THE UNC CHARLOTTE SPECIAL EDUCATION
PH.D. STUDENT HANDBOOK

Note: Documents on this page require the free software Adobe Acrobat Reader. Click here to download.

The information contained here is developed as a handbook for current students. For more information on any topic described, contact Dr. Diane Browder, Doctoral Coordinator: dbrowder@uncc.edu.

Advising. In any doctoral program, one of the keys to success is seeking opportunities to work with faculty as mentors. Most doctoral students will collaborate closely with their advisor while also benefiting from projects and coursework with other faculty. At the time of admission, each student is assigned an interim advisor based on the interests expressed in their application and interview. By November 1st of their first year of study, all students submit the Appointment of Portfolio Committee and Permanent Advisor to the Doctoral Coordinator. The Special Education Doctoral Committee reviews this request in consultation with the faculty and makes advising assignments. Throughout the process, the Committee gives careful consideration to the "match" between students' interests and faculty expertise and advising load in assigning advisors.

SPED Ph.D. Form #1 – Appointment of Portfolio Committee and Permanent Advisor

Registration for Classes. UNC Charlotte doctoral students may register online after they have been admitted to the program and each semester of enrollment. You will receive information about how to register from the doctoral coordinator by June 1st. At the beginning of the Fall semester, all new doctoral students will have an orientation to the program and opportunity to meet the faculty. Students who are uncertain about their first courses can wait until this orientation to receive additional information before registering. Please see information under "Benchmarks" regarding maximum credits that can be taken prior to each benchmark portfolio requirement. Courses taken beyond these maximums may not count toward the degree. Also, courses not included in a student's Planned Course of Study do not count towards the degree.

Register for classes through the REGISTRAR AT UNC CHARLOTTE

Annual Doctoral Plan. By September 15th of each year, all doctoral students should meet with their advisor to draft their annual doctoral plan. This planning will include not only the proposed coursework, but also tentative ideas for the portfolio.

SPED Ph.D. Form #2 – Special Education Annual Doctoral Plan
**Important Events in Doctoral Studies.** The following is a calendar of events for first year doctoral students.

<table>
<thead>
<tr>
<th>Month</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August</strong></td>
<td>Meet with advisor</td>
</tr>
<tr>
<td></td>
<td>Orientation</td>
</tr>
<tr>
<td><strong>September</strong></td>
<td>Submit co-teaching reservation for next year</td>
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<tr>
<td></td>
<td>Annual doctoral plan due September 15th</td>
</tr>
<tr>
<td></td>
<td>Begin discussing topics for study and literature review</td>
</tr>
<tr>
<td><strong>October</strong></td>
<td>Develop research design for study</td>
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<tr>
<td></td>
<td>Confirm topic for literature review</td>
</tr>
<tr>
<td><strong>November</strong></td>
<td>Deadline for Intent to Submit Portfolio/Program of Study</td>
</tr>
<tr>
<td></td>
<td>Request for Portfolio Committee and Permanent Advisor due November 1st</td>
</tr>
<tr>
<td></td>
<td>Submit IRB for study</td>
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<tr>
<td></td>
<td>Register for spring</td>
</tr>
<tr>
<td><strong>December</strong></td>
<td>Exams</td>
</tr>
<tr>
<td></td>
<td>Holiday</td>
</tr>
<tr>
<td></td>
<td>Work on portfolio!</td>
</tr>
<tr>
<td><strong>January</strong></td>
<td></td>
</tr>
<tr>
<td><strong>February</strong></td>
<td></td>
</tr>
<tr>
<td><strong>March</strong></td>
<td>Finish the portfolio</td>
</tr>
<tr>
<td></td>
<td>Spring break</td>
</tr>
<tr>
<td><strong>April</strong></td>
<td>Portfolio due on April 1”</td>
</tr>
<tr>
<td></td>
<td>Go to International CEC Conference</td>
</tr>
<tr>
<td><strong>May</strong></td>
<td>Feedback meeting re: portfolio at end of semester</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td>Summer coursework</td>
</tr>
</tbody>
</table>

