

# DOWLING COLLEGE

— LONG ISLAND, NEW YORK —

School of Education  
Department of Educational Administration,  
Leadership and Technology

## **Style & Publication Manual** For all **Proposals & Dissertations**

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## Introduction

The *Dowling Style Manual* will serve as the primary style manual for all proposals and dissertations. The [APA Manual](#), Last Edition, will supplement some style requirements not included in the *Dowling Manual*. The APA Manual will be used for the dissertation reference section, citations within the text, the correct use of whole and decimal numbers, capitalization, and the correct form for reporting statistical results and statistical tables. However, if discrepancies exist between the *Dowling Style Manual* and the APA Manual, **the Dowling Manual will always be used**. When inconsistencies exist, this Manual will supersede the APA Manual. The APA Manual's primary focus is on publishing articles for professional, refereed journals. Frequently, information concerning the dissertation is either not clear, or it is not addressed in sufficient detail to provide direction in using acceptable formatting style. The purpose of the *Dowling Style Manual* is to clarify, to provide consistency and direction, and to provide acceptable standards for all proposals and dissertations completed within the Dowling Doctoral Program.

For **historical dissertations**, the *Dowling Manual* will be used for preface pages only. The Chapters, reference, and appendices will use the **Turabian Style Manual**. If discrepancies exist between Turabian and Dowling, the Turabian Manual will supersede.

The proposal represents chapters I through III of the dissertation (historical proposals are included in Chapter I); therefore, the organization and correct use of formatting style applies to the proposal as well as to the final dissertation. **The student is required to professionally edit both the proposal and the final dissertation for correct style prior to either the formal proposal hearing or the final dissertation oral defense.**

**The Style Manual is organized into four major sections.**

The **first section** outlines the overall organization of the dissertation including the correct order of the preface pages, chapters, the reference section, and the appendices. Examples are provided in the appendix indicating the correct form and sequence for the title page, faculty signature page, table of content, individual chapters, and so forth. Chapter titles and major headings and subheadings (correct outline format) are included.

The **second section** includes information concerning **specific style** considerations, items such as margins, line spacing, pagination, quotations, hyphenation, and the like.

The **third section** deals with specific writing style consideration such as future vs. past tense, hyphenation, third person, numbers, plural numbers, capitalization, and foreign words.

The **fourth section** suggests formatting style for reporting statistical results and **statistical tables**. This section will use the information provided in the APA (<http://www.apastyle.org/manual/index.aspx>) Manual or in some cases, statistical tables provided in SPSS may be used.

## Dissertation Organization

### Sequence of Preface Pages, Chapters, References, and Appendix

#### Preface pages

Preface pages include the title page faculty signature page, abstract, dedication page, acknowledgement page, table of contents, list of tables, and list of figures. The required sequence of these pages is listed below. The titles of these pages, except the faculty signature page, must be in **UPPER CASE and centered on the page**. **This sequence and style for the preface pages will be used also with historical dissertations.**

Correct Sequence:

TITLE PAGE

Faculty Signature Page  
(Obtain department form)

ABSTRACT

DEDICATION  
(optional)

ACKNOWLEDGEMENTS  
(optional)

TABLE OF CONTENTS  
LIST OF TABLES  
(if appropriate to your study)

LIST OF FIGURES  
(if appropriate to your study)

The TABLE OF CONTENTS includes the preface pages **beginning with the dedication page** as well as the chapters, appendix, reference pages, and any other material included in the dissertation. **The title page, faculty signature page, and abstract are not included in the table of contents.** Lower case roman numerals (iii, iv, v, vi, etc.) are used for the preface pages. Arabic numbers (1, 2, 3, etc.) are used for the body of the dissertation starting with CHAPTER I.

**Important Note:**

**Page numbers are not included on the title page, faculty page, or abstract; however, these pages are counted.** If a **dedication page** is used, this would be the first page numbered with Roman numeral **iv** (see pagination section).

