed the loop, bringing up the rear, argued* (unless the writer knows an argument did occur), and *bridging the gap*.

3. Ensure that the referent*s **for all pronouns are clear**. **Avoid** the use of pronouns such as *this, that, their, them, those,* and *its* unless the referent is clearly and specifically known. For example, this sentence could be confusing:

    > When communicating with subordinates, leaders should always make sure they are understood, or they risk becoming disenfranchised.

    Leaders should make sure who is understood? The leaders themselves or the people with whom they are communicating? And, who risks being disenfranchised? The leader or the subordinates?

    Instead, write:

    > When communicating with subordinates, leaders should always make sure their words are clear and concise so that subordinates understand the message, or subordinates risk becoming disenfranchised.

4. Watch the use of singular and plural in the same sentence. Subject, verb, and object should all be either singular or plural. Be consistent, even between sentences. Note, however, that in APA 7th edition, the use of the plural "they" or "them" or "their" is an acceptable substitution for using either he or she when the gender of the individual is unknown.

5. The word *data* is plural; the singular is *datum*. Thus, data <u>are</u>, *not* data is.

6. Do not use an apostrophe when referring to events occurring within a specific decade. For example, when discussing events that occurred between 1980 and 1989, one should write "1980s" and not "1980's."

7. Avoid absolute phrases, such as *will contribute* or *will show*. It is recommended that learners use phrases such as *may* or *might contribute*. Researchers are rarely, if ever, certain of outcomes.

8. Always use specific references to time. Vague references, such as *today, recent, currently*, and *this*, should be avoided because some readers may not read the ADP Report until sometime in the future.

9. All paragraphs should contain 3–5 sentences that support a **single idea**. Many learners inappropriately construct paragraphs containing only one or two sentences. Conversely, many learners write long paragraphs that are composed of unrelated sentences.

10. Students often overuse the words, *this researcher*, when it may be more important to state what occurred in the study. Instead *of, "This researcher placed the mouse in the tub,"* say "*The mouse was placed in the tub*." Focus on the action taken rather than on yourself as the performer of the action. The use of first person may be permitted for clarity.

11. Avoid anthropomorphisms (attributing human characteristics to an inanimate object or idea). *Research* cannot *demonstrate* or *show* (or actually, do much of anything). *Research results* can *indicate*.

12. Avoid stringy sentences. Stringy sentences are so long that the reader forgets the beginning of the sentence before reaching the end. Break long sentences into shorter ones. As general rule, sentences should contain no more than 40 words. Longer sentences should be revised for succinctness and clarity.

13. Use the past tense to describe previous research or when referencing quotes, as the process has already been completed. Examples of the appropriate use of past tense are: *Jones (2005) defined*, or *Smith (2004) published*.

14. ADP Proposals and Reports should be written in scholarly language. Non-scholarly words that are used to begin sentences may result in redundancy. Revise all writing to scholarly tone and presentation. See Section 4.5 in the *Publication Manual of the American Psychological Association* (7th ed.) Examples may include: *Additionally, As a result, Accordingly, Because of, Clearly, Consequently, Essentially, Finally, Furthermore, For example, However, In addition, In spite of, It was found, Moreover, Nevertheless, Overall, Therefore*, and *Thus*.

15. Place periods and commas within closing quotation marks. Place colons and semicolons outside closing quotation marks. Question marks and exclamation points should be placed inside quotation marks only if they are part of the quoted material.

APPENDIX H: DOCTORAL RESEARCH COMPATIBILITY TEMPLATE

To ensure compatibility, potential Chairs and students might consider asking the following questions *prior* to initiating a Chair/Student relationship.