**Ph.D. Committees.** The **Special Education Doctoral Committee** is a five faculty member committee appointed for three-year terms by the Doctoral Coordinator. In addition to these, there is one doctoral student representative elected each year. The function of this committee is to make admission decisions, assign advisors, develop program policy, and enhance the program’s quality. The Doctoral Committee works with an advisory council of stakeholders that includes a diverse group of teachers, parents, administrators, researchers, and individuals with disabilities. This committee also invites student feedback about the program annually.
Students are welcome to offer feedback about the Special Education Doctoral Program to the Doctoral Coordinator at any time. Each student also has a **Portfolio Committee** that is comprised of the student’s advisor, a member of the Special Education Doctoral Committee, and a third faculty member in Special Education. A fourth faculty member from outside the College of Education, known as the Graduate Faculty Representative, serves on the Portfolio Committee. When ready to begin developing the dissertation, a **Dissertation Committee** is formed. This committee includes the dissertation advisor and three other members. The Graduate Faculty Representative is also a member of the Dissertation Committee. Prior to defense, a 5th member of the dissertation committee is added, whose role is to participate in the oral defense if a member is absent.

**Planning to Succeed.** The Special Education faculty seek to admit excellent doctoral students who will achieve their goal of successful completion of the Ph.D. in Special Education. The faculty are also committed to preparing excellent professionals in special education who have the research, teaching, diversity/collaboration, and leadership skills. The program has set high standards for doctoral students. Two important ways that students can plan to succeed in achieving their goal of a doctoral degree are: 1) use available university resources and 2) know expectations for each program benchmark. The following are some of the university resources students may find useful during their doctoral studies.

**Graduate Research Assistantship.** UNC Charlotte provides student support through Graduate Research Assistantships. Students apply for these assistantships after receiving notice of admission or by April 1st of each year of study. During the assistantships, students work under the supervision of a faculty member. At the end of each semester, this faculty member completes the **End of Semester Evaluation**.

**SPED Ph.D. Form #3 — GRA End of Semester Evaluation**

**Benchmarks/Residency.** The UNC Charlotte Ph.D. program uses an innovative approach to evaluate student success through the program based on benchmarks. To make satisfactory progress, students must complete both a specified amount of coursework and portfolio projects within two deadlines. The entire program including the dissertation must be completed within eight years. To achieve these benchmarks, students need to study either full-time or as "intensive" part-time students. Rather than a traditional residency requirement that all students study fulltime, this intensive part-time alternative provides an option for advanced professionals to complete their degree while maintaining their current employment. **Because these benchmarks serve as the program’s "residency requirement," they apply to all doctoral students and cannot be modified.** Using these benchmark guides, the Doctoral Coordinator evaluates all current students each May to determine if they are eligible to continue in the program. Students who have not kept pace with these deadlines will be terminated from the program.

**Benchmark Deadlines**

<table>
<thead>
<tr>
<th></th>
<th>Earliest Credits/Year</th>
<th>Latest Credits/Typical Yr</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FULL-TIME</strong></td>
<td><strong>PART-TIME</strong></td>
<td></td>
</tr>
<tr>
<td>#1</td>
<td>22 credits End 1st yr</td>
<td>27 credits End 2nd yr</td>
</tr>
<tr>
<td>#2</td>
<td>50 credits End 2nd yr</td>
<td>50 credits End 3rd yr</td>
</tr>
<tr>
<td>Dissertation</td>
<td>3rd yr</td>
<td>5th yr....Finish no later than</td>
</tr>
</tbody>
</table>
Course of Study Requirements. In the first semester, students take the same required courses (SPECIAL EDUCATION COURSEWORK). The student plans additional coursework for the first year with his or her interim advisor using the Annual Doctoral Plan. Students submit their Planned Course of Study with the first submission of “Intent to Submit a Portfolio” (see “Special Education Doctoral Portfolio Requirements” below). The Planned Course of Study lists the specific courses the student will take in each required area (specific research courses, courses for the specialty), as well as tentative semesters for completing each course and benchmarks. For the specialization, students should describe the focus of the specialty and list the tentative courses to be used for this area. These may include co-teaching master's and undergraduate courses if the specialty area is related to training teachers in a licensure area (e.g., learning disabilities). Students may also reserve some coursework for topical seminars that have not yet been identified. Courses that will be independent studies should include a description of the content and student products. The Course of Study is submitted for approval by the Advisor, Doctoral Coordinator, and Dean of the Graduate School.