**Dissertation chapter outline**

Most quantitative (statistical) and many qualitative dissertations contain five chapters with a reference section and appendices. Any changes or additions to the chapter outline will be determined with your dissertation committee. The following chapter titles will be used generally.

CHAPTER I	INTRODUCTION
CHAPTER II	REVIEW OF THE RESEARCH LITERATURE
CHAPTER III	RESEARCH DESIGN AND METHODOLOGY
CHAPTER IV	DATA ANALYSIS AND FINDINGS (OR RESULTS)
CHAPTER V	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS
REFERENCES	
APPENDICES	

Historical dissertations use the **Turabian Style Manual**, and they have a different chapter sequence from the one outlined above. Before proceeding, students interested in historical studies should discuss the required procedures with their faculty advisor.

**Historical dissertations, however, will use the sequence and style outlined above for the preface pages.**

A consistent **outline format** (chapter titles, major section headings, and subheadings) must be used throughout the dissertation. Four levels of headings/subheadings should be used. **Only double spacing should be used between chapter number, chapter title, major headings, subheadings, and text.** The example below provides one possible use of the **four-level heading/subheading style**.

## CHAPTER III

### RESEARCH DESIGN AND METHODOLOGY

#### Introduction

(1<sup>st</sup> major heading under chapter title-Level 1)

#### The Setting

(2<sup>nd</sup> major heading under chapter title-Level 1)

#### Selection of Subjects

(3<sup>rd</sup> major heading under chapter title-Level 1)

#### Data Gathering Procedures

(4<sup>th</sup> major heading under chapter title-Level 1)

#### Instrumental of Questionnaire One

(1<sup>st</sup> subheading under “Data Gathering Procedures”-Level 2)

#### Content Validity

(1<sup>st</sup> subheading under “*Instrument One*”-Level 3)

#### Variable 1- Text...

(1<sup>st</sup> subheading under “*Content Validity*” -Level 4)

#### Variable 2- Text...

(2<sup>nd</sup> subheading under “*Content Validity*” -Level 4)

#### Reliability

(2<sup>nd</sup> subheading under “*Instrument One*”-Level 3)

#### Variable 1- Text

(1<sup>st</sup> subheading under “*Reliability*”-Level 4)

#### Data Analysis

(5<sup>th</sup> major heading under chapter title-Level 1)

Note: The outline above is provided in order to demonstrate the possible use of four-level heading/subheading style. Each dissertation, depending on the organization of the material, may not require all four levels.

### Summary of 4-level heading/subheading format:

CHAPTER TITLE

Major Heading (Level 1)

*Subheading Under Major Heading* (Level 2)

*Subheading Under Subheading Above* (Level 3)

*Subheading Under Subheading Above* – Paragraph Text (Level 4)

Level 1 – Major Heading is **centered** with upper and lower case letters.

Level 2 – Subheading under *Major Heading* is **italics and centered**.

Level 3—Subheading is **italics and on the left margin**.

Level 4 – Subheading is **italics and paragraph indentation**—Text follows after the subheading title.

Note: Examples of the Title Page, Table of Contents, List of Tables, List of Figures, the correct outline format for Chapters I—V, and the References are provided in the Appendix.

## Dissertation Style and Formatting Issues

### Paper quality

Any inexpensive, duplicating paper (white only) may be used throughout the proposal and dissertation process. The **final copy**—after the final oral defense, final corrections approved by committee, all final editing completed and accepted by the Administrator for Doctoral Studies for submissions to UMI—**should be printed on high quality 20- or 24-pound laser print paper**. It is recommended that an acid free, 24-pound Hammer Mill (or equivalent) paper with a brightness factor of 94, or higher, be used. All questionnaires, computer printouts, or other addenda should be copied to this quality paper. A laser quality printer should be used.

## Typing style and composition

This includes a number of issues dealing with typing style in terms of computer word processing programs that allow for many options when composing text.

