



Dissertation Manual

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WHAT IS A DISSERTATION PROJECT?

The writing of a dissertation provides an opportunity for the doctoral candidates to demonstrate their ability to:

- determine an important project to be studied
- develop an effective plan for completing such a project
- investigate the literature relating to the study
- present the results clearly
- draw conclusions based on the project
- make recommendations for further research.

The dissertation project is a formal, scholarly document that is part of the dues that one plays for the privilege of becoming a professional member of the community. The essential requirement for the dissertation is that it provide a creative and valuable contribution to the field.

A partial list of acceptable types of dissertations that can be completed, includes:

- experimental studies
- historical studies
- surveys/questionnaires
- phenomenological studies
- “Works of Excellence” such as books, videos, manuals, computer software, etc.
- case studies
- heuristic studies
- biographical studies

Important Note: The majority of IUPS students elect to submit a major project, referred to as a “Work of Excellence” dissertation, in lieu of a traditional research dissertation. This may take the form of writing a book, writing and producing a video, a manual, computer software programs, or other creative projects. An explanation of “**Works of Excellence**”, as well as “phenomenological” and “heuristic” studies can be found beginning on page 18 of this manual. It is, however, highly recommended that you read this manual from start to finish as all dissertations will utilize much of what is detailed.

The typical dissertation project at most other graduate schools is experimental in format and IUPS does not favor one research format over another. The experimental format will be used as the primary model in this manual.

In an experimental dissertation, the student starts from an established background of knowledge. A hypothesis is created based on observations by the student. The experimental method is utilized in assessing the hypothesis. Commentary is then offered relating the research findings to the existing literature.

SOME OF THE MOST FREQUENTLY ASKED QUESTIONS ABOUT WRITING DISSERTATIONS:

Q. When Should You Start To Think About Your Dissertation?

A. The moment you begin your program at IUPS, if not sooner. Let's say that early in your educational career, you develop an acute interest in the healing and restorative capabilities of visual imagery. Start reading everything you can get your hands on. When a paper is assigned in your graduate classes, try to relate the assignment to visual imagery. Get feedback from as many of your colleagues and faculty members as possible. Write to the leading authors in the field asking for their feedback, guidance and opinions on specific issues in the field.

Q. What If I Haven't Yet Read Much On The Subject I'm Interested In?

A. Get thee to the library. Move your bed and belongings, because you have reading to do. It's much harder to decide about a dissertation idea when you haven't read what leading thinkers have said about it. Many students have difficulty narrowing their topic down to a specific research idea because they really aren't comfortable with the field of inquiry.

Q. Let's Say That I Don't Even Have An Idea Yet?

A. Welcome to the club. *Most* students enter into their final graduate year without a specific idea for their dissertation. Here is a short list of suggestions for finding a dissertation topic:

- Go to the library and read several first chapters of dissertations.
- Ask everyone you know to brainstorm with you. You never know from whose mouth your dissertation will spring. This includes unsuspecting faculty, colleagues, other Ph.D.'s, and fellow students. In fact, almost everyone you know that is bright, breathing and willing may be of help in either stimulating your own thoughts or just getting the creative juices flowing.
- Examine your own professional work for areas of particular interest. If you are going to delve deeply into a subject, it is best if it is personally interesting to you.
- Read current journals in your areas of interest.

Q. What Are Other Typical Problems Faced In The Primary Stages Of Dissertation Design?

- **Picking a topic that is unwieldy or poorly defined**

Try to identify a research hypothesis / question to investigate. Choosing a field of inquiry is only the *first step* toward developing a research hypothesis / question. For example, studying math anxiety is not acceptable. However, measuring a change in anxiety as a result of a workshop utilizing the *Manifest Anxiety Inventory* would be acceptable, if the results were compared to an equivalent control group.

- **Picking a topic that is designed to significantly change the world**

Whereas it is not impossible that *your* dissertation will change the rotation of the earth, most dissertations are not necessarily of that great impact. Remember that Einstein proposed a paper on the general theory of relativity for his doctoral dissertation and it was considered unacceptable to the faculty! Current national estimates suggest that one of every two hundred dissertations significantly impacts on the area of inquiry. Don't get attached to changing the world with your dissertation.

