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A dissertation submitted to the faculty of

San Diego State University

In partial fulfillment of the requirements for the degree

Doctor of Education

in

Educational Leadership

Date of your dissertation defense here

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ABSTRACT

The first line of the abstract should not be indented. The title of this section (abstract) should be centered at the top of the page and in all caps. The title should not be bolded. This is true for all subsequent section headings (i.e., the title is centered at the top of the page, is in all caps, is NOT bolded). The abstract should be no more than 250 words. The pages preceding the copyright page should not be numbered at all and the copyright page through the acknowledgements/dedication should all be in roman numerals starting with “iii”. Also note that a running head is not included on any of the pages within the manuscript. Within the next section is an example of the table of contents. The table of content headings listed below are provided as examples to demonstrate how some sections of the dissertation are typically laid out; it is not a requirement that these exact section titles be used.

Keywords: can be included, but are not required.

FOR ASD, SYNTHESIZE THE FINDINGS INTO ONE ABSTRACT

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ACKNOWLEDGMENTS

The acknowledgments section is optional. If this page is included, the title should be centered at the top of the page and in all caps.

A dedication page may also be included, but is optional. If a dedication page is included, no title is provided on the page. The dedication should be centered.

CHAPTER 1—INTRODUCTION

First Level Heading is Centered, Bolded and First Letter of Words Capitalized

The first line is indented. All sections of the manuscript should have a 1.5-inch margin on the left side and a one-inch margin on the top, bottom and right sides. In addition, all sections should be double-spaced. Page numbering starts with a “1” on this page. Note that this style guide has been developed to address formatting questions/issues students typically have. For detailed information on the formatting requirements for students, please see the APA 6th edition Publication Manual.

Another First Level Heading

Here is an example of a citation for a website where no author is listed (American Association of Community Colleges, 2009). Here is an example of a citation for a government agency website (U.S. Department of Education [USDOE], 2003). The first time this type of citation is included in text, the name of the agency along with its acronym are provided. In all following citations in the text, only the acronym is used (USDOE, 2003).

Here is an example of a citation with two authors (Cohen & Brawer, 2008). Here is an example of a citation for which more than two authors are included (Brinkworth, McCann, Matthews, & Nordstrom, 2009). Here is an example of a citation used when there are more than one reference within the manuscript with the same author and date (Astin, 1993a). To signify which reference a citation goes with, a letter is placed at the end of the citation, in this case an “a” (Astin, 1993a) or a “b” (Astin, 1993b). Here is an example of a citation used when the author(s) are noted in the text: Hawley and Harris (2006), for example, found that students who believed they could face challenges were

better able to strategically anticipate and plan how to incorporate challenges into their academic schedule, resulting in greater levels of success. Here is an example of a citation used when multiple references are included in a single citation (Gloria & Ho, 2003; Rayle, Robinson-Kurpius, & Arredondo, 2006; Rosenthal, 1995). Note that the citations are listed alphabetically. Here is an example of a citation for multiple references in a single citation all by the same author (Pervin, 1968, 1989, 2001). Here is an example of a citation used when a references has more than six authors (Nicpon et al., 2007). In this case, “et al” is used in place of listing all authors.

Here is an example of a citation for a quote; note that “the quote is provided and then the reference includes a page number” (De Raad & Perugini, 2002, p. 29). When the author is noted in the text, a citation for a quote would look like this: To clarify, Lazarus (1961) states “persons can be classified into types by their pattern of traits” (p. 53). Here is an example of a citation used when referencing a secondary source (as cited in Martin & Swartz-Kulstad, 2000). Note that secondary sources should be avoided if possible; original references are preferred. Secondary sources are typically used when an original work is unavailable/out of print.

Second Level Headings are Bolded, Flush Left and Beginning of Words Capitalized

The first time an acronym for a word/phrase is used within the manuscript, it is written out and the acronym is provided in parentheses. For example, when referring to grade point average (GPA) or Scholastic Assessment Test (SAT) scores, any future references to GPA or SAT do not need to be spelled out after the first time.

Third level headings are bolded, indented and only the first word is capitalized. Note that third level headings end with a period. Only third level headings

have been included within this style guide. For information on fourth level headings and beyond, please see the APA 6th edition Publication Manual.

Hypotheses (Or Research Questions)

1. Hypotheses/Research Questions can be listed in numbered fashion.
2. Here is Hypotheses/Research Question 2.
3. Here is Hypotheses/Research Question 3.

Definition of Terms

The term to be defined should be italicized: Definition of the term should appear one space after the colon.

Another term: Definition of the term here.

A page break should be included between chapters 1 and 2.

