

Advanced Graduate Studies in Education

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# Doctoral Portfolio

& Tier 2 Credential



Education Specialist  
Doctor of Education

School of Education  
La Sierra University

# Portfolio Section 1

## Portfolio Overview

Welcome to advanced graduate studies in the School of Education at La Sierra University. This portfolio is for use by students in the following programs: Educational Specialist, Doctor of Education, Professional Administrative Services Credential, and School Psychology Credential.

The portfolio design provides for the following three elements:

- **RESOURCES** provided by the School of Education
- **REQUIRED** documents **you will** include
- **OPTIONAL** documents **you may** include

Each Portfolio section will include a box (like this) that will indicate how each of these three elements apply to that section.

## Purpose

You are about to embark on an intellectual, scholarly, and professional experience that will both broaden and focus your learning. The faculty of the School of Education is committed to preparing the finest educators possible. This portfolio will help guide you through this degree program.

As part of this degree you will develop a portfolio that reflects you as a person, as a scholar, and as an educator. Make this portfolio a reflection of your best thinking and finest work.

## Portfolio Directions

You will be expected to keep this portfolio throughout your program. As you complete your program, certain required elements will need to be placed in this Portfolio. Those elements will be a part of your program completion requirements. You are responsible for collecting or producing all the necessary and required documentation in your portfolio. The cost of this portfolio is \$30.00. If you lose the portfolio, you will be required to purchase a replacement notebook and to replace any lost contents. Make sure that you keep additional copies of all portfolio documents at a different location.

- Each section of the portfolio description will include several components. Follow the directions carefully. These sections are designed to answer general and specific questions about the degree program.
- **Format:** Do not put individual pages in plastic covers, except as needed for certain artifacts.
- **Evaluation** will be based on the following:
  - Completeness of the portfolio
  - Quality of portfolio submissions
  - Evidence of your understanding of epistemology, axiology, and pedagogy
- In one section of the portfolio is a portfolio assessment sheet. You should keep track of your own performance as well as the completeness of the portfolio by checking off each item as completed. The faculty will use the same assessment sheet as they check through your completed portfolio.

## Levels of Study

This Portfolio meets the needs of students studying in the Educational Specialist, Doctor of Education, Professional Administrative Services Credential, and School Psychology Credential programs. Certain sections of the portfolio apply specifically to one or more of these programs. In addition, for some courses, the portfolio will ask for documents related to certain prerequisite program requirements. The following headings will be found within this portfolio to direct you to those sections that apply to you.

- ✓ **Prerequisite Level**
- ✓ **Educational Specialist Level**
- ✓ **Doctorate Level**
- ✓ **Professional Administrative Services Credential**
- ✓ **School Psychology Credential**

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# Admission to La Sierra University

*This section is provided for your convenience.  
By the time you receive this portfolio, you may have already completed all of these requirements.*

<b>Entry Requirements</b>	<b>Date completed</b>	<b>Evidence of completion</b>
Application to Graduate School (doctoral program)	_____	_____
Written essay	_____	_____
Departmental Interview	_____	_____
Copy of Recommendations	_____	_____
GRE (Score of 1000 in a combination of verbal and quantitative, or, verbal and analytical).	_____	_____
TOEFL (550) score for international students	_____	_____
Test of writing ability	_____	_____
GPA (3.3 minimum required)	_____	_____
Approved Program	_____	_____

Advisor Chosen: Select an advisor at the beginning of your program. Select someone within the school who understands and shares your interests. This will aid you in designing your program and in preparing your dissertation.

Advisors Name: \_\_\_\_\_

*Department:* \_\_\_\_\_

# Portfolio Documents for Section 1

Copies of each of the following are to be included in this section of the portfolio.

## **For Educational Specialist Program:**

### **Approved Program**

Copy of the program developed by you and your advisor. Get a copy from the Department Secretary

### **Application for Advancement to Ed.S. Candidacy**

Place a copy of the approved application in the Portfolio.

### **Petition for Ed.S. Graduation**

Place a copy of the petition in the Portfolio.

## **For Doctoral Program:**

### **Doctoral Committee**

In conjunction with your faculty advisor you should select a committee which reflects your scholarly interests and an interest in or expertise in your chosen research method area

*Committee Members Names*

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### **Qualifying Examination**

Place a copy of the form or letter signed by the faculty which shows that you have successfully completed your qualifying examination.

### **Dissertation Proposal**

Place a copy of the approved proposal in the Portfolio. Be sure it has the IRB approval letter attached.

### **Application for Advancement to Ed.D. Candidacy**

Place a copy of the approved application in the Portfolio.

### **Petition for Ed.D. Graduation**

Place a copy of the petition in the Portfolio.

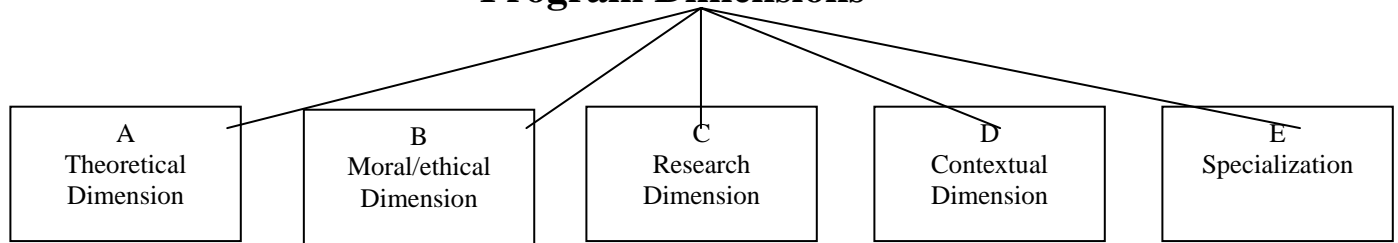
### **Portfolio Defense**

Place the completed Portfolio Defense form in the Portfolio.

### **Dissertation Defense**

Place the approval form for your defense in the Portfolio

## Program Dimensions



This is the theoretical framework developed by the faculty of the School of Education. It incorporates the essential theories and philosophies that form the thinking of a graduate student in the School of Education. The faculty believes that there are important works that should be studied, critical thinking that must be done, and research done in the context of twenty-first students graduating with a doctoral degree from La Sierra University.

These five dimensions or components are integrated throughout the doctoral program. Courses that support each of the five dimensions are listed below under each of the five dimensions sections.

Under each dimension you will receive information regarding courses and the portfolio requirements specified for each course. You are expected to organize your portfolio in such a way that the course requirements are clear to the reviewers when it is complete.

Among the documents you will receive in classes are syllabi, requirements, and readings. Each syllabus will inform you of the requirements for that course which must be included in the Portfolio.

# Portfolio Section 2

## Personal Vitae

### Elements for Section #2

- **RESOURCES** None Provided
- **REQUIRED** Include Your Resume or Vitae
- **OPTIONAL** You **MAY** Include Your Personal Mission Statement

# Portfolio Section 3

## Theoretical Dimension

### Elements for Section #3

- **RESOURCES** None Provided
- **REQUIRED** Papers as specified in the course syllabi
- **OPTIONAL** Additional papers you have selected

One prepared for exemplary service shall be firmly grounded in the Theoretical dimensions of education through an understanding of educational systems, curriculum and counseling services.



### Prerequisite Level

Most of the coursework in this dimension are normally included in Master of Arts Core requirements. If these classes are included in your program at La Sierra University, you will include the specified papers in your portfolio. If you completed these courses or their equivalent before entering this program, check with your advisor regarding the portfolio requirements.

Course	Required Portfolio Documentation	Date Met
Educational Systems EDAD 524 Educational Organization and Leadership	Paper specified in the course syllabus	
Curriculum EDCI 514 Curriculum Planning	Paper exhibiting an understanding of curriculum as specified in the syllabus	
Counseling Services EDPC 540 Principles of Counseling	Paper specified in the course syllabus	

### Other Theoretical Courses

In other courses, you may have written papers that you would like to include in this section of this portfolio. If you include additional papers in this portfolio section, indicate below the course and the topic of the paper.

Course	Optional Portfolio Documentation	Date Met

# Portfolio Section 4

## Moral/Ethical Dimension

### Elements for Section #4

- **RESOURCES** None
- **REQUIRED** Papers as specified in course syllabi
- **OPTIONAL** Additional papers you have selected

One prepared for exemplary service shall recognize and understand the moral and ethical aspects of education and leadership through development of skills and knowledge in moral development and learning and in moral leadership.

### Prerequisite Level

Most of the coursework in this dimension are normally included in Master of Arts Core requirements. If these classes are included in your program at La Sierra University, you will include the specified papers in your portfolio. If you completed this course or its equivalent before entering this program, check with your advisor regarding the portfolio requirements.

Course	Required Portfolio Documentation	Date Met
Moral development and learning  EDCI 512 Faith and Learning	Final Paper which discusses nature of axiology	

### Educational Specialist or Doctoral Level

The following course may be included in your Educational Specialist or Doctorate level. Check with your advisor.

Course	Required Portfolio Documentation	Date Met
Moral Leadership  EDAD 688 Moral Leadership	Final Paper as specified in syllabus	

**Other Moral/Ethical Dimension Courses**

In other courses, you may have written papers that you would like to include in this section of this portfolio. If you include additional papers in this portfolio section, indicate below the course and the topic of the paper.

<b>Course</b>	<b>Optional Portfolio Documentation</b>	<b>Date Met</b>

# Portfolio Section 5

## Research Dimension

### Elements for Section #5

- **RESOURCES** None
- **REQUIRED** Papers as specified in course syllabi
- **OPTIONAL** Additional papers you have selected

One prepared for exemplary service must develop the attitudes and skills of scholarship. This section of the portfolio specifically addresses the scholarship of research.