- **Picking a topic that is not feasible in terms of experimental subjects**

Remember that not everyone in the world necessarily wants to be a subject for your dissertation. Some people don't care, are not available, are not accessible, are not amenable or just don't want to participate in such endeavors. Think in advance of a way to entice / invite subjects to take part in your study. Studying the developmental background of transsexuals may be an interesting topic, but unless you have access to an adequate population, it may be difficult to pursue.

- **Picking a topic that is not feasible in terms of time**

There are realistic time constraints that must be considered when designing a dissertation. Certain treatments / effects take considerable time before full impact can be assessed.

Studying the impact of the elementary school education system may be rewarding, but waiting for a child to complete the sixth grade may take several years. Most graduate students prefer to design experiments where data can be completely collected within several months to one year.

- **Picking a topic that is not feasible in terms of cost**

Equipment, tests, facilities all cost money. Most students pay for their dissertations on their own and it is not unusual for students to spend \$600 in order to complete their dissertation. The following partial list of expenses should be anticipated by students:

- Typing expenses
- Photocopying expenses
- Equipment expenses
- Computerized literature reviews
- Statistical expenses, (e.g. computer time)
- Postage expenses
- Telephone expenses
- Test scoring fees

- **Picking a topic that is not feasible in terms of equipment**

Equipment costs a great deal of money. It must also be learned, maintained, serviced, warehoused, etc. It is important to bear these constraints in mind when evaluating potential equipment.

Measuring the presence of alpha waves using an EEG Biofeedback machine may yield more accurate results than using an EMG Biofeedback instrument. However, the EEG machine may cost several hundred dollars, while the EMG instrument may cost under fifty dollars. Research is oftentimes a function of the caliber of the equipment chosen to assess changes. The choice is up to you, as is the cost.

- **Picking the methodology prior to designing the study**

Many students prefer to use methods other than parametric and nonparametric statistics. Consequently, they choose to work with a more “phenomenological” design. This perspective can involve a focus on what people experience and how they interpret the world and/or a methodological approach that involves experiencing the phenomenon being investigated.

Other students have chosen a heuristic inquiry, which is a form of phenomenological inquiry that brings to the fore the subjective, personal experience and insights of the researcher. Both approaches are examined in Appendix B.

GUIDELINES FOR PREPARATION OF THE DISSERTATION PROPOSAL

In response to numerous student and faculty questions and comments concerning “guidelines” for the preparation of dissertation proposals, the following “suggested” format for Chapters 1 and 3 (the equivalent of a dissertation proposal) is presented. While IUPS is *not insisting* that you follow this outline, it will provide the structure and guidelines for most dissertations. Justification must be provided for any deviation from this format.

CHAPTER 1: PROBLEM FORMULATION

- Introduction
- Background of the Study
- Statement Of the Problem
- Purpose of the Study
- Research Hypothesis / Questions
- Importance of the Study
- Scope of the Study
- Limitations of the Study
- Definitions

CHAPTER 3: RESEARCH METHODS

- Research Approach
- Research Design
- Subjects
- Instrumentation
- Data Collection Procedures
- Data Analysis Procedures

The following pages provide a narrative description of the chapter subheadings.

The dissertation proposal should consist of Chapters 1 and 3 of the dissertation. A brief description of each section follows to offer guidance in preparation of the proposal and it is generally necessary to include each of these sections in the dissertation proposal. Variances may be taken, provided that a reasonable rationale is presented.

CHAPTER 1: PROBLEM FORMULATION

INTRODUCTION

This section is about your field of inquiry. Common notions about the field are presented. In essence, the introduction provides the reader with an idea as to what line of reasoning will follow. It prepares the reader for the more technical “state of the art” discussion that follows in the next section.

BACKGROUND OF THE STUDY

This section presents a brief review of the literature relevant to understanding the problem statement. The key theoretical positions in the field should be discussed. The student must also discuss what other current leading thinkers in the field have stated. If there is little directly relevant literature, then related research must be cited that supports the premises of the study. It is the student’s responsibility to illustrate / explain the development of the research premise by citing other scholars.

Students are advised to include a brief (usually limited to one paragraph) discussion of each study cited. The essence of this section is **justification**.

Assume that you were a trial lawyer pleading your case to judge and jury. Assume that you would have to convince them through logical, creative and sequential argument to accept the premise of your study. What is going on in the world to justify the study, e.g., marriages are failing, health issues need to be addressed. This is typically the longest section of the first chapter. (Usual page length is three to eight pages.)