1. Title of the dissertation should be no more than 15 words
2. Use **12-point, Times New Roman fonts** for the entire dissertation. The only allowable exception may be some SPSS tables that use a different font when imported directly into the dissertation.
3. **Do not underline any words, headings, and subheadings, etc.** If words and subheadings need emphasis use *italics* (see section above concerning the correct use of heading and subheadings which require italics at levels 2, 3, and 4.)
4. **Do not use bold face** for emphasis. **Only italics** are acceptable in the dissertation.
5. Use correct **serration** within a paragraph” “Students indicated that (a) class times were..., (b) parking was insufficient, and (c) classrooms were too small.”

## Margins

All dissertation pages must have margins set at **1 ½ inches left margin** (binding margin), **1-inch top, bottom, and right margins**. This includes all material in the appendix. If tables, questionnaires, etc. do not fit within this space, then reduction of text (type font) may be used. When necessary, pages may be in **landscape mode**.

### Exception:

The chapter title pages, CHAPTER I, CHAPTER II, etc. **must have a 2-inch top margin** (see examples in the Appendix).

## Line spacing

**Double space (only) the entire dissertation** (including written text in the Appendix). Do not use three spaces or double, double spacing (hitting the enter key more than once.) There are some single-spaced exceptions. **Single spacing must be used for table titles and headings, figure captions, references must be single spaced (but double spacing is required between references), footnotes** (historical only), **and long quotations** (see below for rules on long quotations).

**The following line spacing will be required in all Dowling proposals and dissertations:**

1. All preface pages including the Table of Contents, List of Tables, and List of Figures will be **double spaced** (see examples in the Appendix).
2. Because of the length of the reference section, the references will be single spaced with double spacing between references. Use APA (<http://www.apastyle.org/manual/index.aspx>) for the correct citation style to be used with various types of references—printed material, journals, non-published material, electronic sources, etc. (see APA (<http://www.apastyle.org/manual/index.aspx>) book).
3. Double space only (do not triple space) between chapter number, chapter title, headings, subheadings, and the text that follows. Triple spacing (three spaces, not four or double, double) may be used in reporting complex statistical information that needs appropriate emphasis. However, in all cases where triple spacing exceptions are made, they must be consistent throughout the entire dissertation.

### **Pagination**

In the preface section (title page, table of contents, etc. –see above), only **lower case Roman numerals are used (iv, v, vi, etc.)**. Printed page numbers do not appear on the title page, faculty signature page, or abstract; however, these pages are counted. Thus, the first page to receive a printed page number would be the dedication page (**page iv**). If the dedication page is not used, then the next page following the abstract would receive the first printed page number.

Starting with CHAPTER I, **Arabic numbers** are used (beginning with page one) and are continuous throughout the dissertation, including references, appendices, and other material that may be included. Page numbers should be placed in the **upper right** corner of the page indented approximately 1 inch from the right edge of the page and about ½ inch from the top of the page.

#### **Important Note:**

The **printed page number should not appear on the first page of each chapter**—the chapter title page. However, the page must be counted. Thus, on the second page of CHAPTER I, page number 2 would appear in the upper right corner of each page, but number 1 would not appear on the first page.

### **Paragraph Indentation and Length**

**Paragraphs should be indented five to seven spaces or ½ inch.** The defaults in most word processing programs will give an approximate ½ inch indent. The tab indent must be consistent throughout the dissertation including long quotes discussed below.

**Note:**

To facilitate readability avoid long, lengthy paragraphs especially those that cover one page or more. There should be at least two paragraphs on each page. Begin the paragraph with a key idea or important point that needs emphasis. When the discussion of this key point has been completed, begin a new paragraph.