### Prerequisite Level

Most of the coursework in this dimension are normally included in Master of Arts Core requirements. If these classes are included in your program at La Sierra University, you will include the specified papers in your portfolio. If you completed this course or its equivalent before entering this program, check with your advisor regarding the portfolio requirements.

Course	Required Portfolio Documentation	Date Met
EDRS 504 Methods & Materials of Research	Paper specified in the course syllabus	

### Educational Specialist Level

The following course may be included in your Educational Specialist or Doctorate level. Check with your advisor.

Course	Required Portfolio Documentation	Date Met
EDRS 604 Educational Statistics I	Paper specified in the course syllabus	

 **Doctoral Level**

The following courses are only for students studying at the Doctorate level.

<b>Course</b>	<b>Required Portfolio Documentation</b>	<b>Date Met</b>
<b>Quantitative Focus</b> EDRS 702 Educational Statistics <b>OR</b> <b>Qualitative Focus</b> EDRS 703 Qualitative Research Methodology	Paper specified in the course syllabus  Paper specified in the course syllabus	
<b>Proposal Preparation</b> EDRS 704 Research Design	Dissertation Proposal	

**Other Research/Scholarship Courses**

In other courses, you may have written papers that you would like to include in this section of this portfolio. If you include additional papers in this portfolio section, indicate below the course and the topic of the paper.

<b>Course</b>	<b>Optional Portfolio Documentation</b>	<b>Date Met</b>

# Portfolio Section 6

## Contextual Dimension

### Elements for Section #6

- **RESOURCES** None provided
- **REQUIRED** Papers as specified in course syllabi
- **OPTIONAL** Additional papers you have selected

One prepared for exemplary service must have a clear understanding of the context of that service. Courses meeting this dimension may be included in either the education specialist or the doctoral program.



### Educational Specialist or Doctoral Level

The following course may be included in your Educational Specialist or Doctorate level. Check with your program.

Course	Required Portfolio Documentation	Date Met
<b>Context of self</b> EDCP 607 Dynamics of Personality	Paper specified in the course syllabus	
<b>Context of the society</b> EDFO 606 Sociology of Education	Paper specified in the course syllabus	
<b>Preparation for Leadership</b> EDAD 687 Leadership in the Organization	Paper specified in the course syllabus	
<i>One (or more) additional "contextual courses to be part of the student's area of specialization, such as:</i>		
<b>Context of the group</b> EDCP 564 Group Theory and Procedures	Paper specified in the course syllabus	
<b>Philosophical context</b> EDCI 552 Analysis of Curricular Alternatives	Paper demonstrating a pedagogical issue	

<b>Context of the organization</b> EDAD 695 Organizational Systems and culture	Paper specified in the course syllabus	
<b>Context of the Community</b> EDAD 696 The School and Community	Paper specified in the course syllabus	

 **Doctoral Level**

The following course is to be included in your program near the completion of your doctoral coursework.

Course	Required Portfolio Documentation	Date Met
<b>Context of time</b>  EDFO 791 Current Issues in Education	Final Paper reflecting an understanding of a current issue as specified in the course syllabus	

**Other Context Dimension Courses**

In other courses, you may have written papers that you would like to include in this section of this portfolio. If you include additional papers in this portfolio section, indicate below the course and the topic of the paper.

Course	Optional Portfolio Documentation	Date Met

# Portfolio Section 7

## Specialization

### Elements for Section #7

- **RESOURCES** None
- **REQUIRED** Papers as specified in course syllabi
- **OPTIONAL** Additional papers you have selected

Each student shall be assigned an advisor based on the student's area of interest. An individualized program of specialization shall be designed in consultation with the advisor.

Some of your courses may have assignments that you have been asked to include in the portfolio. Check with your advisor. In addition to any required papers, you may choose to add additional papers to demonstrate your achievement during this phase of your program.



### Educational Specialist Level

Include below courses in your area of specialization that are taken during your educational specialist program. Indicate below the course and the topic of the paper.

Course	Portfolio Documentation	Date Met



### Doctoral Level

Include below courses in your area of specialization that are taken during your educational specialist program. Indicate below the course and the topic of the paper.

Course	Portfolio Documentation	Date Met

# Portfolio Section 8

## Professional Development and Achievements

### Elements for Section #8

- **RESOURCES** None provided
- **REQUIRED** You will be expected to provide documents which illustrate your professional development during the course of your studies (see suggested list below)
- **OPTIONAL** It is your choice to determine the nature of the documentation selected for section #3. (see suggested list below)



### All Levels

Keep, in this section, a collection of your professional works demonstrating your professional accomplishments and your professional development in this program. Include such items as:

- Honors/awards/other recognitions
- Involvement in school assessments
- Curriculum/program development activities
- School or District publications (newsletters/handbooks/etc.)
- Community outreach/involvement activities
- Publications

# Portfolio Section 9

## Scholarly Resources

### Elements for Section #9

- **RESOURCES** This section contains a number of useful scholarly resources.
- **REQUIRED** None
- **OPTIONAL** You may choose to add resources that you have found useful.

In this portfolio, you will find the following resources to assist you in your program of studies. Some of these resources are general in nature and assist in your academic and scholarly endeavors. Some of the resources in this section are specific to the students who have reached the dissertation preparation and writing stage.

### General Resources

- 1 Reading Lists.
- 7 General Books to Aid in Scholarly Writing
- 8 Web Sites
- 9 Education Search Engines
- 11 Ways of Knowing
- 12 Analyzing, Writing or Reading Scholarly Works
- 13 Understanding Different Research Methodologies

### Dissertation Resources

- 15 Ideas for Writing a Literature Review
- 18 Books on Dissertation Writing
- 19 Defining a Theoretical Framework



### All Levels

### Reading Lists

The purpose of the reading list is to give doctoral students a focus for their study. Each of the five dimensions of your academic studies are included in this Portfolio. These are the theoretical, moral/ethical, research, contextual, and specialization dimensions. Each are listed below with a beginning reading list. This list is not intended to be complete nor to cover everything you will study in your program. It is however a list of books that are essential reading in the field of education.

In addition to this list, students should subscribe to professional journals, and take the opportunity to read journals in the library that cover the various areas of study. A list of journals is also included here.

This list can be especially valuable to the student preparing for the doctoral qualifying examination.

## **Theoretical Dimension**

### Administration and Leadership

Bass, Bernard (1990). *Bass & Stogdill's handbook of leadership*. New York: The Free Press.

Bennis, Warren (1989). *On becoming a leader*. New York: Addison-Wesley Publishing.

Covey, Stephen R. (1989). *Principle-centered leadership*. New York: Summit Books.

Gardner, John W. (1990). *On leadership*. New York: The Free Press.

Wheatley, Margaret & Kellner-Rogers, Myron. (1996). *A simpler way*. San Francisco: Berrett-Koehler Publishers, Inc.

### Curriculum and Instruction

Adler, Mortimer J. (1982). The Paideia Proposal: An Educational Manifesto. New York: MacMillan.

Apple, Michael W. (1996). Cultural Politics and Education. New York: Teachers College Press.

Dewey, John. (1997 reprint) Democracy and Education. Simon and Schuster.

Dewey, John. (1997 reprint) Experience and Education. MacMillan.

Giroux, Henry A. (1988) Teachers as Intellectuals. New York: Bergin & Garvey.

### School Psychology and Counseling

Best Practices in School Psychology-II (NASP)

Corey, Gerald. Theory and Practice of Counseling and Psychotherapy

Petersen, P and Carey, John C. Multicultural Counseling in Schools

Sattler, Jerome M. Assessment of Children 4<sup>th</sup> Edition

Sue, Derald W. Sue and David. Counseling the Culturally Different

Yalom, Irvin D. The Theory and Practice of Group Psychotherapy

## **Moral/ethical Dimension**

The Bible

Works of Ellen G. White

Education

Fundamentals of Christian Education

Counsels to Parents Teachers and Students

### Administration and Leadership

Batten, Joe & Batten, Gail (1997). *The leadership principles of Jesus*. Joplin, Missouri: College Press Publishing Company.

Blanchard, Kenneth & Hybels, Bill. (1999). *Leadership by the book*. New York: William Morrow & Co.

- Blanchard, Kenneth & Peale, Norman Vincent (1988). *The power of ethical management*. New York: William Morrow and Company.
- Block, Peter (1993). *Stewardship: choosing service over self-interest*. San Francisco: Berrett-Koehler Publishers.
- Covey, Stephen R., Merrill, A. Roger & Merrill, Rebecca T. (1994). *First things first*. New York: Simon and Schuster.
- De Pree, Max (1989). *Leadership is an art*. New York: Dell Publishing.
- Glasser, William. (1998). *Choice Theory*. New York: Harper Perennial.
- Greenleaf, Robert K. (1998). *The Power of Servant Leadership*. San Francisco: Berrett-Koehler Pub.
- Koch, Richard (1999). *Moses on leadership*. Oxford, UK: Capstone Publishing Limited.
- Lee, Blaine (1997). *The power principle: influence with honor*. New York: Simon & Schuster.
- Manz, Charles (1998). *The leadership wisdom of Jesus*. San Francisco: Berrett-Koehler Publishers.
- Maxwell, John C. (1999). *The 21 indispensable qualities of a leader*. Nashville: Thomas Nelson Publishers.
- Maxwell, John C. (1998). *The 21 irrefutable laws of leadership*. Nashville: Thomas Nelson Publishers.
- Sergiovanni, Thomas J. (1999). *Building Community in Schools*. San Francisco: Jossey-Bass Publishers.
- Sergiovanni, Thomas J. (1992). *Moral leadership: getting to the heart of school improvement*. San Francisco, CA: Jossey-Bass Publishers.