SPED Ph.D. Form #4.1 – Program of Study for Fulltime Students

SPED Ph.D. Form #4.2 – Program of Study for Part-time Students

Grade Point Average. A student must maintain a cumulative average of 3.0 in all coursework taken. An accumulation of more than two “C” grades will result in termination of the student's enrollment in the Special Education doctoral program. If a student makes a grade of “U” in any course, enrollment in the program will be terminated. In addition to these grade requirements, students must also receive a satisfactory rating on their portfolios at the benchmark periods. While incompletes are discouraged in doctoral studies in general, any incomplete coursework must be completed at each portfolio benchmark.

Co-teaching. One of the primary ways doctoral students gain expertise in their individual specialty is through co-teaching special education coursework. The Co-teaching Contract with Supervising Faculty is required before registering for this course, which is SPED 8475 – College Teaching. Only one student can co-teach each course. Students make reservations for co-teaching by September 1st for the coming calendar year by submitting a Co-teaching Reservation. Accreditation regulations do not permit doctoral students to be the instructor of record for a course or receive financial compensation as an adjunct instructor. Please see “Procedures for Primary Instructor College Teaching by Ph.D. Students” for additional information on the culminating experience.

SPED Ph.D. Form #5.1 – Co-teaching Contract with Supervising Faculty

SPED Ph.D. Form #5.2 – Modules for Co-teaching

SPED Ph.D. Form #6 – Co-teaching Reservation

Procedures for Primary Instructor College Teaching by Ph.D. Students

Special Education Doctoral Portfolio Requirements. Students complete a portfolio of achievements related to the four focus areas – leadership, diversity/collaboration, teaching, and research. This portfolio must receive satisfactory rating from the Portfolio Committee at two target points in the student's program which are known as Benchmark #1 and #2. The
first benchmark serves as a Qualifying Examination and includes demonstration of writing, teaching, and research skills. The results of Benchmark #1 are filed with the Graduate School. The second benchmark is comparable to the comprehensive exams required by some Ph.D. programs in Special Education. In this last benchmark, students not only demonstrate advanced professional skills, but also a breadth and depth of knowledge about the field. Portfolios can be submitted on either of two dates – **November 1st or April 1st**. Students should study the benchmark deadlines closely to be sure that they have the minimum number of courses to complete the portfolio, but also have not exceeded the maximum number of courses or deadlines. Students must communicate their intent to submit a portfolio on November 1st for an April review and April 1st for a November review by email or letter with a copy to the advisor. Portfolios must be submitted online. See additional information on "Online Portfolio Submissions." With a student's first intent to file, the Doctoral Coordinator formalizes their Portfolio Committee (see Form #1 – Appointment of Portfolio Committee and Permanent Advisor). *Portfolios submitted after the due date will not be evaluated until the next portfolio cycle.*

**SPED Ph.D. Form #7 – Intent to Submit Portfolio**

**SPED Ph.D. Online Portfolio Submissions**

**Research-Based Paper for Portfolio One.** The major writing requirement for Portfolio One is a research-based paper, including 1) Task Analysis for Completing the Research-Based Paper, 2) some published examples for the research-based paper, and 3) the Grading Rubric for the Research-Based Paper.

**Evaluation of the Portfolio.** The Portfolio Committee members individually review the portfolio. The Committee then meets to summarize their ratings for each product in the portfolio and to offer written comments about strengths and areas for further improvement. The overall portfolio is scored as a “Pass” or “Fail.” A “Pass” may include recommendations or stipulations for the student to complete prior to the next benchmark. The results of the Portfolio Evaluation are submitted by the Portfolio Committee to the Doctoral Coordinator. The Doctoral Coordinator communicates the results to the student with a decision regarding continuation in the doctoral program after the semester’s grades have been posted. A failed portfolio will typically result in termination from the program, even if all coursework has been completed satisfactorily. If this is the first “Fail,” the student may submit a letter of petition to the Doctoral Coordinator to resubmit the portfolio. Students whose GPA falls below 3.0 will not be given the opportunity to resubmit the portfolio. If a student has a GPA of 3.0 and wishes to petition to resubmit the portfolio, a letter describing the student's rationale for a second submission and plan for remediation is due to the Doctoral Coordinator within 30 days. If the Doctoral Coordinator approves a resubmission, this resubmission is submitted in the next portfolio cycle. The same Portfolio Committee reviews the resubmitted portfolio. If the portfolio fails on the second attempt, the student is terminated from the program. Students who pass the portfolio on a resubmission, who then fail on a subsequent benchmark, may not request a resubmission and they will be terminated from the program. Please see additional information in "SPED Ph.D. Portfolio Revise and Resubmit Requirements.”