## Quotations

**Short quotations** (less than 40 words) remain in the text—double spaced. The citation to the quote is outside the quotations marks, but inside the period: **“A has power over B to the extent...that B would not otherwise do” (p.35).**

**Long quotations**—40 words or more, or **five lines of text** or more—are indented on the **left and right margin** with the same number of spaces as the paragraph indentation (about ½ inch). The right margin should be right justified similar to the left margin. That is, longer single-spaced quotes are “blocked.” Long quotations are **single spaced with no quotation marks**. The citation follows at the end of the quotation, outside of the period. Double spacing is used before and after the single-spaced quotation.

In both short and long quotations, **if there is a quotation within the quotation**, a ‘**single quotation**’ should be used.

## Tables/Figures within the Text/White Space

Short tables or figures placed within the body of the text (smaller than a full page) should follow on the same page (if space permits) after the reference to the table has been made. If space does not permit the table/figure on the same page, then it must appear on the next page at the **top of the page**. Triple spacing may be used before and after the table/figure.

**Important Note:**

After the table has been inserted, **text must continue until the page is complete**, if possible to the one-inch margin at the bottom of the page. **No white space equivalent to more than two lines of text should remain at the bottom of the page.** Adjust and move text to fill the page around the table. More than one table may appear on a page. This may

## Appendix

All material listed in the Appendix section must be referred to in the body of the dissertation in sequence as first cited in the text. Appendices are generally secondary or background material that supported in greater detail references made in the chapters of the dissertation. Appendices are not required, but most dissertations will have one or more. The Appendix may include questionnaires, detailed statistical procedures (correlation matrices, factor analysis information, raw data not included in the text), letters distributed to respondents, and the like.

Note: Appendices must be numbered, **with upper case letters (A, B, C)**, consecutively throughout the dissertation. The first appendix discussed in the text, regardless of chapter placement, is always **APPENDIX A**, the next referenced is APPENDIX B, and so forth.

## Reference Section

Use the APA (<http://www.apastyle.org/manual/index.aspx>) Manual for correct style I citing all references. In the references, *italics* are used for all published book titles and names of periodicals. **Do not underline** (see APA (<http://www.apastyle.org/manual/index.aspx>) book), and the APA (<http://www.apastyle.org/manual/index.aspx>) Index under Reference Citations and Reference List).

### Important Note:

The **style manual/s** used in the dissertation **must be included in the reference section with the proper citation**. Quantitative and qualitative dissertations will cite both the Dowling Style Manual and APA (<http://www.apastyle.org/manual/index.aspx>), Last Edition. Historical dissertations will cite the Turabian Style Manual and the Dowling Style Manual.

**Again, underlining and boldface cannot be used in the proposal or dissertation.**



### **Citations within the text**

The APA (<http://www.apastyle.org/manual/index.aspx>) Manual should also be used for the correct style for all citations within the body (text) of the proposal and dissertation –see the Reference Citations and Reference List sections in the index of the APA (<http://www.apastyle.org/manual/index.aspx>) Manual. APA (<http://www.apastyle.org/manual/index.aspx>) provides information in several sections dealing with the correct form for citations and the reference section. These sections must be carefully studied and correct, recommended citation style used.

### **Legal citations**

Dissertations using legal references and citations must use correct legal form (see the Harvard *Bluebook: A Uniform System of Citation*).

#### **Important Note:**

Any material used from any other source must be properly cited (give proper credit). This may include direct quotations, paraphrased material, or only the author's ideas and thoughts on a particular topic. Any material in the dissertation that is not your own personal writing must be given proper credit—citation. Changing a few words, or rewriting a sentence with the same basic ideas, without proper citation to the original author does constitute **plagiarism**.

## Issues with Writing Style/Correct Form

### Future vs. Past Tense

The **Proposal** (Chapters I, II, and III) is always written in **future tense**, indicating the research and data analysis that you intend to complete after the proposal is approved. The **final dissertation** (Chapters I through V) is always in **past tense**, reporting the results and findings. Chapters I, II, and III from the proposal stage must be edited from future tense to past tense for the final dissertation. In addition, some modifications may be made to Chapters I-III (proposal) after the analysis of data and results have been reported in Chapter IV and V.