### Curriculum and Instruction

- Frankl, Viktor. Man's Search for Meaning
- Glasser, William. 1999. Choice Theory : A New Psychology of Personal Freedom
- Lickona, Thomas. Educating for Character : How Our Schools Can Teach Respect and Responsibility. (1992) Des Plaines, IL:Bantam Doubleday Dell.
- Middleton, J. Richard, and Brian J. Walsh. (1995). Truth Is Stranger Than It Used to Be : Biblical Faith in a Postmodern Age Intervarsity Pr.
- Palmer, Parker J. (1993). To Know As We Are Known : Education As a Spiritual Journey by Parker J. Palmer. Harper San Francisco.
- Sire, James W. (1990). Discipleship of the Mind : Learning to Love God in the Ways We Think Intervarsity Pr
- Sire, James W. (1997). The Universe Next Door : A Basic Worldview Catalog Intervarsity Pr;
- Walsh, Brian J. and Richard J. Middleton. (1984). Transforming Vision : Shaping a Christian World View Intervarsity Pr.
- White, Ellen G. ( ). Councils to Parents, Teachers, and Students. Boise: Pacific Press.
- White, Ellen G. ( ). Fundamentals of Christian Education. Boise: Pacific Press.
- White, Ellen G. 1903. Education. Boise:Pacific Press.

## School Psychology and Counseling

- Keith-Spiegel, Patricia and Koocher, Gerald P. Ethics in Psychology  
Remley, Theodore P., Jr. and Herlihy, Barbara. Ethical Legal and Professional Issues in Counseling  
Richards, P. Scott and Bergin, Allen E. A Spiritual Strategy for Counseling and Psychotherapy  
Richards, P. Scott and Bergin, Allen E. Handbook of Psychotherapy and Religious Diversity  
Rubinstein, Joseph and Slife, Brent. Taking Sides

## **Research Dimension**

### **Qualitative Research**

- Agar, Michael H. (1996). The Professional Stranger. San Diego: Academic Press.  
Denzin, Norman K. and Yvonna S. Lincoln, eds. (2000). Handbook of Qualitative Research. Thousand Oaks, CA: Sage.  
Glesne, Corrine and Alan Peshkin. (1992). Becoming Qualitative Researchers: An Introduction. White Plains, NY: Longman.  
Hammersley, Martyn, and Paul Atkinson. (1995). Ethnography: Principles in Practice. London: Routledge.  
Schatzman, Leonard and Anselm L. Strauss. (1973). Field Research Strategies for a Natural Sociology. Englewood Cliffs, NJ: Prentice-Hall.  
VanMaanen, John. (1988). Tales of the Field: On Writing Ethnography. Chicago: University of Chicago Press.

### **Examples of Qualitative Research**

- Kleinman, Sherryl. (1984). Equals Before God: Seminarians as Humanistic Professionals. Chicago: University of Chicago Press.  
Lubeck, Sally. (1985). Sandbox Society: Early Education in Black and White America – A Comparative Ethnography. Philadelphia: Falmer.  
Metz, Mary Haywood. (1986). Different By Design: The Context and Character of Three Magnet Schools. New York: Routledge and Kegan Paul.  
Toth, Jennifer. (1993). The Mole People: Life in the Tunnels Beneath New York City. Chicago: Chicago Review Press.

### **Books on Quantitative Research**

- Chalmers, A. F. 1994. What is This Thing Called Science? Indianapolis: Hackett.  
Kerlinger, Fred N. 1986. Foundations of Behavioral Research. Philadelphia: Harcourt Brace Jovanovich.  
King, Gary, Robert O. Keohane, and Sidney Verba. 1994. Designing Social Inquiry. Princeton, NJ: Princeton University.

- Kuhn, Thomas S. 1970. The Structure of Scientific Revolutions. Chicago: University of Chicago.
- Tabachnick, Barbara G. and Linda S. Fidell. 2001. Computer-Assisted Research Design and Analysis. Needham Heights, MA: Allyn & Bacon.
- Wiersma, William. 2000. Research Methods in Education. Needham Heights, MA: Allyn & Bacon.

### **Examples of Quantitative Research**

See articles in the journals published by the American Educational Research Association and the American Psychological Association.

### **Contextual Dimension**

#### Administration and Leadership

- Burns, George MacGregor (1978). *Leadership*. New York: Harper & Row, Publishers.
- Cooper, Robert & Sawaf, Ayman. (1996). *Executive EQ: Emotional Intelligence in Leadership and Organizations*. New York: Perigee Book.
- Cunningham, William G. & Gresso, Donn W. (contr.) (1993). *Cultural Leadership: The culture of excellence in education*. Boston: Allyn & Bacon.
- Deal, Terrence E. & Peterson, Kent D. (1998). *Shaping School Culture: the heart of leadership*. San Francisco: Jossey-Bass Publishers.
- Fullan, Michael (2001). *Leading in a Culture of Change*. New York: John Wiley & Sons.
- Kouzes, James & Posner, Barry (1993). *Credibility: how leaders gain and lose it, why people demand it*. San Francisco: Jossey-Bass Publishers.
- Peters, Thomas J., & Austin, Nancy (1985). *A passion for excellence: The leadership difference*. New York: Random House.
- Peters, Thomas J. & Waterman, Robert (1982). *In Search of Excellence*. New York: Harper & Row.
- Schmuck, Richard (1994). *The Handbook of Organization Development in Schools and Colleges*. Prospect Heights, IL: Waveland.
- Snowden, Petra (1998). *School Leadership & Administration*. McGraw-Hill.

#### Curriculum and Instruction

(See the Department for a complete Reading List)

#### School Psychology and Counseling

- Best Practices in School Psychology-II (NASP)
- Corey, Gerald. Theory and Practice of Counseling and Psychotherapy
- Petersen, P and Carey, John C. Multicultural Counseling in Schools
- Sattler, Jerome M. Assessment of Children 4<sup>th</sup> Edition
- Sue, Derald W. Sue and David. Counseling the Culturally Different
- Yalom, Irvin D. The Theory and Practice of Group Psychotherapy

## Specialization

### Administration and Leadership

- Bennis, Warren & Nanus, Burt (1985). *Leaders: the strategies for taking charge*. New York: Harper & Row, Publishers.
- Covey, Stephen R. (1989). *The seven habits of highly effective people*. New York: Simon and Schuster.
- De Pree, Max (1989). *Leadership is an art*. New York: Dell Publishing.
- Drake, Thelbert L. & Roe, William H. (1999). *The principalship*. Fifth edition. Upper Saddle River, New Jersey: Prentice-Hall.
- Frape, Larry (1990). *School Management by wandering around*. Lancaster, PA: Technomic.
- Glasser, William. (1994). *The control theory manager*. New York: Harper Business.
- Glickman, Carl D., Gordon, Stephen & Ross-Gordon, Jovita (2000). *SuperVision and Instructional Leadership: A Developmental Approach*. Allyn & Bacon.
- Gorton, Richard (1996). *School Leadership and Administration*. Brown & Benchmark.
- Kotter, John P. (1987). *The leadership factor*. New York: Free Press.
- Kouzes, James & Posner, Barry (1995). *The leadership challenge*. San Francisco: Jossey-Bass Publishers.
- Sergiovanni, Thomas J. (1996). *Leadership for the schoolhouse*. San Francisco, California: Jossey-Bass Publishers.
- Sergiovanni, Thomas J. (1999). *Rethinking Leadership*. Arlington, IL: Skylight.
- Senge, Peter (1990). *The fifth discipline: the art and practice of the learning organization*. New York: Doubleday.
- Spears, Larry C. (1995). *Reflections on leadership: Robert Greenleaf's theory of servant-leadership*. New York: John Wiley & Sons.
- Spears, Larry C. (1996). *Reflections on leadership: twelve practices of courageous leaders*. Provo, UT: Executive Excellence Publishing.

### Curriculum and Instruction

Freire, Paulo. Pedagogy of the Oppressed.

*See other books by the following authors*

Freire, Paulo.  
Eisner, Elliot.  
Giroux, Henry  
Gardner, Howard  
Diamond, Marian

## School Psychology and Counseling

### JOURNALS:

American Psychologist (APA)  
Journal of Learning Disabilities  
Journal of School Psychology  
Journal of Counseling and Development (JCD)  
Journal for the Scientific Study of Religion  
Learning Disability Quarterly  
School Psychology Review

### **Suggested Research Journals:**

Phi Delta Kappan  
Educational Researcher, AERA (American Educational Research Association)  
Journal of Research in Christian Education, Andrews  
Harvard Educational Review, Harvard University  
Teachers College Record, Columbia University  
Journal of Adventist Education  
American Educational Research Journal, AERA  
Review of Educational Research, AERA

## **General Books to Aid in Scholarly Writing**

APA Style Manual is required for style and form for all papers written for the School of Education.

Bolker, Joan. (1998). Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis Owl Books

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. (1995). The Craft of Research. Chicago: University of Chicago Press.

Davis, Gordon B. and Clyde A. Parker. (1997). Writing the Doctoral Dissertation : A Systematic Approach. Barrons Educational Series.

Strunk, William Jr., E. B. White, and Roger Angel. The Elements of Style. 2000. Allan and Bacon.

## Web Sites

Keep in mind that web sites change frequently. If you find a web site that is not available, please let your advisor or department chair know so we can keep this section updated.