**SPED Ph.D. Portfolio Revise and Resubmit Requirements**

**SPED Ph.D. Form #8.1 – Grading Rubric for Research-Based Papers for Benchmark One**

**SPED Ph.D. Form #8.2 – Portfolio One Scoring Rubric**
I Value Your Opinion

Professional Ethics and Academic Integrity. Students have the responsibility to know and observe the requirements of The Code of Student Academic Integrity found in the catalog. The code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Students who violate the Code will be expelled from UNC Charlotte. Additionally, doctoral students in special education are expected to uphold the professional code of ethics established by the Council for Exceptional Children. In conducting research, students must adhere to the requirements of the Institutional Review Board.

Dissertation Requirements. The purpose of the dissertation is for doctoral students to demonstrate their ability to synthesize the professional literature and generate new knowledge for the profession through using well-established research tools. For the Ph.D. in Special Education, the dissertation may be quantitative (group or single subject) or qualitative research. Whatever type of design, it must adhere to current standards for quality as reflected in professional writing on the chosen method of research design and reflected in the current literature. The dissertation has a preparation period and three phases. The preparation period occurs during the first years of the doctoral program when the student cultivates skills in using the literature, implementing research, and professional writing through the portfolio experiences. By collaborating with faculty to refine their portfolio projects, it is feasible for students to enter the dissertation phase already having one or more manuscripts submitted for review by professional journals.

The first phase of the dissertation is the Proposal Phase, which students can begin upon completion of Benchmark Two and SPED 8699. The student begins this phase by discussing research ideas with the advisor. The advisor and student may decide that another faculty member should serve as dissertation advisor because of the research topic. Once the dissertation advisor is confirmed, the student should develop a brief topic prospectus (5 to 10 pages) for discussion with their advisor. It is important during the preparation phase that the leadership of the research idea comes from the student. While the dissertation is developed in collaboration with a faculty committee, the purpose of this project is for the student to lead a research endeavor. It is the student’s responsibility to convince the dissertation advisor and committee that the design and scope of the study are of sufficient quality to be potentially publishable and make an important contribution to the field of special education. With the dissertation advisor and topic identified, the student then asks two other faculty to serve on the dissertation committee. One of these members should have expertise in the type of research design to be employed and one should have expertise...
in the research topic. Both must be UNC Charlotte tenure-eligible faculty members. Outside members (e.g., Research Associates, faculty from other universities) can be added as additional members of the committee. The committee must be approved by the Doctoral Coordinator. The Graduate Faculty Representative will also be part of the dissertation committee. The student discusses the abbreviated proposal with committee members to seek their endorsement of the basic idea. Once the committee members have informally agreed to serve, the student should submit the Appointment of Doctoral Dissertation Committee form to Dr. Diane Browder, the Doctoral Coordinator.

(Graduate School Form) – Appointment of Doctoral Dissertation Committee

Next, the student develops the first three chapters of the dissertation as a proposal. These chapters include the Introduction, Review of the Literature, and Methodology. The student works with the dissertation advisor to refine these chapters and then submits them to the full committee for additional feedback. The student is urged also to seek early feedback from the design expert on the committee for Chapter 3. When all committee members approve the draft proposal, a date is set for a proposal meeting. At the proposal meeting, the committee will give the student questions and recommendations for changes. After the meeting, the student submits the revised proposal to the committee for final approval. Once the committee members approve the final written proposal, it becomes an informal contract of what the student will do to complete the dissertation. Once the proposal is approved, the student must submit a Petition for Topic Approval form with all committee members signatures to Dr. Diane Browder, Doctoral Coordinator, and then to the Graduate Dean. (This form may be signed by the Dissertation Committee at the proposal meeting if all members are satisfied with the proposal.) The student must also complete the application for review of the proposal by the Institutional Review Board (human subjects review). No research can be started until IRB approval is obtained.