STATEMENT OF THE PROBLEM

This section represents a conclusion to the previous section. Whereas the *Background of the Study* section attempted to justify the research project, this section provides a concluding argument, summarizing the essential issues and premises that have been raised. At this point, focus is placed specifically upon **the need for further research**.

This may be established in a variety of ways. The need for further research may be a reflection of a lack of research in the field or an attempt to resolve an existing dilemma currently in the field. You may attempt to support either side of an existing conflict or opt to pursue a new and entirely unique direction, or attempt to provide relevant, necessary data. Save the best quote that is found in the literature that “demands new research” for this section of the proposal. Using the credible words of others always helps to substantiate a student’s own claim regarding the need for more research. (Usual page length is one to two pages.)

PURPOSE OF THE STUDY

This section contains a concise, specific statement of the particulars of the study. There should be a statement of the major area of specific interest. This section also states what will be done to provide data to evaluate the research premise. The following paradigm represents the type of information necessary for completing this section:

- What issue(s) will be investigated?
- How will this be accomplished?

Who (subjects) will be assessed / evaluated / observed (method) concerning what characteristics (topic of inquiry) using what assessment / evaluation / observation procedures (instrument) as evaluated by what statistical / nonstatistical procedures (data analysis).

A reader who reviews this section should know beyond a shadow of a doubt exactly what the research premise is and how it will be evaluated. (Usual page length is one page.)

HYPOTHESIS / QUESTIONS

The specific issues discussed provide the essence of the research hypotheses and/or questions. Most dissertations in the field of psychology — and this would apply to the burgeoning field of coaching — contain research hypotheses. These are specific predictions of a single research outcome. A typical hypothesis might be:

There will be a significant difference / correlation between (pretest and posttest scores) OR (Group A and Group B) for variable / characteristic C as measured by instrument D.

❖ **Hypothesis**

While there is no such thing as a generic hypothesis that fits all dissertations, the above model is often applicable. The hypotheses are basically guesses concerning the outcome of the research. They should be measurable and should allow a definite judgment to be made once the data have been collected.

Hypotheses should be listed in directional form in Chapter 1. When evaluating hypotheses, the null form of the hypothesis is typically used. This occurs most frequently in discussions in Chapters 3 and 4. Here is an example of a directional hypothesis and a hypothesis written in the null form:

Directional Hypothesis:

There will be a significant difference between Group A and Group B scores of depression as measured by the Zung Self-Rating Depression Scale.

Null Form:

There will be *no* significant difference between Group A and Group B scores of depression as measured by the Zung Self-Rating Depression Scale.

❖ Questions

Research questions are appropriate when the dissertation is more of an information gathering effort rather than an attempt to test a particular hypothesis. In areas of inquiry with minimal previous research, the purpose of the dissertation might be to illuminate the field, rather than assess and evaluate differences. For instance, an investigation of faith healers might utilize some of the following research questions to provide a focus for the study:

- What is the definition of “healing” used by faith healers?
- According to the faith healers’ own description, how does the “healing” occur?
- What events precede and follow “healing” experiences?

The field of inquiry must be refined so that only one or two specific issues are investigated in the dissertation. This provides focus for the researcher so that sights can be clearly set on the data necessary to answer the research question.

IMPORTANCE OF THE STUDY

This section explains what is significant about the proposed study. It consists of a statement concerning the “gap of information” to be filled by the dissertation. This gap may have been created by a lack of literature in the field or by conflicting research. In either case, the typical dissertation doesn’t necessarily *prove* or *disprove* any existing theory. It may *support or oppose* existing theoretical positions.

Additionally, a statement should be made concerning the potential value of the results of the dissertation. Specifically:

- Which groups will likely benefit from the research?
- In what specific way will this research assist practitioners in the field?

This should not be a global statement about the need for research in the field, it should be a specific statement about the merits of this dissertation. (Usual page length is one to two pages.)

SCOPE OF THE STUDY

This section provides a clear statement of the boundaries or parameters for the dissertation. Each study, since it is specific in focus, can only answer certain questions. Other equally interesting and reasonable issues may not be addressed in the study. Therefore, an explanation of the subject population, the instrumentation utilized and the variables assessed is usually included in this section. These are not the limitations of the study (that will be discussed next). It is simply a clear description of what *will be* included in the study. (Usual page length is one page.)