### Information for using the APA style

<http://www.vanguard.edu/psychology/apa.html>  
<http://www.wooster.edu/psychology/apa-crib.html>  
<http://www.lib.usm.edu/~instruct/guides/apa.html>  
<http://www.ldl.net/~bill/aparev.htm>  
<http://www.newark.ohio-state.edu/~osuwite/apa.htm>

Has a sample paper  
Excellent samples

### Book Stores on-line

<http://www.amazon.com>  
<http://www.booksamillion.com>  
<http://www.barnesandnoble.com/>  
<http://www.borders.com/>  
<http://www.allbookstores.com/>  
<http://www.uky.edu/Subject/publishers.html#gp1>

A guide to bookstores

### Universities

<http://www.mit.edu:8001/people/cdemello/univ.html>  
<http://www.utexas.edu/world/univ/state/>  
<http://geowww.uibk.ac.at/univ/>

All universities  
U.S. universities by state  
World wide universities

### Seventh-day Adventist sites

<http://circle.adventist.org/>  
<http://northamerica.adventist.org/>  
<http://puc.adventist.org/>  
<http://www.adventist.org/>

Resources for Teachers at Andrews University  
Pacific Union Conference  
General Conference

### Writing

<http://owl.english.purdue.edu/>  
<http://ccc.commnet.edu/grammar/>  
<http://webster.commnet.edu/mla.htm>  
<http://www.cs.cmu.edu/afs/cs.cmu.edu/user/mleone/web/how-to.html>

Good for grammar and style  
A Guide for writing research papers

### Philosophy

<http://www.utm.edu/research/iep/>  
<http://www.bris.ac.uk/Depts/Philosophy/VL/>  
<http://eserver.org/philosophy/>  
<http://plato.stanford.edu/>  
  
<http://www.earlham.edu/~peters/philinks.htm>

Encyclopedia of Philosophy  
Virtual Library of Philosophy  
  
Stanford Encyclopedia of  
Philosophy  
Guide to Philosophy on the  
Internet

## Theory

<a href="http://www.earlham.edu/~peters/philinks.htm">http://www.earlham.edu/~peters/philinks.htm</a>	Links to theory
<a href="http://sun3.lib.uci.edu/~scctr/online.html">http://sun3.lib.uci.edu/~scctr/online.html</a>	Critical Theory
<a href="http://eserver.org/theory/">http://eserver.org/theory/</a>	Cultural Studies and Critical Theory
<a href="http://tip.psychology.org/">http://tip.psychology.org/</a>	Theory into Practice (articles)
<a href="http://carbon.cudenver.edu/~mryder/itc_data/idmodels.html">http://carbon.cudenver.edu/~mryder/itc_data/idmodels.html</a>	Instructional Design
<a href="http://www.prainbow.com/cld/cldp.html">http://www.prainbow.com/cld/cldp.html</a>	Constructivist Design

The following section was copied from <http://www.leidenuniv.nl/ub/biv/specials.htm#Par32>  
It is an outstanding site.

## Education Search Engines

- [SearchEdu.com](#) ("Over 20 million university and education pages indexed and ranked in order of popularity"; for a review, see: [Sun Herald - 01/23/00](#))
- [Study WEB](#)
- [Education Finder Index Page](#) (addresses of educational institutions all over the world; highly incomplete)
- [Education World](#)
- [TKM's Education Web Search](#)
- [Search om Magpie - The Internet Educational Resources Guide](#)
- [Awesome Library - Education Search Engine](#)
- [Go2Net - Search Channel: Education](#)
- [William Peace's Students' Guide to the World Wide Web](#) (science links useful to students of all ages, other subject areas as well)
- [Scholarship and Fellowship Databases](#) (Mark Kantrowicz's collection of links, last updated December 1997)
- [Mach25 Scholarship Search](#)
- [collegeBOT Search Engine](#)
- [GoCollege - The number one college bound web site on the Internet](#) (US, colleges, scholarships, etc.)
- [ePALS Classroom Exchange: Search Engine](#)

- [EduROCK - Reliable Online Curricular Knowledge](#)
- [BRAINTRACK - University-Index](#) (search university homepages all over the world)
- [Universities.com](#) (search database of over 4,000 colleges and universities around the world)
- [Pedagonet.com : Learning Material and Resource Database.](#)
- [ClassMAX: the search engine for classes](#)
- [Teaching and Learning on the WWW](#)
- [Blue Web'n Learning Sites Library](#) (tutorials, activities, projects, lesson plans, hotlists and other resources; all star-rated)
- [GEM: The Gateway to Educational Materials Simple Search](#)
- [The World Lecture Hall](#) (contains links to pages created by faculty worldwide who are using the Web to deliver class materials)
- [Welcome to Searchopolis](#) (Searchopolis is a powerful Internet search engine and resource site for K-12 students; eliminates adult and other objectionable content)
- [Main Cross-Site Indexing Search Page of the U.S. Department of Education](#)
- [ReportSearch.com - Search Engine and Directory for free reports and paid information, courses and how-to guides](#)
- [The Tutorials Search Engine](#)
- [Lesson Plan Search](#)
- [Evisum.com The Educational Search Engine](#) **NEW**
- [Distance Learning Course Finder](#) **NEW**
- [Telecampus Course Directory](#)

# Ways of Knowing

by Frank Whitacre, Melvin Campbell, & Anita Oliver

1. Authority  
There are many forms of authority.  
Some include the following:
  - God
  - Teachers
  - Parents
2. Inductive Reasoning
  - Categorizing
  - Classifying
  - Observation
3. Deductive Reasoning
  - Proof Texts
  - Finding the Major Premise
  - Finding the Minor Premises
  - Drawing a Conclusion

In making an argument through deductive reasoning, one should attack the major premise or the minor premises. You don't argue over the conclusion until you have attacked successfully the major or minor premises.
4. Faith (possibly a subset of authority)
  - Spirit of God Moving on the Heart
  - Believing in the Authority of God
  - Believing the Authority of the Prophet
5. Experience
  - Observations
  - Lived experiences
6. Intuition (Sub-set of Experience)
  - Ability to Sense Differences
7. Scientific (This method borrows from some of the others)
  - Authority (Literature search)
  - Hypothesis (Inductive/Deductive)
  - Research Design (Experience)
  - Conclusion (This is an invented method of knowing which we lift up to know God. It is contrived)
8. Questions:
  - When informations clash, how do you know that the "best" way is the scientific way?
  - How do you know that to find out God scientific answers are the best?
  - What about the postmodern experience, is exalting the self the best way of knowing?
  - When paradigms clash, how do you discover which is the best paradigm?
  - Can you know God's will for your life through science, experience, intuition?
  - What are the advantages/disadvantages to each way of knowing?
  - What framework would you use to discover the best educational form for Christian education?
  - Analyze the principles and factors in support of Christian education?
  - What are the assumptions behind continuing to run Adventist educational systems.
  - Compare and contrast private Adventist education with public education.
  - If God is behind Adventist education, then how should it be run?

## Analyzing, Writing or Reading Scholarly Works

As you work on your literature review, these components of analyzing scholarly work may be useful.

- I. **Major Claim:** Write the major claim of the reading and state it in a sentence or paragraph.  
**Questions or ideas:** To get started thinking about what a major claim is you may want to think about the following:
  - What is the major topic, and what does the author think or believe about it?
  - What is the point the author is trying to make?
  - How has the author looked at the implications of epistemology, pedagogy, ontology and axiology on the topic?
  
- II. **Secondary Claims:** These claims should show support for the major claim.  
**Evidence:** What evidence supports the major claim and secondary claims?  
**Questions:**
  - What reasons does the author have to support his/her claim?
  - Why should you the reader believe this claim?
  
- III. **Analyze:** Compare and contrast the authors claims with contesting claims. These may be claims others have made or ones this author developed.  
**Thinking Questions:**
  - What are the assumptions the author made?
  - What perspective did the author argue from?
  - What are the pros and cons of the claims?
  
- IV. **Summary or Conclusion:** Write a summary of the article which brings together the claims, supports, and conclusions.  
**Questions:**
  - How can you bring together the claims of this article?
  - What conclusions can you make based on the evidence?
  - How would you compare or contrast the claims of this article with the claims of other authors?
  - Were the claims well supported? If so how, if not, why not?
  
- V. **Application:** If there is a practical application to your conclusions you may want to state them here.  
**Questions:**
  - How could you use the ideas in your teaching?
  - What new claims have you made?

## **Research Methodologies**

There are many ways to do research in education. It is a broad, rich field for inquiry. Below are examples of the types of research that can be used in the School of Education.

### **Qualitative Designs**

<b>Research type</b>	<b>Central Questions</b> (from Bruce W. Tuckman. 1999. <u>Conducting Educational Research</u> . Orlando, FL: Harcourt, Brace
Ethnography	What is the culture of this group of people?
Phenomenological	What is the structure and essence of experience of this phenomenon for these people?
Heuristics	What is <i>my</i> experience of this phenomenon and the essential experience of others who also experience this phenomenon intensely?
Ethnomethodology	How do people make sense of their everyday activities so as to behave in socially acceptable ways?
Symbolic interactionism	What common set of symbols and understandings have emerged to give meaning to people's interactions?
Ecological psychology	How do individuals attempt to accomplish their goals through specific behaviors in specific environments?
Systems theory	How and why does this system function as a whole?
Chaos theory	What is the underlying order, if any, of disorderly phenomenon?
Hermeneutics	What are the conditions under which a human act took place or a product was produced that makes it possible to interpret its meanings?
Orientational, qualitative	How is <i>x</i> ideological perspective manifest in this phenomenon?

Types of Qualitative Research Schloss, Patrick J and Maureen A. Smith. 1999. Conducting Research. Upper Saddle River, NJ:Prentice Hall. P. 87.

### **Case Studies**

"Three forms of qualitative research are generally used. *Case studies* allow you to focus on a single instance of a current phenomenon in its total context.... A case study allows you to observe events as they unfold and to interview those who participate in these events. Typically, case studies involve multiple data sources, including discussions with the participants, direct observations, and analysis of written documents."

### **Historical Studies**

"Historical studies involve the interpretation of past events in light of current issues or events. The idea is that examining the past can increase our understanding of present conditions. For example, you may study the immigration patterns during the early twentieth century to understand existing immigration laws and policies. Because the phenomena has already happened, others' observations and records must be used. One approach that may be used is oral history. In this case, interview someone who immigrated during that time and who has first-hand knowledge of events. Another approach is the review of permanent products such as immigration records, newspapers, and diaries. Of course, it is important to

verify the authenticity and accuracy of the documents by cross-checking against other sources of data, such as interviews and observations.”