### Hyphenation

APA (<http://www.apastyle.org/manual/index.aspx>) has an excellent section concerning correct hyphenation of words. It should be studied carefully. Many writers do not hyphenate words correctly. A common mistake, for example, is when two words are used as an adjective. They are always hyphenated. The same two words used as a noun are not hyphenated. For example: “Decision making is difficult for many administrators” (not hyphenated—decision making is a noun). “The decision –making process is sometimes difficult” (hyphenated—decision-making is an adjective modifying process, the noun.)

### Third Person

Third person must be used throughout the dissertation. For example, “**This study** will accomplish the following objectives.” It is incorrect to state, “The **researcher** will attempt to ...” or even worse, “**We (I)** will accomplish the following objectives.”

### Numbers

**Integers**—Numbers 10 and larger should be written as a figure (10, 11, 12, etc.). Numbers nine and lower should be written (nine, eight, seven etc.). Exceptions are table numbers, factor numbers, or other statistical numbers (see APA (<http://www.apastyle.org/manual/index.aspx>))

When a sentence begins with a number, the number must be written: “Fifteen students were in class.”

**Decimals**—Use a zero before the decimal point when the number is **less than 1** (0.25, 0.48, etc.). Do not use a zero before the decimal when the number cannot be greater than 1 (**correlations,  $r = .43$** )

**Plural Numbers**—The correct form for plural numbers is: “In the **1960s...**” or “in the **60s and 70s...**” Incorrect form: “In the 1960’s...” or 50’s and 60’s. Do not use the apostrophe in plural numbers (see APA (<http://www.apastyle.org/manual/index.aspx>)).

**Percent**—Within the text percent must be written: “**five percent, 25 percent.**” Within tables, especially statistical tables, the percent sign “%” should be used.

### **Capitalization**

See APA (<http://www.apastyle.org/manual/index.aspx>) for the correct use of capitalization. It provides information on capitalization of the names of variables, factors, and effects.

### **Punctuation/Grammar**

Correct punctuation and accepted grammatical usage is mandatory in all proposals and dissertations. The proposal and dissertation should be professionally edited before the formal proposal review and oral defense. This will be at the student’s expense. The final editing, after the final oral defense, will be paid by the College.

**Students should study two books: *The Elements of Style* and *Eats, Shoots and Leaves* to obtain help with elementary punctuation and writing style** (see the reference section for citations on both books).

### **Foreign Words**

All foreign words should use *italics*, for example, *ex post facto* or *post hoc* analysis.

## **Reporting Statistical Results and Tables**

APA (<http://www.apastyle.org/manual/index.aspx>) (<http://www.apastyle.org/manual/index.aspx>) has a good section that provides suggestions for reporting statistical results, the correct use of statistical symbols, and some examples of tables for reporting statistical analyses. Students with **quantitative dissertations** should study this section

of APA (<http://www.apastyle.org/manual/index.aspx>) (<http://www.apastyle.org/manual/index.aspx>) carefully and consistently apply the suggestions. (In some cases, students with **qualitative dissertation** can benefit also with this section of APA (<http://www.apastyle.org/manual/index.aspx>).

Most SPSS tables provide good examples for displaying statistical results. The advantage of the SPSS output is that one can **import** the table from SPSS directly into the text of the dissertation. In many cases, this can be accomplished without retyping the table. Regardless of the method employed, **all statistical tables must be consistent throughout the study. Do not mix table styles or methods of reporting statistical results.**

**Important Note:**

**The formal proposal hearing and the final dissertation oral defense should not be scheduled until all style requirements have been satisfied. The chairperson of each dissertation, along with the student, should be responsible for the correct application of the style/form in each dissertation. The faculty should not be expected to read and approve a proposal or final dissertation that does not use correct and consistent style. Students should have the proposal and dissertation professionally edited, at their own expense, prior to scheduling either event.**