CHAPTER 2—LITERATURE REVIEW

First Level Heading

Here is an example of a footnote¹ included in the text. Note that the footnote details are included on the bottom of the page. The footnote can be single-spaced or double-spaced and should be in 10 point font. Footnotes should be brief and express only a single idea.

Here is an example of a figure. A statement should be provided which informs the reader of the purpose of the figure and which provides the figure number. For example: For additional information on the fit model proposed within this research, refer to Figure 1. After the figure is referenced within the text, the figure should be provided. Below the figure, the figure number should be provided in italics followed by the title of the figure.

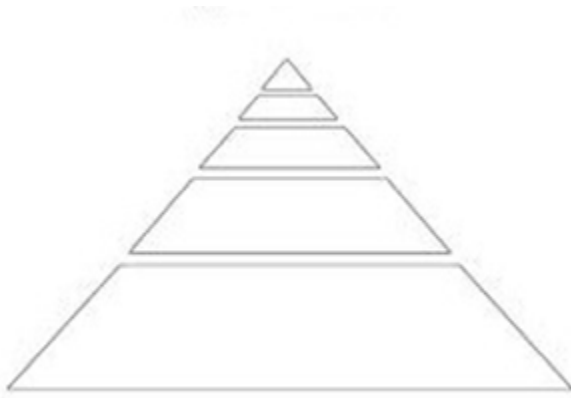


Figure 1. Example of a figure.

A page break should be included between chapters 2 and 3.

¹ Here is the footnote. It provides additional content/clarification of a concept. Footnotes can be single or double spaced.

CHAPTER 3—METHODOLOGY

Note that a heading does not need to be included after a chapter title. A first level heading can be included after the chapter title, but it is not a requirement.

Here are a few examples of how appendices can be referenced within the text:

The first page of the survey included the consent form (see Appendix A for all surveys).

Copies of the recruitment announcements and consent forms are included in Appendices B and C.

A page break should be included between chapters 3 and 4.

CHAPTER 4—RESULTS

Tables should be referred to within the text using the table number in parentheses (Table 15) or by stating “Table 16 shows...” or something similar. “Table above”, “Table below” or “Table on page...” should never be used. Note that the table is labeled by its number on one line, then the table title in italics is included on the next line and then the table itself is provided. No extra spaces should be placed between the manuscript text, table number, table title, or table. The beginning of each word in the table title should be capitalized.

Table 15

ANOVA of Blocks of Grade Point Average Predictor Variables in the Model

	Model	Sum of squares	<i>df</i>	Mean square	<i>F</i>	Significance
1	Regression	13.26	3	4.42	4.49	.005
	Residual	115.30	117	.99		
	Total	128.56	120			
2	Regression	17.59	5	3.52	3.65	.004
	Residual	110.98	115	.965		
	Total	128.56	120			
3	Regression	25.84	8	3.23	3.52	.001
	Residual	102.72	112	.92		
	Total	128.56	120			
4	Regression	41.50	12	3.46	4.29	.000
	Residual	87.06	108	.81		
	Total	128.56	120			

Note: Any descriptive notes regarding the table should be placed here. “Note” should appear in italics. The font size of the note should match the font size of the table. Notes can be double or single-spaced. A note is necessary here to clarify what variables are included in each of the four models listed.

Within Table 15 and 16, font sizes have been changed in order to fit all information in. It is acceptable for tables to be in 10 point, 11 point or 12 point font.

Table 15 and the table note are written in 11 point font. Table 16 is written in 10 point

font. If a note were to be included following table 16, it should be written in 10 point font.

Table 16

Beta Weights of Predictor Variables in Model

Variable	Unstandardized coefficients		Standardized coefficients		Significance
	β	Std. error	β	t	
Age	.02	.01	.20	2.07	.04
Gender	-.47	.18	-.22	-2.57	.01
Ethnicity	.05	.04	.12	1.47	.14
Extroversion	.01	.01	.06	.65	.52
Openness	-.01	.02	-.03	-.33	.74
Agreeableness	.04	.02	.20	1.99	.05
Conscientiousness	.03	.02	.20	2.09	.04
Emotional stability	.02	.01	.11	1.26	.21
Faculty engagement	-.18	.07	-.27	-2.71	.01
Peer engagement	.06	.03	.22	2.39	.02
Campus engagement	-.04	.02	-.19	-1.99	.05
Academic engagement	-.02	.04	-.05	-.54	.59

A page break should be included between chapters 4 and 5.

CHAPTER 5—DISCUSSION

Here is an example of a block quotation for 40 words or more. The sentence prior to the block quote should end in a colon:

The quotation should start on a new line. The entire block quote should be indented. The block quote should also be double-spaced. Note that no quotation marks are used with block quotes. The citation for the quote should be provided after the period of the last sentence in the quote. No period follows the citation.