### **Ethnographic Studies**

“Ethnographic studies allow investigators to study the complex interactions of individuals within their immediate environment. As such, they focus on humans and their culture....”

## **Quantitative Designs**

Quantitative research has its roots in positivism and is closely associated with the scientific method. The emphasis is on facts, relationships, and causes. It is both deductive and empirical in nature, and are tuned to standardized research procedures and predetermined research designs.

### **Research Types**

### **Subdivisions**

Experimental Research

Posttest-Only Control Group Design  
Pretest-Posttest Control Group Design  
Solomon Four-Group Design  
Factorial Designs  
Repeated Measures Designs

Quasi-Experimental Research

Posttest-Only, Nonequivalent Control Group Design  
Pretest-Posttest, Nonequivalent Control Group Design  
Time Series Designs  
Single-Subject Designs  
Action Research

Survey Research

Longitudinal Designs  
Cross-Sectional Designs  
Questionnaire Surveys

Interview Surveys

## Doctoral Level

### Literature Review

This section contains suggestions for writing your literature review and the use of various connecting phrases

These are suggestions only, and are presented in the hope that they will spark your own ideas of what an interesting and appropriate connecting phrase would be

(Educators) seem to agree that...	As articulated in the statement by...
... he wrote, ...	As discussed previously,
... is what Jane Smith calls...	As Jane Smith has pointed out, ...
... observes Jane Smith.	As John Doe argues...
... seems to exemplify...	As John Doe comments somewhat...
... suggests...	As John Doe has pointed out...
... as John Doe states,...	As John Doe notes,...
... by which I mean...	As John Doe puts it, ...
... criticizes on the ground that...	As John Doe writes...
... explains John Doe...	As one might suspect...
... has dominated...	As Smith pointed out...
... he writes that...	As such it will...
... implies a particular view of...	As such Jane Smith has stated...
... seem to agree that...	As...we need to examine...
A basic question...	Aspects of this (view, process)...
A better understanding of...is...	Assertions that...
A brief but important digression...	As a last example...
A central question that/is/...	At the core of (this, her, his)
A fair question is...	At the same time, ...
A more complex view of... is suggested by...	At the very least, ...
A related objection/point/issue is...	At this point...
A similar progression shows, reveals, is, may...	Basic to this idea...
Accompanying this (view, issue, idea) is...	Borrowing from...
According to John Doe...	But then it seems that...
Addressing the... John Doe	By contrast
Along with Jane Smith, who states..., John Doe questioned...	Central to this discussion (is, of, are)
Along with Jane Smith, who..., John Doe questioned...	Clearly, ... for instance, ...
Also useful in this regard (are, is)...	Commenting on the works of...John Doe insists that...
Alternatively,...	Commenting on... Jane Smith describes...
Although some have argued, ... I believe that...	Conclusive evidence from, by, shows, reveals...
Although... it is more...	Consider...
An additional factor...	Doe goes beyond (the, these, this) .... He also (criticizes, supports, reveals)...
An example of...	Doe is not to be faulted for... But...
An expanded notion of the ...must be developed.	Doe, Smith, and others, claim that...
An important contributing factor...	Doe's argument ...would very likely...
An important factor...	Elsewhere I have (explored, examined, argued, stated)...
Another dimension of ...is...	Essentially (my, his, her, the) position is
Another possibility (is, was)	Finally, Jane Smith has recently argued that...
Another strategy is to...	Finally, we will discuss...
Approaching the issue of...	Finally,...
As a matter of fact,...	First of all, it appears that... Also,

First, we will look at...  
 For example, Jane Smith writes that...  
 For John Doe....  
 For this reason,  
 From a ... perspective...  
 From the perspective of...  
 From various ...positions,  
 Furthermore,...  
 Given this dilemma, Jane Smith believes...  
 Given...I want to suggest...  
 Having explored the...we need now to look  
 at...  
 He further notes that...  
 Herein is...  
 Here I continue...  
 I am suggesting that...  
 I have argued that...  
 I have endeavored to...(show, design, argue,  
 suggest)  
 I suggest that...  
 I want to suggest instead that...  
 I will offer some...  
 If such is the case...  
 If... then...  
 In a real sense...  
 In addition to these...  
 In addition to...  
 In an indictment of...  
 In another way...  
 In all that follows...  
 In challenging this assumption...  
 In contrast to...John Doe states...  
 In effect...  
 In John Doe's words, ...  
 In keeping with...  
 In more general terms...  
 In my discussion...  
 In one sense,...  
 In our concern for...  
 In particular...  
 In practice, however,...  
 In Smith's description of...  
 In speaking (of, about, for, with)  
 In sum,...  
 In the end...  
 In the most general sense...  
 In the words of Jane Smith, ...  
 In their discussions, Jane Smith and John Doe  
 both state/argue/allege/identify  
 In this connection I will emphasize...  
 In this connection it is noteworthy...  
 In this sense,...  
 In this view...  
 Influenced by Jane Smith, John Doe...  
 Instead of...Smith and Doe are urging...  
 Interestingly,...

It appears that...  
 It follows, then, that...  
 It is clear...  
 It is essential to raise the (issue, question, point)...  
 It is essential to reiterate that...  
 It is difficult to see...  
 It is important that we (understand, note, realize, see)  
 It is important to note that...  
 It is important to see (that, the, how, when, etc.)...  
 It is in this way that...  
 It is ironic that...  
 It is inevitable that...  
 It is obvious that...  
 It is not a question of...it is a...  
 It is not clear...  
 It is notable that...  
 It is useful to note...  
 It is worth repeating that...  
 It may be thought...  
 It might be argued, (that, however,)  
 It must be emphasized that...  
 It seems clear that...  
 It seems to me that...  
 It then follows that...  
 Jane Smith (rightly, correctly, wisely) states...  
 Jane Smith assumes that...  
 Jane Smith clearly (believes, argues, states)...  
 Jane Smith faults...for...  
 Jane Smith in... provides...  
 Jane Smith is a good example of...  
 Jane Smith observes...  
 Jane Smith offers a critique (of, that, which)  
 Jane Smith states...  
 Jane Smith suggests ....  
 Jane Smith writes, ...  
 Jane Smith, chose to argue...  
 Jane Smith, for instance,...  
 Jane Smith, in... provides a helpful (description,  
 image, view, concept)...  
 Jane Smith's basic point is ...  
 Jane Smith's discussion of...  
 Jane Smith's reconceptualization of...(implies,  
 causes, reveals)...  
 John Doe argues...  
 John Doe comments.... He further offers...  
 John Doe concludes...  
 John Doe describes....as...  
 John Doe has correctly pointed out...  
 John Doe indicates that...  
 John Doe makes the point that...  
 John Doe points out that...  
 John Doe poses the dilemma of...  
 John Doe responded that...  
 John Doe urges...  
 John Doe was troubled by...  
 John Doe wrote...

John Doe, for example, sees...  
 John Doe's conception of...is...  
 John Doe's contention (is, that, is that)  
 John Doe's perspective (is, was, that, invites)  
 Judging from the evidence...  
 Let us return to...  
 Needless to say...  
 Nonetheless,...  
 Never the less...  
 Not the least of...  
 Now moving beyond...  
 On the other hand, ...  
 On the other side of the issue...  
 Once again,...  
 One critical theme of this... is...  
 One element is...  
 One obvious answer to, is, by, from...  
 One of the reasons why...  
 One implication of this (view, perspective, idea,  
     practice)  
 One indication that...  
 One of the reasons that...  
 One response to this...(could be, is, may be, lies  
 in)  
 Parenthetically, it is important to note...  
 Perhaps Doe's suggestion that...ought to...  
 Perhaps the problem is...  
 Perhaps the most...  
 Recent attempts of...to...suggest...  
 Reflecting on...  
 Regarding the issue of...the... might...  
 Research indicates that...  
 Responding to this situation...  
 Second we will examine...  
 Similarly, ...  
 Similarly, Jane Smith....and states... that  
 Similarly, John Doe states, ...  
 Similarly, the possibilities of...  
 Smith and Doe observe that...  
 Smith extends her criticism by challenging...  
 Smith's failure to recognize...leads to...  
 So it is with/that/when...  
 Some have doubted that...  
 Speaking in the same spirit, John Doe says  
     that...  
 Studies confirm, show, reveal that, what,  
 Such comments reflect...  
 Taking this seriously, we ...  
 That comment, paragraph, statement,  
 expresses...  
 The... perspective of...  
 The basic tenets of...  
 The call for...  
 The central lesson of...is that...and...  
 The central question (issue, view) raised  
     is...

The challenge remains to...  
 The concern for...  
 The conception of...(is, is not, will, can)...  
 The concept of...  
 The difference between...  
 The discourse of...  
 The dominant concern...(is, with, in)  
 The emphasis on...  
 The essence of... in contrast to...  
 The extent to which...  
 The incongruity of...  
 The implication is...  
 The insight that...  
 The issue is, is not, reveals...  
 The intellectual groundwork for... is...  
 The issue is...  
 The justification for...  
 The key to... is..  
 The more difficult question is...  
 The notion of/that/...  
 The objectives of...  
 The obstacles to...of, from, by,...are  
 The point that, is, shows,...  
 The primary question (is, raises, asks)...  
 The problems I have indicated...  
 The proponents of...  
 The question of whether, this, ...  
 The thesis of...  
 The theoretical perspective of...  
 Theoretical differences between...  
 There are implications for  
 There is, however, another...  
 There is no question...  
 There is resistance by, from, through, in, to...  
 This (view, topic, issue, belief, practice)...is rooted in  
 This claim, however...  
 This clearly demonstrates that...  
 This discussion leads to...  
 This is especially so when...  
 This recognition that...  
 This suggests that...  
 This view is based on...  
 Thus we know...  
 To a great extent, given..., (people, groups, Smith)  
     often seem...  
 To describe... in this way is to acknowledge...  
 To illustrate...  
 To put it yet another way...  
 Two (or more) related concepts...  
 Two propositions/ideas/notions/theories are  
     especially important  
 Under these conditions...  
 Unfortunately...is premised on...  
 Unquestionably one of the main reasons...  
 Viewed from the...  
 We are not saying...