## Useful Links on How to Prepare Your Tables

[Correlation](#)

[Independent Sample t-test](#)

[One Way  
ANOVA](#)

[Two Way ANOVA](#) (<http://www.apastyle.org/manual/index.aspx>)  
[format](#)

[How to change SPSS files to APA](#)

[Sample Size  
Calculator](#)

[Frequencies Table](#)

### Examples

[Factor Analysis Table](#)

[Survey Table](#)

## REFERENCES

### Required Reading for all Students:

Strunk, William, Jr.; White, E.B. (2009). *The Elements of Style* (5th ed. ed.). Boston: Allyn and Bacon. p. xiii. [ISBN 978-0-205-31342-6](#).

Metter, E. (1999). *Facts in a flash*. Writers Digest Books.

Truss, L. (2003). *Eats, shoots and leaves*. Gotham Books.

### Additional Required Reading for Quantitative/Qualitative Dissertations:

*Publication Manual of the American Psychological Association*. Latest edition, American Psychological Association (APA (<http://www.apastyle.org/manual/index.aspx>)).

### Additional Required Reading for Historical Dissertations:

Turabian, K. (Latest). *A manual for writers of term papers, theses, and dissertation*. Sixth edition, The University of Chicago Press.  
<http://www.eturabian.com/turabian/index.html>

Davidson, J. & Lytle, M. (2000 ). *After the fact: The art of historical detection*. 2000 | ISBN-10: 0072294264 |

## APPENDIX A

The following pages provide examples of the correct form and style for the TITLE page, Table of Contents, List of Tables, List of Figures, Chapters I through V, and the Reference. The examples of the Chapters use the four-level heading/subheading style discussed above. If you have questions concerning the correct style for any material discussed above, check with your committee chairperson or the Administrator of Doctoral Studies (Professor Bishop).

### **Important Notice:**

Each chapter will not necessarily require the use of all **four levels of headings and subheadings**. The levels needed should be determined by the student prior to writing the chapter (create an outline of the chapter before writing begins). **The number of levels used should be based on the degree of emphasis required and the amount of information to be reported in the chapter.**

The levels of headings and subheadings are important because they help to organize the presentation in a systematic and logical manner. Primary material and subordinate material should be organized accordingly in each chapter in order to provide proper emphasis on major and minor topics.

The levels of headings and subheadings used in any dissertation, or within chapters, will vary. Chapter I and III may require all four levels to logically present major and subordinate information, while Chapter II may only require one or two levels. Each chapter should be treated separately using the levels needed to logically and systematically present the information in that particular chapter.

(Title Page)

THE RELATIONSHIP OF TEAM LEARNING AND THE  
FOUR COMPONENTS OF GOVERNANCE AMONG SCHOOL  
BOARD MEMBERS IN SUFFOLD COUNTY, NEW YORK

A dissertation submitted by

Richard J. Hawkins

Submitted in partial fulfillment of the requirements for the degree  
of Doctor of Education at Dowling College, School of Education,  
Department of Education Administration, Leadership and Technology

Dowling College  
Oakdale, New York  
2015

The dissertation submitted by John Fagan  
for the degree of Doctor of Education  
is approved

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Robert J. Manley, Ph.D.  
Chair

---

Lloyd K. Bishop, Ph.D.  
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William J. Brosnan, Ed.D.  
Committee Member- external reader

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Deborah Inman, Ed.D.  
Reader

Dowling College  
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20XX

## ABSTRACT

The use of power is a critical construct to the effective exercise of governance functions by boards of education. This study examines the use of Coercive Power and compares it to four constructs of governance: Professional Leadership, Policy Orientation, Structured Decision Making, and Fact-based Management. This study is based on a questionnaire submitted to 56 board members in selected school districts in Suffolk County, New York. One hundred ninety-nine responses to the survey were received. Using a factor analysis, the original 41 questions were reduced to 27, having alpha coefficients ranging from .76 to .87. Eight of the school districts received a survey containing an additional seven Coercive Power questions. The seven questions were reduced to three, having an alpha coefficient of .77.