LIMITATIONS OF THE STUDY

This section provides a clear statement of how the results of the study are limited. Each research method has inherent strengths and weaknesses. Each methodology has its own inherent limitations. Consequently, there are limits that must be imposed upon interpretation of the results of the study.

Listed below are some typical limitations of studies:

- **Geographical Differences**
Would people in San Diego react in the same way as people in New York City?
- **Subject Bias**
Did the subject respond the way he/she honestly felt or as he/she thought the researcher expected?
- **Lack of Corroborating Evidence**
If only one test or indicator was used, was another independent check made to ascertain whether the test measured what it claimed to measure (validity)? Is it possible that the results were a function of the test utilized and not a function of the treatment that was administered?

It is the author's responsibility to alert the reader to possible unavoidable (or avoidable) factors that may have influenced the research outcomes. Since most research is not perfect, this section summarizes the most glaring of the imperfections. (Usual page length is one to two pages.)

DEFINITIONS

The dissertation is written for the intelligent reader who does not possess much content knowledge in the field. Hence, all new and pertinent vocabulary must be defined and referenced. This is accomplished by citing experts in the field. Webster's (and other non-psychological) dictionaries should be avoided, if at all possible, since they offer non-technical definitions. A single definition must be offered for each term to facilitate communication. Authors may *NOT* coin their own definitions of terms.

CHAPTER 3: RESEARCH METHODS

This section provides a justification for the methodology of the dissertation. Whereas one dissertation might utilize a questionnaire, another might utilize an in-depth interview. The rationale for the research design used should be described. Questions to consider include:

- Which research approaches have been used in previous research?
- Which approaches were considered for this dissertation?
- What methodological problems were overcome by using this approach?
- What methodological problems were *NOT* overcome by using this approach?

In essence, the crucial question is: Why was this approach adopted? Quotes from other authors and texts to provide support for the choice are often desirable to indicate that authors are not alone in their belief in the appropriateness of the chosen design. (Usual page length is one to two pages.)

RESEARCH DESIGN

In this section, a brief explanation of the research design is presented. A discussion of how and when the data will be gathered is included. Often a diagram illustrating the design is helpful. One example of a design would be as follows:

Randomized Control Group Pretest – Posttest Design

| Group | Pretest | Treatment | Posttest |
|-------------------------|----------------|------------------|-----------------|
| Experimental Group (R)* | T1 | X | T2 |
| Control Group (R) | T1 | | T2 |

* R = Random Assignment

In this type of study, each group would be pretested on Variable A. The experimental group would then receive Treatment X (designed to impact on Variable A). They would then be retested to assess any changes that may have occurred in Variable A. The control group would also receive the pretest and posttest, but would not receive the treatment.

Significant differences between the two groups would then be compared and contrasted.

This section of the proposal is typically a more technical section. It is often filled with references from other authors corroborating the choice of design. It is good practice to try to reference other experts in attempts at justifying the research methodology. (Usual page length is one to two pages.)

RESEARCH HYPOTHESES / QUESTIONS

The research hypotheses / questions that were stated in Chapter 1 should be restated here in the context of the research methodology. If hypotheses were used, they should appear in the NULL FORM, as they will be statistically evaluated in the null form. If research questions were used, they should be repeated in exactly the same form as they appeared in Chapter 1.

SUBJECTS

This section contains a brief description of the individuals that participated in the study. The relevant demographic characteristics of the population are described. Other specific factors that describe this population are also identified. A pressing question among dissertation writers is: "How many subjects should I use?" Whereas the specific answer for each dissertation should be decided by the student, the dissertation committee and the Director of Dissertation Research, the following guideline may be of help. In most statistical dissertations, 30 subjects or more are typically required for most conventional parametric statistics (Chi-Square analysis, Analysis of Variance, etc.). However, there are advantages to using more or less subjects in any study, so this number should not be automatically chosen, unless it can be specifically justified for the study. (Usual page length is one to two pages.)

INSTRUMENTATION

In this section, all tests, questionnaires, interviews or other assessment techniques must be identified. Each assessment measure must be identified and described (e.g., number of items, nature of items, relevant subscales, etc.). References should be offered to substantiate the validity and reliability of each instrument, if such data exist. Other studies that utilized these instruments may be cited to support usage in the dissertation.