We can see that...  
We do recognize that...  
We have been dealing with...  
We have established...(that, then, a)  
We might consider...  
We might think of/that/when...  
We need not...  
What is more disturbing is the notion  
that...requires...

What then is....  
When framed in terms of...  
When we (ponder, question, consider)...we might  
ask...  
While criticizing...  
While deeply flawed...  
Yet although...we nevertheless...  
Yet even though...  
Yet while...

## **Suggested Books for Writing the Dissertation**

Bolker, Joan. Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis

Davis, Gordon B., and Clyde A. Parker. Writing the Doctoral Dissertation : A Systematic Approach.

Piantanida, Maria and Noreen B. Garman. The Qualitative Dissertation : A Guide for Students and Faculty

Rudestam, Kjell Erik and Rae R. Newton. Surviving Your Dissertation: A Comprehensive Guide to Content and Process.

Sternberg, David. How to Complete and Survive a Doctoral Dissertation

## Defining a Theoretical Framework

Developing a theoretical framework is the process of disciplined thinking a person uses to analyze evidence. It is a critical thinking process. Below are some frameworks that have been used to think about evidence. Think about developing a theoretical framework as disciplined thinking or disciplined inquiry.

Caution: Be careful when you select a theory or develop one of your own that you do not do your research in a way just to fit the theory. There may be multiple ways to look at your data.

Often in quantitative research, a theoretical framework is developed by the student based on their reading for the Literature Review, or based on an existing theory. For example, critical theory has already been developed, however there are many subsections of critical theory, i.e. feminist critical theory, black critical theory, neo-Marxist critical theory etc. In qualitative research, research may be an extension or revisiting of an existing theory or a new theory may be developed from the data as in grounded theory.

**Theory:** A theory is a framework, worldview, or basic principles that can be acted on. It may consist of explanations, hypotheses, ideas or concepts either developed from the data, from reading, or based on an existing theory. Or as Webster’s Ninth Collegiate Dictionary says, “1: the analysis of a set of facts in their relation to one another 2: abstract thought: SPECULATION 3: the general or abstract principles of a body of fact, a science, or art...”

“The word *theory* is usually reserved for comprehensive causal explanations that go beyond what is already widely accepted to be true. Theories are thus, in one sense, merely proposed explanations that must be tested in order to be accepted or rejected. In actual practice, important theories are seldom definitively accepted or rejected. Instead, tests of a theory provide knowledge that is used to revise the theory. The term revised theory then undergoes further testing and revision. Scientists often use the term *theory building* to describe their work, reflecting this ongoing process of testing, revision, and retesting. Theory is a useful tool for pursuing causal understanding because it has these two properties: It is comprehensive, and it has the potential for extending knowledge beyond what is already known.” Vierra, Andrea, Judith Pollack and Felipe Golez. 1998. Reading Educational Research. Upper Saddle River, NJ: Merril.

Theory	Definition
Constructivism	<p>Constructivism is a theory that we each build our own reality through life experiences, language, and interaction with others. Where it becomes problematic is when a person assumes that there are <u>no</u> absolutes, or true truths.</p> <p>“...Realities are apprehendable in the form of multiple, intangible mental constructions, socially and experientially based, local and specific in nature (although elements are often shared among many individuals and even across cultures), and dependent for their form and content on the individual persons or groups holding the constructions. Constructions are not more or less “true,” in any absolute sense, but simply more or less informed and/or sophisticated. Constructions are alterable, as are their associated “realities.” This position should be distinguished from both nominalism and idealism.” Egon G. Guba and Yvonna S. Lincoln in Denzin, Norman K. and Yvonna S. Lincoln eds. 1994. <u>Handbook of Qualitative Research</u>. Thousand Oaks CA: Sage. P. 110.</p>

Control Theory	<p>“Control theories focus on practice. They provide conceptual frameworks which are intended to increase the efficiency and effectiveness of the educational process. They accept and apply technological rationality.” Molnar, Alex, and John A. Zahorik, eds. 1977. <u>Curriculum Theory</u>. ASCD. P. 5</p>
Critical Theory	<p>“We are defining a criticalist as a researcher or theorist who attempts to use her or his work as a form of social or cultural criticism and who accepts certain basic assumptions: that all thought is fundamentally mediated by power relations that are social and historically constituted; that facts can never be isolated from the domain of values or removed from some form of ideological inscription; that the relationship between concept and object and between signifier and signified is never stable or fixed and is often mediated by the social relations of capitalist production and consumption; that language is central to the formation of subjectivity (conscious and unconscious awareness); that certain groups in any society are privileged over others and, although the reasons for this privileging may vary widely, the oppression that characterizes contemporary societies is most forcefully reproduced when subordinates accept their social status as natural, necessary, or inevitable; that oppression has many faces and that focusing on only one at the expense of others (e.g., class oppression versus racism) often elides the interconnections among them; and, finally, that mainstream research practices are generally, although most often unwittingly, implicated in the reproduction of systems of class, race, and gender oppression.” Kincheloe, Joe L. and Peter L McLaren. <u>Rethinking Critical Theory and Qualitative Research</u>. In Norman K. Denzin and Yvonna S. Lincoln eds. <u>Handbook of Qualitative Research</u>. Thousand Oaks, CA:Sage p. 139, 140.</p> <p>“...A reality is assumed to be apprehendable that was once plastic, but that was, over time, shaped by a congeries of social, political, cultural, economic, ethnic, and gender factors, and then crystalized (reified) into a series of structures that are now (inappropriately) taken as ‘real,’ that is, natural and immutable. For all practical purposes the structures are ‘real,’ a virtual or historical reality.” Norman K Denzin and Yvonna S. Lincoln. 1994. <u>Handbook of Qualitative Research</u>. Thousand Oaks CA: Sage. P. 110.</p>
Descriptive theory	<p>Describes “characteristics of phenomena by describing the discrete characteristics found. Identifies properties and components and circumstances under which it occurs. It sorts out meaning and observations. It is not action oriented and does not produce a situation” Northern Arizona University <a href="http://jan.ucc.nau.edu">http://jan.ucc.nau.edu</a> Example: describing the behaviors of a group of people</p>
Feminist Theory	<p>There are many forms of feminist theory but all focus on the perspective of feminists looking through the lens of a particular theory. Some examples are ethnic feminisms, cultural feminist theory, feminist critical theory, feminist postmodern theory, feminist Marxist theory, liberal feminist theory, radical feminist theory, and well as others.</p> <p>“Reflecting long-standing feminist criticisms of the absence of women from or marginalized reports of women in research accounts, research done from the perspective of standpoint theories stresses a particular that builds on and from women’s experiences. (Harding, 1987, p. 184). .” Virginia Olesen in Denzin, Norman K., and Yvonna S. Lincoln eds. 1994. <u>Handbook of Qualitative Research</u>. Thousand Oaks CA: Sage. P. 110.</p>
Grounded Theory	<p>Theory which is grounded in the data. Theories are built by the researcher through a process of thinking about the data, through analyzing, careful scholarly thinking, and formal reasoning.</p> <p>“Grounded theory is a <i>general methodology</i> for developing theory that is grounded in data systematically gathered and analyzed. Theory evolves during actual research, and it does this through continuous interplay between analysis and data collection...In this methodology, theory may be <i>generated</i> initially from the data, or, if existing (grounded) theories seem appropriate to the area of investitation, then these may be <i>elaborated</i> and modified as incoming data are meticulously played against them...’” Anselm Strauss and Juliet Corbin in Denzin, Norman K., and Yvonna S. Lincoln eds. 1994. <u>Handbook of Qualitative Research</u>. Thousand Oaks CA: Sage. P. 273</p>

Hermeneutic Theory	<p>“Hermeneutic theory,...emphasizes ideas and thoughts. Hermeneutic theories provide new viewpoints, perspectives, and interpretations of the human condition. Through the application of conceptual frameworks from philosophy, history, moral theory, and other humanities, they attempt to lay the groundwork for consensus in the meaning of humanism. The work of (Maxine) Greene in applying existential thought to curriculum is an example of this type of theory.” Molnar, Alex, and John A. Zahorik, eds. 1977. <u>Curriculum Theory</u>. ASCD. P. 5</p>
Interpretive theory	<p>“The constructivist or interpretivist believes that to understand this world of meaning one must interpret it. The inquirer must elucidate the process of meaning construction and clarify what and how meanings are embodied in the language and actions of social actors. To prepare an interpretation is itself to construct a reading of these meanings; it is to offer the inquirer’s construction of the constructions of the actors one studies.” Thomas A. Schwandt in Denzin, Norman K. and Yvonna S. Lincoln eds. 1994. <u>Handbook of Qualitative Research</u>. Thousand Oaks CA: Sage. P. 118.</p>
Postmodernism	<p>Began as a reaction against modernism. Has developed into a broader theory described by Lyotard as an absence of metanarratives or grand themes. In other words, postmodernism does not assume that there are guiding principles or stories to guide our lives. Postmodern thinkers</p>
Positivism	<p>“...An apprehendable reality is assumed to exist, driven by immutable natural laws and mechanisms. Knowledge of the ‘way things are’ is conventionally summarized in the form of time- and context-free generalization, some of which take the form of cause-effect laws. Research can, in principle, converge on the ‘true’ state of affairs. The basic posture of the paradigm is argued to be both reductionist and deterministic (Hesse, 1980)” Egon G. Guba and Yvonna S. Lincoln in Denzin, Norman K., and Yvonna S. Lincoln eds. 1994. <u>Handbook of Qualitative Research</u>. Thousand Oaks CA: Sage. P. 109</p>
Postpositivism	<p>“...Reality is assumed to exist but to be only imperfectly apprehendable because of basically flawed human intellectual mechanisms and the fundamentally intractable nature of phenomena. The ontology is labeled as critical realism (Cook &amp; Campbell, 1979) because of the posture of proponents that claims about reality must be subjected to the widest possible critical examination to facilitate apprehending reality as closely as possible (but never perfectly). .” Egon G. Guba and Yvonna S. Lincoln in Denzin, Norman K. and Yvonna S. Lincoln eds. 1994. <u>Handbook of Qualitative Research</u>. Thousand Oaks CA: Sage. P. 110..</p>
Predictive Theory	<p>Predicting relationships between the characteristics of phenomena. (NAU)</p>
Symbolic Interactionism	<p>Symbolic interactionism is “concerned with <i>how</i> meanings are made.” Meanings are made through the interactions between the individual and society. DeMarrais, Kathleen Bennett and Margaret D. LeCompte. 1995. <u>The Way Schools Work: A Sociological Analysis of Education</u>. White Plains, NY:Longman.p. 21.</p>