(Graduate School Form) – Petition for Topic Approval

IRB form: Institutional Review Board Form

Application for Admission to Candidacy. Once the student has an approved dissertation proposal, an Application for Admission to Candidacy should be submitted to the advisor and the Doctoral Coordinator. The Application for Admission to Candidacy must be submitted at least 4 weeks before the semester in which the student graduates (e.g., by November 1st for May graduation). In the Special Education program, this application must be submitted when the proposal has been approved.

(Graduate School Form) – Application for Admission to Candidacy

Next is the Implementation Phase. In this phase, the student conducts the study as written in the proposal. Some students may implement the full study themselves, but others will find that they need to recruit or hire data collectors. These may be classroom teachers, fellow students, undergraduates, or others who can be trained in the research method. It is recommended that the student communicate regularly with the dissertation advisor to share data and research progress. If changes must be made in the study (e.g., number of participants, type of data collection), the student should send a memo to the entire committee describing the changes. If any member of the committee requests a meeting to discuss the changes, the student asks the dissertation advisor to schedule a meeting. Sometimes studies produce findings that suggest a methodology flaw (e.g., teaching intervention needs to be changed). The student is responsible for maintaining the
integrity of their research design when making any changes. Major deviations from the originally proposed design that are not communicated to the committee, sloppily run research, or poor results that could easily have been influenced with some minor revision of methodology are grounds for disapproval of a dissertation. If the study cannot be fully implemented (e.g., due to participant attrition, failure to obtain entry to research site, or insufficient return rates on survey), the student must either extend the time period to collect additional data or reconvene the committee to determine if a new study is to be conducted (this is not the oral defense). Violations of research ethics or the IRB (human subjects) approval will result in both disapproval of the dissertation and dismissal from the program. By keeping in close communication with the dissertation advisor, adhering to the written proposal, and maintaining leadership for the research quality, the student can have a successful implementation phase.

**Defense Phase.** Once the study has been completed, the student may want to schedule a meeting with the dissertation advisor to discuss the outcomes prior to drafting the final chapters. The student then prepares the final two chapters – Results and Discussion. The student shares these for feedback and revisions with the dissertation advisor. Then the chapters are shared with the full committee. Committee members may request written revisions. When satisfied with revisions, the committee approves a draft of the dissertation for the oral defense. The purpose of the oral defense is to evaluate the extent to which the student knows and can discuss the completed study. Although the defense is open to the entire faculty, only members of the committee can ask questions during the formal questioning. A quorum of four dissertation members is required for the oral defense to be held. If a member of the committee cannot attend, the defense should be rescheduled unless the Doctoral Coordinator or faculty member designated by the Coordinator has been assigned as a replacement. During the defense, neither faculty nor anyone else present should prompt the student nor answer questions posed. Once the committee members have completed their formal questioning, visitors are given the opportunity to ask additional questions. The visitors and student are then excused and the committee evaluates the oral defense. To pass, the student must receive a vote of “pass” from the majority of the members of the committee. If the oral is not passed, the student has one additional opportunity to pass a second oral exam scheduled no sooner than three months from the first exam. If failed a second time, it is assumed that the student did not have sufficient leadership of the study and a new dissertation is required. When the oral defense is passed, the dissertation chair asks all committee members to sign the Dissertation Defense Report. The student submits this signed form to Dr. Diane Browder, the Doctoral Coordinator.

(Graduate School Form) – Dissertation Defense Report

Once the oral exam is passed, the student makes any changes to the written draft that are recommended by the committee during the oral exam or in response to their questions. The final written draft must be approved by the majority of the dissertation committee and must be into the Graduate School by the designated date to be eligible for graduation. The student creates the "form" for these final signatures using the formal title of the dissertation as shown in the sample.

SPED Ph.D. Form #10 – Sample Final Dissertation Approval Page

Students should provide final bound copies of the dissertation to all members of the committee and submit the dissertation to International Dissertation Abstracts.

**GRADUATION**
Deadlines to apply for graduation: December degree: August 1
May degree: October 1
August degree: May 1

(Graduate School Form) – Application for Degree

RESOURCES TO ENHANCE SUCCESS IN THE PH.D. PROGRAM

The Special Education Program faculty want to see all doctoral students achieve their goal of program completion. Students are admitted with the hope and expectation that they will be successful graduates.