If there is no existing instrument that directly pertains to the primary area of inquiry, then a questionnaire or scale may be created by the student. In this case, the student should explain in great detail the creation of the questionnaire. The theoretical underpinning of the questions should be referenced. The experts that participated in the creation of the tests should be cited and acknowledged. Pilot tests that were conducted should be described. If the student has created his or her own instrument, a more detailed justification for the instrument should be offered.

It is easier to use an existing reliable and valid test. However, in many areas of student interest, there are no existing reliable and valid tests. Hence, a new test must be occasionally created. (Usual page length is three to five pages.)

NOTE: If the instrument has a copyright and you intend to publish it in an appendix to your dissertation, you must first have the author's permission.

DATA COLLECTION PROCEDURES

This section describes the methodology that was utilized in accumulating data for the dissertation. The exact procedure of interview or test administration (including a description of the facilities, instructions, etc.) must be offered. All significant tools, instruments or laboratory conditions must be fully explained. Follow-up procedures for data collection should also be identified (if appropriate).

When nonstatistical dissertations are attempted, the methodology section usually identifies the alternative methods for data collection. For instance, when describing a field study, the dependent variable(s) and environmental conditions should be described in great detail. When describing a biographical study, pertinent details concerning the subject, secondary and tertiary sources that were consulted are described. The essential idea is that whatever methodology was utilized in the dissertation must be *fully* and *completely* explained. The standard for completion of this section is that after reading, another researcher should be able to replicate the study. (Usual page length is one to three pages.)

DATA ANALYSIS PROCEDURES

This section describes the statistics that will be used to evaluate the research hypotheses. In the case of research questions, the methods for comparing and contrasting the data should be discussed. Whereas the specific formula utilized need not be listed in the text (it is often listed in the Appendix), a description of the statistic and chosen levels of confidence should be presented.

Frequency tables, or other groupings of data may be more appropriate for nonstatistical dissertations. The interesting rule of thumb is that statistical dissertations are often shorter than nonstatistical dissertations. Many students feel that a nonstatistical dissertation is somewhat easier to complete. This may not necessarily be true because data will have to be analyzed using one method or another.

Many students choose to hire a statistical consultant to facilitate this process. This individual will assist the student in selecting the most appropriate statistic and will then have access to a computer that can perform the required calculations. Most social science software packages will be suitable for most simple statistical dissertations. It should be remembered, however, that the student must understand the statistical procedures used, be able to discuss them in the *oral defenses*, and is ultimately responsible for the appropriate choice. (Usual page length is one to two pages.)

GUIDELINES FOR DISSERTATION CHAPTERS

The following “guidelines” for the preparation of the dissertation are provided in support of our students. While IUPS does not insist that you follow this outline, it will provide structure and consistency for the dissertation.

There are usually five chapters in the dissertation. The following concise summary identifies the titles and general contents of each chapter.

CHAPTER 1: PROBLEM FORMULATION

Guidelines for this chapter are covered in detail in the dissertation proposal section. The essential difference between the dissertation proposal and the dissertation itself is the extent of detail required. In the proposal, a skeleton version of Chapter 1 is created. In the dissertation, depth and detail is offered to clarify the research premise. The more extensive the depth and detail provided in the proposal, the less additional material will be necessary for the dissertation. Usually, the process involves expanding the existing nine sections of the proposal by adding more support and reference material.

CHAPTER 2: REVIEW OF THE LITERATURE

The importance of this section has to do providing your dissertation with a contextual and historical perspective. Indicate those studies, books, etc. that are relevant to your area of inquiry, and detail how they are relevant to your hypothesis. Assess and detail what has, and what has not been done in relationship to your hypothesis. In addition, demonstrate that you can discern between relatively objective references cited and relatively subjective references cited. This chapter brings clarity to the field you are exploring and positions your particular area of study. A full chapter summary should conclude the chapter highlighting the significant sources cited.

CHAPTER 3: RESEARCH METHODS

Guidelines for this chapter are identical with the guidelines offered in the dissertation proposal. As in Chapter 1, the essential difference is the extent to which detail is required. Basically, each of the seven sections of the proposal are expanded as described above in the section on Chapter 1.