CHAIR	RESEARCH	WRITING PROFICIENCY	FEEDBACK	EXPECTATIONS
Potential Chairs: You might ask potential dissertation or ADP students these questions before signing and submitting the *Committee Chair Request form.*	Why did you choose your research topic? Do you have experience/prior knowledge of the topic?	Would you please share the preliminary LOI or PJT you developed? Are you willing to share a written assignment from one of your courses?	How often do you expect feedback from your Chair?	What are your expectations of your doctoral research Chair? What type of leader or coach do you work with most effectively?
	What is your research method or project approach? How does your method or approach align with your problem/ justification statement and study purpose?	How would you feel if your Chair recommended that you obtain extra writing support? Are you willing to seek help to polish your academic writing, if necessary?	What kind of feedback do you expect? (e.g. verbal, written)	How much direct supervision would you like from your Chair? Do you prefer to work independently, or do you prefer close supervision?
	How familiar are you with the research method or project approach you chose?		How frequently do you want to communicate about your progress? As needed? On a regular basis?	Do you tend to be self-directed, or do you work better with schedules and deadlines?
				What other questions do you have for me?
STUDENT	**RESEARCH**	**WRITING PROFICIENCY**	**FEEDBACK**	**EXPECTATIONS**
Students: You might ask these questions of potential Chairs to assess the right fit for you and your learning style.	Do you specialize in quantitative or qualitative research? How familiar are you with my proposed research design or project approach?	Would you like to see a writing sample from a previous class?	How long does it usually take you to provide feedback on drafts? One week? Two weeks?	What do you expect from a doctoral research student? What kinds of students do best under your supervision?
	Do you require students to hire statisticians or	Would you like to review my preliminary LOI or PJT?	How many drafts are you willing to read? Is there a maximum number	How do you prefer to communicate – phone, email, or text? Will you accept

	research methodologists?		of drafts you will read?	unscheduled phone calls, texts, or emails, or do you prefer to schedule communication in advance?
	What questions do you have about my proposed project?		What is the primary focus of your feedback—alignment, content, methodology, writing, or formatting?	Will you review drafts when we are not officially in a dissertation or ADP class?
				What other questions do you have for me?

APPENDIX I: CHANGE MATRIX TEMPLATE

COMMENT IDENTIFIER	REVIEWER COMMENT	PAGE/PARA. (ORIGINAL DRAFT)	CHANGES MADE AND/OR COMMENTS	PAGE/PARA. (NEW DRAFT)
Consecutively number the reviewer comments you are responding to.	*Copy the reviewer comment.*	*List the page and paragraph numbers where the comment was made.*	*Describe the changes that were made, and/or comments responding to questions or concerns.*	*List the page and paragraph numbers where the change(s) was made.*

Add as many rows as you need…

Example:

COMMENT IDENTIFIER	REVIEWER COMMENT	PAGE/PARA. (ORIGINAL DRAFT)		CHANGES MADE AND/OR COMMENTS	PAGE/PARA. (NEW DRAFT)
Chapter 1 **Purpose of the study** **Comment 1**	The purpose should be consistent across the proposal in terms of the focus, intent, and specific population. The purpose must align fully with the research questions. In some places, it does, but the language fluctuates.		Throughout the entire chapter	Aligned the purpose statements so that they are all the same.	iii, abstract 7, para 2 13, para 1 72, para 2 73, last para
Chapter 1 **Overview of Research Design** **Comment 2**	The student provided detail about the data sources and techniques but is missing the research design description and justification. The student should briefly describe and justify the choice of a qualitative single exploratory case study design and its appropriateness to address the purpose and answer the research questions.		Entire section	Created a description of research design and justification.	Pages 13 last para 14-15 in entirety Page 72 para 2 73 last para 74 para 1 and 2

Chapter 3 **Ethical Concerns** **Comment 3**	The student should address procedures to protect confidentiality and privacy in data collection, reporting, and storage (APA recommends 5 years).	Chapter 3	Added that I will keep the data for 5 years and then destroy it.	Page 101 para 1
Chapter 3 **Data Analysis** **Comment 4**	The student should discuss explicitly how the results will be triangulated within and across the units of analysis and multiple data sources in the proposed study to reveal patterns of convergence and divergence and generate answer the research sub-questions.	Chapter 3	Created a more detailed section on triangulation.	Page 17 last para Page 18 1st para Page 91 para 2 and 3 92 para 1