# Portfolio Section 10

## Graduate Student Handbook

### Elements for Section #10

- **RESOURCES** The Graduate Student Handbook
- **REQUIRED** None
- **NONE** None



### All Graduate Levels

The Graduate Student Handbook provides you with significant information about policies and services for graduate students in the School of Education at La Sierra University.

Check periodically with your advisor, department chair, or the dean's office for updates.

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## Welcome

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Welcome to La Sierra University, School of Education. Our students come from across North America and around the world. Our students are educators in public and private K-12 educational systems or higher education. Our faculty, in education and experience, reflect a similar background. We are pleased to have you join our program and welcome you to La Sierra University, School of Education.

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## About the School

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### ***History of La Sierra University***

La Sierra University is a Seventh-day Adventist coeducational institution that began as La Sierra Academy in 1922, on acreage that had been part of an 1846 Mexican land grant known as Rancho La Sierra, and is now part of the city of Riverside. In 1923, with the addition of coursework in preparation for teaching, the school became La Sierra Academy and Normal School. As the offerings continued to grow, it became Southern California Junior College in 1927 and La Sierra College in 1939. Accreditation as a four-year liberal arts college was received in 1946.

In 1967, La Sierra College was merged with Loma Linda University as the College of Arts and Sciences. The School of Education was organized in 1968.

The Loma Linda and La Sierra campuses of Loma Linda University were reorganized into separate institutions in 1990, and these four schools (the College of Arts and Sciences, the School of Education, the School of Business and Management, and the School of Religion) together with the Center for Lifelong Learning, became La Sierra University.

### ***Accreditation***

La Sierra University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges WASC (prior to January 1962, the Western College Association) and the Adventist Accrediting Association (Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities). The University is a member of the American Council on Education, the Association of American Colleges, the National Association of Independent Colleges and Universities, and the Association of Independent California Colleges and Universities. Approval of programs for California credentials is maintained with the California State Commission on Teacher Credentialing. Approval of programs for SDA teaching credentials is maintained with the North American Division of Seventh-day Adventists.

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## Vehicles and Parking

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### **Map**

You can obtain a campus map at the Department of Public Relations Website <<http://www.lasierra.edu/resources/campusmap/index.html>>

### **Parking**

Cars, motorcycles or bicycles brought to campus must be registered with the Security Office (909-785-2222). Registration for bicycles and vehicles is available Monday through Thursday, 8:00 a.m. to 6 p.m. and Friday, 8:00 a.m. to 12:00 noon.

At the time of registration, students will receive a parking permit, parking regulations, a map of the University, and information on violations and fines.

During normal daytime hours, students will be expected to park in the lot specified on the parking permit. After 3:30 p.m. students may park in any student lot.

La Sierra students with disabilities as defined and who have a currently valid California or out-of-state "Disabled Vet" license plate or Disabled Persons Registration Insignia displayed on the vehicle may park in spaces designated "Handicapped." Parking controls apply seven (7) days a week, twenty-four (24) hours a day for all spaces designated as "Handicap Parking" and violators will be ticketed. Questions about handicap parking should be addressed to the Security Office.

### **Vehicle Registration/Parking Fees\***

Per Year

Full-time students (12 units or more per quarter): No fee

Part-time students: \$60.00

Per Quarter (fall, winter, spring)

Commuter part-time student: \$20.00

One day per week special commuter permit: \$5.00

Summer commuter: \$20.00

### **Violation Fees\***

\$5.00 for miscellaneous violations such as not displaying decal, for a late fee, etc.

\$12.00 for parking violations

\$17.00 for moving violations

\$25.00 for parking in "no parking" zone or for blocking access areas

\$25.00 for failure to register vehicle

\$50.00 for parking in Handicapped space (from LSU)

\$100.00 for tampering or transferring a permit to another car

\$325.00 for parking in Handicapped space (from RPD)

\* (all fees subject to change):

Location: Security Office, Calkins Hall, first floor

Phone number: 785-2222

# Academic Issues and Policies

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## Admissions

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Check with an advisor or the University bulletin for the different admissions requirements for each degree or credential. The admission process is based on a portfolio including various evidence of ability to satisfactorily complete a graduate degree. If all elements in the portfolio are fully positive, regular admission is granted. In some cases, where one element may be not as strong as desired, a student may be admission provisionally and given opportunity to demonstrate scholarship by completing up to 12 quarter units.

The documents required in the portfolio include:

### ***Master's degree***

- a. GRE aptitude test score
- b. Undergraduate GPA
- c. References
- d. Written essay
- e. Departmental interview

### ***Ed.S or Ed.D. degree***

- a. GRE aptitude test score
- b. Graduate GPA
- c. References
- d. Written essay
- e. Test of writing abilities
- f. Departmental interview

### ***Credentials***

If you are pursuing a credential only program and do not intend to complete a degree program, check with an advisor to determine the admission requirements for you.

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## Steps to the Completion of Your Program

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### 1. Application form

*Complete the La Sierra University application form*

### 2. Application fee

*Submit with a \$30.00 application fee to:*

*Office of Admissions  
La Sierra University  
4700 Pierce Street  
Riverside, CA 92515*

### 3. Admissions file

*Submit other materials as required to complete your admissions file.*

*You will receive a letter from the admissions office indicating additional materials needed for your admissions folder. These may include:*

*Transcripts from other colleges or universities you attended*

*A written essay*

*GRE aptitude test results*

*References*

*Test of writing ability (for post-MA degrees)*

*NOTE: Completing the admission process is essential. You may lose credits if you do not follow through with this process. If you are taking classes for credential purposes ONLY and have NO wish to obtain an advanced degree, please specify on your application form. Be careful, changing your mind at a later date can result in the loss of certain credits.*

### 4. Academic program

*You should receive an individualized program of academic studies for the degree program you have selected. If you have not received such a program, contact the department of your degree major, or the dean's office. This program will include the name of your personal academic advisor.*

### 5. Admittance letter

*Receive letter of admittance from La Sierra University*

*NOTE: You begin taking classes while you wait for the admission process to be completed, but you may only complete 12 quarter units in non-degree status.*

### 6. Degree candidacy

*After completing approximately 30 units (for MA or Ed.S. degrees) you will need to be advanced to "candidate" status. If you have completed 30 units and you have not received a letter from La Sierra University notifying you of obtaining candidate status, contact your advisor.*

*Advancement to candidacy for doctoral students occurs after having satisfactorily completed all or most of the coursework, passed the doctoral qualifying examinations and having an approved proposal.*

### 7. Petition for graduation

*One year before you expect to graduate, you will need to complete and submit to the department or dean's office at La Sierra University, a Petition to Graduate form. Be sure to follow up with email or phone calls to be sure your petition has been processed.*

### 8. Course work

*You will need to complete all of the course work on your program with a GPA of at least 3.0 for an M.A. degree, 3.30 for an Ed.S. degree and 3.5 for a doctoral degree, with no required course receiving below a "B" (3.0) grade.*

### 9. End of degree assessment

*Contact the department of your major or the dean's office to obtain information and/or a study guide for your end of degree assessment.*

*Depending on the degree sought, this may be an essay examination and you will need make arrangements at the dean's office, or the department office to schedule the assessment.*

## 10. Graduation

*Graduation weekend ceremonies take place in June. If you intend to complete your degree by June or that summer, check with your advisor early in the calendar year (January or February) to be sure your name is on the commencement list.*

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## Advisement

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If you have advisement questions, contact your LSU advisor whose name should appear on your individual academic program. When calling or coming in for an advisement session, always bring your individual academic program.

La Sierra University is responsible for providing academic advisement. You are responsible for reading all of the published materials and your individual academic program. You are expected to notify your advisor or a university person if you have any questions or if you see any errors in your individual program. If for any reason you are unable to contact your advisor, or get satisfactory answers to your questions, contact the dean's office by phone or email. The dean's administrative assistant will assure that you receive a response to your question.

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## Registration

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### ***Procedures***

Students may register in one of three different ways. Admitted students may register through the Internet or in person at the registrar's office or in the School of Education building. Students in some programs, may registrar by mail if given instructions to do so.

### ***Independent Study***

Students taking a directed/independent study course must complete the proper form (Directed/Independent Study, Title Request Form) in addition to the registration form. Requests to take a class by independent study must be made through your advisor or department chair.

### ***Adding or Dropping Courses***

Students wishing to drop or add a course should: (1) contact their advisor and/or the registrar's office, (2) complete a Change of Program form and, (3) submit it to the Office of the Registrar.