CHAPTER 4: RESULTS AND ANALYSIS

This chapter begins with an opening paragraph describing what will be covered in the chapter. This is followed by a detailed description of the subjects. Results are presented according to Research Hypotheses / Questions. The hypotheses / questions are restated and the results of the investigation are presented. Tables (when necessary) should accompany the narrative account of the results. Additionally, a preliminary analysis of the data should be presented. A brief paragraph in this chapter will set the stage for the more complete presentation of the research findings in Chapter 5. Each hypothesis / research question should be addressed individually. If the results are significant, more narrative should be offered than if the results are nonsignificant. If the

results are nonsignificant, potential reasons explaining the findings may also be briefly offered. Any additional findings of the study, i.e. anecdotal comments or observations, should be presented following the research hypotheses / questions. The chapter should begin with the most important results and should conclude with less important results. A summary is not necessary at the end of the chapter.

CHAPTER 5: SUMMARY, DISCUSSION AND RECOMMENDATIONS

There are three sections in Chapter 5, as the title indicates.

SUMMARY SECTION

The first section of the chapter contains a summary of the dissertation. This summary is comprised of three parts:

- **PROBLEM:** An overview of the research issue investigated
- **METHOD:** How the study was conducted
- **RESULTS:** A review of the findings

In essence, this is a summary of the dissertation in journal form. The APA publication manual is of great help in preparing the summary. The length of the summary should be about 2000-3000 words.

DISCUSSION SECTION

The next section of the chapter includes a discussion of both the significant and nonsignificant findings, each covered independently of the other. An in-depth discussion of each of the findings is presented. The material presented in Chapter 4 should not be repeated here. Rather, a more complete assessment of the findings should be presented. The relationship between the research findings and the current literature (cited in Chapter 2) is discussed. A discussion of issues that were discovered during the course of the dissertation is also presented.

Nonsignificant findings or findings indicating trends should also be discussed, but in considerably less detail. Explanations for all results should be offered. There are circumstances where nonsignificant findings can afford as much rich commentary as more significant data. It is the responsibility of the student, along with the guiding mentor, to determine to what extent discussion should be offered.

RECOMMENDATIONS SECTION

The final section includes recommendations for further research. Students often suffer DB (Dissertation Burnout) by this point and neglect to end their dissertation with this look to future research. So remember that it is important to remember that each piece of research potentially extends the field into new directions. Each dissertation plays its own unique role in this process. With the completion of this research, what improvements could be made in the current design to further investigate the research premise? Should the same issue be reinvestigated? What further research should spring from the findings? What are the implications of this research for the field of inquiry and for psychology (if applicable)?

COMPLETION OF THE DISSERTATION

Once the five chapters of the dissertation are completed, the balance of the dissertation must be compiled. The dissertation should be sequenced in the following order:

- **TITLE PAGE** (same as the “Sample Proposal Title Page”; substitute the word Dissertation for the word Proposal)
- **COPYRIGHT PAGE**
- **SIGNATURE APPROVAL PAGE**
- **DEDICATION PAGE (optional)**
- **ACKNOWLEDGMENTS PAGE (optional)**
- **TABLE OF CONTENTS**
- **ABSTRACT**
- **LIST OF TABLES (optional, as required)**
- **LIST OF FIGURES (optional, as required)**
- **TABLE OF CONTENTS**
- **BODY OF DISSERTATION**
- **REFERENCES**
- **APPENDIX (APPENDICES) (optional)**

A few samples of required pages are found on the following pages. Other dissertations should be viewed for further examples. To assist our students, the IUPS Web site has a number of sample pages available for download in Microsoft Word format.

FORMATTING THE DISSERTATION

Sample template pages of almost every aspect of a dissertation are available for download on our website at www.iups.edu/dissertation.htm. What follows below is a general overview of the dissertation format.

The text typeface should be a 12 point serif font such as Times New Roman. The body of the dissertation should be double-spaced, with longer quotes single-spaced and indented. The page numbers of the *preliminary* material are printed in lower case Roman numerals, centered at the bottom of the page (see below). The left margin should be 1½ inches, whereas the right, top and bottom margins should be 1 inch each.