**Advising and Faculty Mentors.** Students are encouraged to stay in close contact with their Ph.D. advisor and to make appointments to discuss plans and progress. At least once per year, students should meet with the advisor to develop an Annual Doctoral Plan. This plan gives focus to the year's priorities.

**Student Study Groups and Support Groups.** Other doctoral students can often provide important academic and social support. One option is for students to form a group that meets regularly for study or social support.

**Counseling Center.** Students who are pursuing advanced graduate study sometimes experience personal or family stress. The University Counseling Center can be a helpful resource to receive counseling to cope with stress or other personal problems. To make an appointment call 704-687-0311.

**University Writing Program.** The University Writing Resources Center can be a useful resource for upgrading and remediating writing skills to meet the rigorous expectations for professional writing in a doctoral program. For more information, call 704-687-1899.

**Financial Aid.** The Office of Student Financial Aid can offer information on scholarships, loans, and other sources of student support beyond what is offered by the Special Education Program. 704-687-5504.
## REVIEW PROCESS FOR PORTFOLIO

<table>
<thead>
<tr>
<th>Deadline</th>
<th>What Occurs</th>
<th>Evaluator</th>
<th>Next Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 1/November 1</td>
<td>Student gives portfolio to advisor</td>
<td>Portfolio committee</td>
<td>Advisor gives outcome to Doctoral Coordinator by May 1/December 1</td>
</tr>
<tr>
<td>First week of May</td>
<td>Doctoral Committee meets</td>
<td>Committee reviews portfolio outcome, grades, and other concerns/recommendations</td>
<td>Doctoral Coordinator writes letter of appraisal</td>
</tr>
<tr>
<td>End of semester (when grades due)</td>
<td>Student receives letter in meeting</td>
<td>Doctoral Coordinator and advisor/other faculty as requested by Coordinator</td>
<td>Portfolio evaluation form sent to Graduate Dean for signature. If student fails, disenrolled from classes during appeal time. If this is a second portfolio failure, no appeal is possible.</td>
</tr>
<tr>
<td>June 1/January 1</td>
<td>Letter of appeal for second portfolio review given to Doctoral Coordinator</td>
<td>Doctoral Committee decides based on letter, grades</td>
<td>Coordinator communicates action on appeal to student by June 15/January 15</td>
</tr>
<tr>
<td>Next portfolio cycle (e.g., November 1&lt;sup&gt;st&lt;/sup&gt;)</td>
<td>Second portfolio submission</td>
<td>Portfolio Committee plus Doctoral Coordinator or additional committee member</td>
<td>Committee communicates outcome to Coordinator before first week of classes</td>
</tr>
<tr>
<td></td>
<td>Letter to student with final decision</td>
<td>By Doctoral Coordinator</td>
<td>If student fails, recommendation made to Graduate Dean for student to be dismissed from program. If student passes, student resumes coursework</td>
</tr>
</tbody>
</table>
OUTLINE OF DISSERTATION CHAPTERS

Chapter One

- Statement of the problem (brief literature review modeled after introduction section of published studies that justifies need for this study using published literature)
- Significance of the study (how your proposed study will address the issues raised; explanation of how your study will make a contribution)
- Research questions

Chapter Two

Review of the literature

Expands on Chapter One, giving in-depth review of literature on primary and related topics of the study. Generally, the chapter moves from broad to specific: e.g., Importance of reading for children with autism – methods used to teach reading to this population – shortcomings/limitations in these methods – use of time delay to address these limitations – research on time delay to teach reading – use of time delay to teach reading to students with autism – limitations of these studies and need for research demonstrating how to address functional comprehension (your study).

Chapter Three

Methods

1. Brief overview of method
2. Participant descriptions
3. Setting and who conducts research
4. Research design
5. Measurement/dependent variables/data collection
6. Intervention/independent variable/procedural reliability

(Dissertations are much more detailed than a published article.)

Chapter Four

Results

1. Data on reliability/procedural reliability
2. Data for each dependent variable
3. Computer-prepared graphs with appropriate labeling (unlike manuscript – Embed the graphs in the text at appropriate place with figure label typed at bottom of graph.)
Chapter Five

Discussion

1. Summarize the findings by briefly answering each research question making reference to your data
2. Discuss major themes from your findings relating them in detail to findings of prior studies/issues discussed in the literature
3. Needs for future research
4. Recommendations for practice