This study revealed that there are negative correlations between Coercive Power and each of the four components of governance studied. There were significant correlations between Coercive Power and three of the components of governance studied: Professional Leadership, Policy Orientation, and Structured Decision Making. Based upon this study, recommendations based upon the results of the survey were made to boards of education. They include mandated training for new and ongoing members of boards of education, annual self-evaluation, and restricted use of Coercive Power as an operating mechanism of boards. Recommendations for further study include study of each of the five types of power included in the French & Raven taxonomy; further review of the components of governance to determine whether those listed herein are truly representative of school board governance; study of other states where board training is ....

## DEDICATION

This dissertation is dedicated to ...etc., etc.

(Dedication page is not needed for Proposal)

### ACKNOWLEDGEMENTS

This study recognizes the assistance form the following: etc., etc.

(Acknowledgements page is not needed for the Proposal)

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(Continue in this style until all figures in the proposal or dissertation are listed.)

(Chapter outlines—the text in the chapters is only left justified; right margins are ragged, not justified.)

CHAPTER I  
INTRODUCTION  
Introduction

Should include a two or three page brief introduction discussing the general purpose of the study and some indication of the objectives to be accomplished.

Purpose of the Study

A paragraph indicating the general purpose of the study, variables to be used, and relationships among these variables, etc.

Statement of the Problem

Formal statement of the problem, generally stated in one or two sentences including all major variables: independent, dependent, and moderating. It can be stated as a question. “What is the relationship of variables X1 and X2 to variable Y moderated by A and B?”

*Research Questions or subproblems*

*Research question one*

Presentation of research question one as stated in Chapter I.

*Research question two*

Presentation of research question two as stated in Chapter I.

(Continue listing all research questions as stated in Chapter 1.)

## Definition of Major Variables and Terms

### *Variable XI*

If the variable is to be measured with an instrument or questionnaire, the definition should include information concerning the questionnaire or instrument to be used, as well as a definition of the variable (the definition includes both an operational and stipulative definition).

### *Variable X2*

Definition, etc.

### *Variable Y*

Definition of dependent variable, etc.

### *Moderating Variables*

#### *Grade level*

Presentation of the material dealing with grade level.

#### *Socioeconomic status*

Presentation of material dealing with socioeconomic status.

### Conceptual Rationale

Text, discussion...

### Significance of the Study

Text, discussion...

### Limitations and/or Delimitations

Limitations and delimitations should deal primarily with restrictions concerning the **selection of subjects** for the study or sampling restrictions. Greater detail concerning “The Setting” and “The Selection of Subjects” will be provided in Chapter III.

## CHAPTER II

### REVIEW OF THE RESEARCH LITERATURE

#### Introduction

The organization of Chapter II may vary somewhat from dissertation to dissertation. This chapter might be organized historically, topically, by variables to be studied (independent, dependent, and moderating), and so on. The best technique for organizing the review of the literature should be determined by the student in consultation with the dissertation committee.

However, throughout this chapter continue to organize your material using the heading/subheading format discussed earlier. This chapter is often quite lengthy; it should be organized into appropriate headings and subheadings facilitating the presentation of the research literature to be discussed.

## CHAPTER III

### RESEARCH DESIGN AND METHODOLOGY

#### Introduction

The purpose of the study was to accomplish the following, etc. Purpose of the study and/or formal problem statement from Chapter I should be included.

#### The Setting

The Setting section is optional depending on the nature of the study and the desire of the committee. If this section is omitted, information concerning “the setting” will included in the Selection of Subjects section.

The “setting” should include more general information concerning the location and/or type of organizations in which the study is conducted, including appropriate background information.

#### Selection of Subjects

The Selection of Subjects section should provide detailed, specific information concerning the respondents (subjects) in the study. As much detail as possible should be given concerning the type of individuals, their characteristics, etc. This section is used by the reader to determine the degree to which the study can be generalized to his/her situation.