For purposes of counting, the Title Page is the first page that is counted in lower case Roman numerals, the Copyright Page is second, the Signature Approval Page is third, and so forth. Though these pages (and the optional Dedication Page) are counted, the Roman numeral page number does not appear on those pages. Page numbers begin to be shown with the optional Acknowledgments Page, and such page numbers are centered at the bottom of the page, ½ inch from the bottom, in the footer.

The body of Chapter 1 of the dissertation text is considered page 1 (the start of using Arabic numbers, i.e., 1, 2, 3). Center the page numbers at the beginning of each chapter ½ inch from the bottom of the page, with subsequent chapter pages placed at the top right side of the page, ½ inch from the top.

- | | | |
|---|-----|----------------------------------|
| • Title Page | i | (Roman page # not shown) |
| • Copyright Page | ii | (page # not shown) |
| • Signature Approval Page | iii | (page # not shown) |
| • Dedication Page (<i>Optional</i>) | | (page # not shown) |
| • Acknowledgments Page (<i>Optional</i>) | | (begin showing page #s) |
| • Table of Contents | | (page # shown) |
| • List of Tables (<i>Optional, As Necessary</i>) | | (page # shown) |
| • List of Figures (<i>Optional, As Necessary</i>) | | (page # shown) |
| • Abstract | | (page # shown) |
| • Body of Dissertation | 1 | (begin showing “Arabic” page #s) |
| • References | | (page # shown) |
| • Appendix (Appendices) (<i>Optional</i>) | | (page # shown) |

When you feel that the manuscript is in good shape, provide draft copies for committee members to comment on. Rewrite as necessary, taking into account the committee’s suggestions. Drafts provided to IUPS should be printed on basic 20 lb. paper.

IUPS requires one bound copy of the final, approved dissertation, as well as a copy on a labeled CD, as well as any resulting projects (e.g., books). The bound copy must be printed single-sided on 20 lb., 100% rag content paper for the archives, hard bound with a royal blue cover with the title, author, year, and IUPS in gold on the spine. IUPS uses College Book Bindery, located at 5549 El Cajon Blvd. in San Diego (619-583-7951).

WORKS OF EXCELLENCE

Most IUPS students elect to submit a major project, referred to as a “Work of Excellence”, in lieu of a traditional research dissertation. This may take the form of writing a book, writing and producing a video, a manual, computer software programs, or other creative projects.

In such cases, the Work of Excellence becomes a core aspect of the dissertation, but some traditional aspects of dissertations covered in the main section of this manual are essential and required.

How might one integrate writing a book into one’s dissertation? Many IUPS dissertations have been inspired by the “book” idea and it is certainly a worthwhile endeavor. In going down that path, there are key issues that need to be considered.

- 1) The key issue is the target audience. Whereas the book may be written for the general public, the dissertation targets the academic community. This means that in addition to the book, students must address the university community in general and academicians or leading thinkers in their field, in the dissertation.
- 2) The Ph.D. degree is essentially a research degree. Students therefore must demonstrate that they can:
 - a. Research the literature, referring to the research and/or opinions of key people in their field, e.g., Carl Jung, Ken Wilbur, Eckhart Tolle, Thomas Leonard, Jack Kornfield, Dave Ellis, Abraham Maslow, or others.
 - b. Effectively position their hypothesis or basic concepts in a historical perspective. For instance, what have other scholars stated regarding the chosen hypothesis? What research is there to support or contradict the hypothesis? And another important aspect is to articulate whether the existing evidence is relatively objective, subjective, or erroneous.
- 3) In reference to the audience to which the book material is applicable, consider the limitations of the work in terms of socio-economic status, education, nationality, religious factors, etc.
- 4) Since the dissertation, of which the book is an aspect, is considered to be a contribution to the student’s particular academic field, it is important to note what is considered to be the contributions that are being made by way of this project, and how others could benefit from and further the project undertaken.

Students who want to submit a project are required to prepare a formal write-up that provides the justification for the project, prior to beginning the project. This presentation should clarify the project structure, the processes through which it is developed, and identify the student’s role in the project. When the Mentor and the Academic Dean approve the proposal, the project can be undertaken. The following outline should be helpful when proposing a work of excellence type of dissertation.

Introduction: In the introductory chapter, describe the academic area being addressed. When appropriate, draw upon demographic statistics, statements from the literature and popular media. Discuss the project's contribution to society and its importance within the academic discipline. Clarify the specific problem being addressed in the project and explain the issues involved. The introduction should progress from a statement of the problem and justification of the project toward a statement of the main objectives of the project. (See pages 7-10 for in-depth information on this chapter.)