(Smith, 2012, p. 199)

Quotes that are less than 40 words should follow the format shown on page 2. A page break should be included between chapter 5 and the reference section.

REFERENCES

- Amaury, N. (Ed.). (2011). A special issue on student engagement [Special issue]. *The Review of Higher Education*, 35(1). **Example of a reference for the entire special issue of a journal**
- American Association of Community Colleges. (2009). *About community colleges*. Retrieved from <http://www.aacc.nche.edu/Pages/default.aspx> **Example of an on-line publication where no author is included**
- Astin, A. W. (1993a). What matters in college? *Liberal Education*, 79(4), 4-12.
- Astin, A. W. (1993b). *What matters in college?* San Francisco, CA: Jossey-Bass. **Examples of journal articles with the same author and same date**
- Bailey, T. R., Calcagno, J. C., Jenkins, D., Kienzl, G., & Leinbach, T. (2005). *Community college student success: What institutional characteristics make a difference?* (Community College Working Paper No. 3). New York, NY: Teachers College, Columbia University. **Example of a working paper reference**
- Brinkworth, R., McCann, B., Matthews, C., & Nordstrom, K. (2009). First year expectations and experiences: Student and teacher perspectives. *International Journal of Higher Education and Educational Planning*, 58(2), 157-173. **Example of a journal article with multiple authors**
- Cohen, A. M., & Brawer, F. B. (2008). *The American Community College*. San Francisco, CA: Jossey-Bass. **Example of a book reference**
- Family Education Rights and Privacy Act (FERPA), 20 U.S.C., § 1232g, 1974. **Example of a government agency code/regulation reference**

- Fremont, J. Z. (1998). *Persistence of college freshmen: Relationships among non-academic attitudes and personality types* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI 9911009) **Example of a reference for a dissertation**
- Goldberg, L. R. (1990). An alternative “description of personality”: The Big-Five factor structure. *Journal of Personality and Social Psychology*, *59*, 1216-1229.
- Goldberg, L. R. (1992). The development of markers for the Big-Five factor structure. *Psychological Assessment*, *4*, 26-42.
- Goldberg, L. R. (1993). The structure of phenotypic personality traits. *American Psychologist*, *48*(1), 26-34. **For the above references with a single author - note that they are listed chronologically**
- Goldberg, L. R. (1999). A broad-bandwidth, public domain, personality inventory measuring the lower-level facets of several five-factor models. In I. Mervielde, I. Deary, F. De Fruyt, & F. Ostendorf (Eds.), *Personality psychology in Europe* (Vol. 7, pp. 7-28). Tilburg, The Netherlands: Tilburg University Press. **Example of book chapter with a specific author – note that the editors are also included**
- Kuh, G. D. (2009). The National Survey of Student Engagement: Conceptual and empirical foundations. *New Directions for Institutional Research*, *141*, 5-20.
- Kuh, G. D., Cruce, T. M., Shoup, R., Kinzie, J., & Gonyea, R. M. (2008). Unmasking the effects of student engagement on first-year college grades and persistence. *Journal of Higher Education*, *79*(5), 540-563. **For the above references with the same first author, the reference with only one author comes before the reference for the multi-authored article**

- Lounsbury, J. W., Huffstetler, B. C., Leong, F. T., & Gibson, L. W. (2005). Sense of identity and collegiate academic achievement. *Journal of College Student Development, 46*, 501-514.
- Lounsbury, J. W., Saudargas, R. A., & Gibson, L. W. (2004). An investigation of personality traits in relation to intention to withdraw from college. *Journal of College Student Development, 45*(5), 517-534.
- Lounsbury, J. W., Sundstrom, E., Loveland, J. L., & Gibson, L. W. (2003). Broad versus narrow personality traits in predicting academic performance of adolescents. *Learning and Individual Differences, 14*, 67-77. **For the above references with the same first author, the references are alphabetized by the name of the second author**
- Neufeld, J. E., Rasmussen, H. N., Lopez, S. J., Ryder, J. A., Magyar-Moe, J. L., Ford, A. I., & Bouwkamp, J. C. (2006). The engagement model of person-environment interaction. *Counseling Psychologist, 34*(2), 245-259. **Example of a reference for which more than seven authors are noted**
- U.S. Department of Education (USDOE). (2003). *Community college students: Goals, academic preparation, and outcomes*. Retrieved from the Institute of Education Sciences, National Center for Education Statistics website: <http://nces.ed.gov/pubs2003/2003164.pdf> **Example of an online government publication with no author**

A page break should be included between the references and the appendices.

APPENDIX A

Data Collection Surveys

“Appendix” should be in all caps and centered. A title should be provided below the appendix. A page break should be included after each item in the appendix.

APPENDIX B

Recruitment Announcements and Consent Form