### Data Gathering Techniques

A discussion of data gathering or measurement techniques to be used—instrument, survey questionnaire, interview procedures, etc. If an instrument is to be used, information including content validity, reliability, method of anchoring responses (Likert Scale), composite raw scores for each variable, factor analysis (construct validity), etc. should be discussed.

#### *Instrument or Survey Questionnaire One*

##### *Content Validity*

Method, techniques used to obtain content validity (usually a panel of judges).

##### *Reliability*

Method, techniques used to obtain reliability (alpha coefficient, etc).

##### *Raw Score Range*

Indicate Likert Scale used or other measuring technique and range of raw scores for each variable.

#### *Instrument or Survey Questionnaire Two*

Provide the same information as above, if appropriate.

### Data Collection Procedures

Provide information concerning the mechanics of distributing questionnaires, mailing, coding, having information returned to the student, etc.

### Data Analysis

Repeat each research question or subproblem from Chapter I and indicate specifically how the question will be analyzed. Statistical studies should include the specific statistics to be used.

Qualitative studies should include specific techniques to be used in addressing each research question.

*Research Question or Subproblem One*

*Research Question or Subproblem Two*

Etc.

*Useful links for Chapter 3*

[Survey – Table Presentation](#)

[Factor Analysis Table](#)

## CHAPTER IV

### DATA ANALYSIS AND FINDINGS

#### Introduction

Text and discussion, etc.

#### Demographic Analysis

Text and discussion, etc.

#### Research Question One

Text and discussion, etc.

Etc.

#### Summary

### *Useful links for Chapter 3*

[Correlation](#)

[Independent Sample t-test](#)

[One Way](#)

[ANOVA](#)

[Two Way](#)

[How to change SPSS files to APA](#)

[Sample Size](#)

[Frequencies](#)

[ANOVA](#)

[\(http://www.apastyle.org/manual/index.aspx\)](http://www.apastyle.org/manual/index.aspx)

[Calculator](#)

[Table](#)

[format](#)

For more info: <http://www.internationalprofessor.com>

*Click on Resources for Students*

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Introduction (Optional)

#### Summary

Summarize the dissertation, highlighting information primarily from Chapters I, III, and IV.

#### Conclusions

This section provides the researcher the opportunity to discuss in some detail the results of the study and its implications to administrative practice, etc. This section should be used also to discuss weaknesses, as well as strengths, in the study. Research issues, such as the theory or conceptual bases of the study, measurement problems, sampling problems, statistical analysis issues, and so forth, should be reviewed in the conclusions section. This section, in part, is a “reality check” on the importance of the study and its contribution to additional, or new, knowledge in the field of study.

#### Recommendations

This should include recommendations for further research based on the results, or lack thereof, of the study.

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### Final Note

This is the seventh revision (March, 2014) of the Dowling Style manual; obviously this revision will supersede all previous manuals. This is an attempt to prepare a style manual specifically designed for the dissertation at Dowling College. Many of the numerous inconsistencies existed, even within the same dissertation. Because some examples in APA (<http://www.apastyle.org/manual/index.aspx>) are ambiguous, or choices are left to the discretion of the user, it became apparent that students needed specific direction on the many style required for a quality dissertation.

This is not a finished product. Undoubtedly modifications and additions will be necessary as continued style issues and problems arise in future studies. Therefore, feedback on this revision would be greatly appreciated.

Again, this style manual supersedes APA, Last Edition. APA will serve as a supplement to this manual and several references to APA (<http://www.apastyle.org/manual/index.aspx>) have been included. That is, **where [APA's requirements are examples are clear, that material is not repeated here.](#)** Therefore, students are expected to study APA carefully and to include all style recommendations in their dissertations. As stressed previously, where discrepancies exist between the Dowling Manual and APA, **the information provided here will always supersede APA.**

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