Review of Literature: Moving beyond the introduction, the student begins an exploration of what the literature states about the main areas of focus within the project. You should identify the major relevant positions within the literature, both pro and con. Explore where your work rests in relationship to all other studies undertaken in the field. It is important to note that a doctorate is considered a research degree and the work of excellence needs to demonstrate an ability to research the literature. (See page 14.)

Procedures: This chapter describes what has been done to address the problem. It should clarify the planning process and the activities related to completion of the project. The student's role in the process, and the role of significant colleagues and contributors should be pointed out. (See pages 11-13 for relevant points.)

Project Results/Findings/Summary: Here the project output or finished product is described. If books or manuals are produced, describe the content of each section or chapter. Explain what effects or potential effects the completion of the project has, or will have, on the academic discipline, workplace, community, and on society. Address the issue regarding the possible limitations of the project, taking into account cultural, socio-economic, racial, and other demographic issues. (See pages 14-15.)

Project Conclusions and Recommendations: Students should use this chapter to clarify what lessons can be learned from their projects and how that will further the knowledge in their field, benefit their professional development, and bring about change in the culture or the occupation. (See page 15.)

Appendices: The Appendices should contain a recreation of any written material, information, and literature related to their projects, or references to any supplemental materials, not appropriate for inclusion in the body of the dissertation. (See the downloadable "Appendices" document template for more information.)

References: Students are to submit proper references of all sources cited in the review of literature and elsewhere in their formal write-up. (See the downloadable "References" document template for more information.)

PHENOMENOLOGICAL APPROACHES & HEURISTIC INQUIRY

Phenomenological Approaches: A phenomenological perspective can mean either or both:

- 1) a focus on what people experience and how they interpret the world (in which case one can use interviews without actually experiencing the phenomenon oneself); or
- 2) a methodological mandate to actually experience the phenomenon being investigated (in which case participant observation would be unnecessary).

There is one additional dimension that differentiates a phenomenological approach, and that is the assumption that there is an essence or essences to shared experience. These essences are the core meanings mutually understood through a phenomenon commonly experienced.

The experiences of different people are bracketed (put in the same category or group), analyzed, and compared to identify the essences of the phenomenon. For example, the essence of loneliness, the essence of being a mother, or the essence of being a participant in a particular program. The assumption of essence, like the ethnographer's assumption that culture exists and is important, becomes the defining characteristic of a purely phenomenological study.

Phenomenologists are rigorous in their analysis of the experience so that basic elements of the experience that are common to members of a specific society, or all human beings, can be identified. This is essential to understanding the philosophical basis of phenomenology.

On the other hand, each person has a unique set of experiences which they treat as "truth" and which determine that individual's behavior. In this sense, truth (and associate behavior) is totally unique to each individual.

A phenomenologist assumes a commonality in human experiences and must rigorously use the method of bracketing to search for those commonalities. Results obtained from a phenomenological study can then be related to and integrated with, those of other phenomenologists studying the same experience or phenomenon.

In short, a phenomenological study (i.e., getting at the essence of the experience of some phenomenon) is one that focuses on descriptions of what people experience and how it is that they experience what they experience.

Heuristic Inquiry: Heuristics is a form of phenomenological inquiry that brings to the fore the personal experience and insights of the researcher. Heuristic inquiry asks; “What is my experience of this phenomenon and the essential experience of others who also experience this phenomenon intensely?”

There are two focusing or narrowing elements of heuristic inquiry within the larger framework of phenomenology. The researcher must have personal experience with *and* intense interest in the phenomenon.

Heuristics is not inquiry into casual experience. Heuristic inquiry focuses on intense human experiences, intense from the point of view of the investigator and co-researchers. It is the combination of personal experience and intensity that yield an understanding of the essence of the phenomenon. Heuristics is concerned with meanings, not measurements; with essence not appearance; with quality, not quantity; with experience, not behavior.

The focus in a heuristic quest is on recreating the lived experience, fully and completely from the frame of reference of the experiencing person. Examples, narrative descriptions, dialogues, stories, poems, works of art, journals and diaries, can all be utilized in the depiction of that which one has subjectively experienced.