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## Grades and Transcripts

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Obtain your grade reports from the La Sierra University web site. Go to [www.lasierra.edu](http://www.lasierra.edu) and choose option "Student On-Line Database." You will need the personal identification number (PIN) issued by the admissions office. If you have any questions, call the registrar's office at 785-2006.

In order to obtain or send a La Sierra University transcript, you must complete a transcript request form that can be obtained from the registrar's office. Following are three different options and prices.

Obtaining or sending a transcript within 5 to 10 working days:	\$4.00
Obtaining or sending a transcript within 24 hours	\$8.00
Obtaining or sending a transcript by fax within 48 hours	\$8.00

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## Academic Integrity

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La Sierra University expects high standards of integrity from all members of its community. Applied to the area of academic performance, these standards preclude all acts of academic dishonesty. Academic dishonesty includes such categories as cheating on assignments or tests and plagiarism. Plagiarism includes failure to give credit and use of appropriate citations for the use of the ideas or words of others. As many as three consecutive words from another source without the use of quotations can be considered plagiarism.

Results of academic dishonesty may include an "F" grade in an assignment or course or possible dismissal from the academic program.

Please check the La Sierra University catalog for the full text of the Academic Dishonesty Policy.

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## Academic Grievance

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A student believing that he/she has been treated unfairly may enter into an academic grievance process. Any student wishing to obtain the full text of the Academic Grievance Procedures may request a copy from the dean of the school, from the Student Life Office, or from the office of the Vice-President for Academic Affairs.

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## Academic Writing

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The writing style adopted by the School of Education is from the American Psychological Association (APA). APA style manuals are available for purchase at the La Sierra University Bookstore, on-line, or at any academic bookstore. APA writing style information is also available on-line for those interested in searching.

Doctoral students beginning preparation for writing of their dissertations must obtain additional specific information about dissertation writing style by purchasing a School of Education Dissertation Guide. These are available in the dean's office.

# Academic Support

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## La Sierra University Library

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### ***Library Collections***

The Library's book collections number over 200,000 volumes. These are supplemented with more than 45,000 bound journal volumes representing more than 1300 currently received journal titles. More than 7000 full-text journals are available through a variety of online databases. Extensive microfilm and microfiche collections augment the printed resources of the Library and extend the total holdings to more than 250,000 volumes.

Special collections held by the Library include resources in the Library Heritage Room and Ellen G. White Study Center pertaining to the history of Adventism. A particular strength of the Heritage Room is its collection of educational materials covering the origin and development of the Seventh-day Adventist education system. The William M. Landeen Collection on the History of Christianity contains materials related to the Protestant Reformation.

The Curriculum Resource Center supports the teacher education programs of the University. Its collections include K-12 textbooks, curriculum guides & frameworks, educational software, and children's books, as well as a variety of materials to support the curriculum and lesson planning processes.

### ***Library Services***

The Library's reference and circulation staffs and interlibrary loan services are able to assist faculty and students in locating needed information for study or research purposes.

On-line computer databases are used to facilitate rapid location of information sources. For those instances when needed resources are outside the Library, computer and facsimile networks link the Library to area and distant libraries. Library databases can be accessed from off-campus; contact the Reference Desk for details.

Interlibrary loan service provides the University's faculty, students and staff with access to research materials not included in the Library's collections. Books, microfilm, and photocopies can be obtained from other libraries nationwide. Although the library does not charge a fee for the interlibrary loan service, the user will be assessed any charge levied by the supplying institution. Books are usually sent free of charge. Photocopy costs when billed are typically around \$10.00. Interlibrary loan forms are available through the online catalog and the library web page ([http://www.lasierra.edu/library/info\\_serve/ill.html](http://www.lasierra.edu/library/info_serve/ill.html)). To initiate a request, fill out the electronic form completely and click the "submit" button. Since the length of time required to retrieve materials through interlibrary loan is about two weeks, advance planning is required. Patrons are notified by phone when the requested materials have arrived.

## **Library Networks**

Participation in several local, regional and national information networks lend students and faculty access to the collections of more than 20 area libraries through the Inland Empire Academic Library Cooperative (IEALC). On-demand delivery of library materials from more than 85 public, academic, special, and other libraries is possible through the San Bernardino, Inyo, Riverside Counties United Library Service (SIRCULS). Interlibrary loans may be expedited with several thousand libraries throughout North America via the OCLC Interlibrary Loan network. The Library is also a member of the Tierra del Sol region of the Library of California.

## **Library Hours**

### Regular Schedule

Monday through Thursday*:	8:00 a.m. to 10:00 p.m.
Friday:	8:00 a.m. to 1:00 p.m.
Saturday:	CLOSED
Sunday**:	1:00 p.m. to 10:00 p.m.

\*Reference Desk and Heritage Room close from 12:00 noon to 1:00 p.m. and 5:00 p.m. to 6:00 p.m. Monday through Thursday

\*\*During test weeks, the Library is open Sunday from 1 p.m. to midnight and Monday through Wednesday from 8 a.m. to midnight. On Thursday of test weeks, the library is open 8 a.m. to 6 p.m.

### Recess Schedule

Monday through Thursday:	9:00 a.m. to 6:00 p.m.
Friday:	9:00 a.m. to 12:00 noon
Saturday and Sunday:	CLOSED

### Summer Schedule

Summer schedules may vary. Check with the library at the beginning of the summer session.

## **Contacts**

### Web Address and email

[www.lasierra.edu/library](http://www.lasierra.edu/library)  
Reference: [ecicchett@lasierra.edu](mailto:ecicchett@lasierra.edu)  
Heritage room: [zbarasc@lasierra.edu](mailto:zbarasc@lasierra.edu)  
Circulation: [sbrownin@lasierra.edu](mailto:sbrownin@lasierra.edu)

### Phone Numbers:

Reference Desk – 2396  
Main Desk – 2044  
Acquisitions – 2402  
Circulation – 2044  
Curriculum Resource Center – 2382  
Heritage Room – 2518  
Media Services – 2190  
Periodicals – 2409

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## Learning Support Center

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### **Services**

The Learning Support Center serves the campus community by providing assistance in strengthening basic competencies as well as developing new learning strategies and skills. The center helps students who are experiencing reading, writing and learning difficulties, and aids those who wish to improve skills in reading speed and comprehension. La Sierra students can receive up to three hours of free tutoring a week in a wide range of courses. The Center also offers rooms for study groups. A variety of computers and educational software are also available for use anytime the Center is open. Contact the Learning Support Center for more information.

### **Operation:**

Monday through Thursday:	8:00 a.m. to 10:00 p.m.
Friday:	8:00 a.m. to 12 noon
Sunday	6:00 p.m. to 8:00 p.m.

### **Contacts**

Web Address: [www.lasierra.edu/lsc/](http://www.lasierra.edu/lsc/)  
Location: La Sierra Hall, first floor  
Phone number: 785-2453

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## Computer Lab

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La Sierra University's main computer lab (also known as MICOL) provides computer resources and software support to students, staff, and faculty.

Hardware available at MICOL includes PC and Macintosh computers as well as terminal access to campus-wide mainframes; five high-resolution laser printers; a thermal-wax color printer, and two high-resolution color/gray-scale flatbed scanners.

Software available at MICOL includes word-processing, spreadsheet, database, desktop publishing and graphics, mathematical, statistical, and Internet applications.

Web Address: [www.lasierra.edu/~micola](http://www.lasierra.edu/~micola)  
Location: Ambs Hall, room 102  
Phone Number: 785-2333

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## Testing Services

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The Learning Support Center is the location of La Sierra University Testing Service. Information can be obtained about various admission tests such as the TOEFL and GRE. The TOEFL is given at the beginning of each year in the Learning Support Center. More information about the TOEFL can be found on the web address: [www.toefl.org](http://www.toefl.org). The GRE is offered by computer and may be taken at the Sylvan Learning Center on Magnolia (or other Sylvan Learning Centers in your area).

The Testing Service also coordinates the tests required for certain teaching or service credentials.

Web Address: [www.lasierra.edu/lsc/](http://www.lasierra.edu/lsc/)

Location: La Sierra Hall, first floor

Phone number: 785-2453

# Financial Services

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## Cashier

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The cashier's office provides personal check cashing service to students. This service is limited to \$150.00 per day per student. Students are encouraged to use the ATM located at the cashier window. A charge of \$20 will be assessed for checks not honored by the bank.

Location: Administration Building, first floor  
Phone number: 785-2152

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## Financial Aid

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For information about various loans and grants, see information in the LSU undergraduate bulletin or visit the website at <<http://www.lasierra.edu/finaid/>>.

The following scholarships are available to graduate students by application from the School of Education. Obtain a scholarship application from the dean's office.

### **Clinton H. and Shirley Mitchell Scholarship**

*This award is granted to students in the Department of Curriculum and Instruction. A total of \$1000.00 per year is available to qualified students. Students must be in good standing and recommended by the department.*

### **Dennis-Roehr Scholarship**

*This award is for graduate students in Educational Administration and Leadership. The annual award is approximately \$500.00*

### **Floyd G. Wood and George H. Mayr Foundation Scholarship**

*This award is for graduate students studying Counseling or School Psychology with priority given to counseling students. Approximately \$2000.00 is awarded annually to qualifying students.*

### **George True Simpson Scholarship**

*This award is for graduate students in Counseling or School Psychology. The annual award is approximately \$500.00.*

### **Maybell Jensen Memorial Scholarship**

*This award is for students in any School of Education department that have a satisfactory GPA and general financial need. Approximately \$3000.00 per year is awarded to selected students.*

### **Seventh-day Adventist Ethnic Scholarship**

*Contact one of the special ministries departments of your local Seventh-day Adventist Conference Office to obtain more information about this graduate student scholarship.*



If a security officer requests identifying information of a student, the student is expected to cooperate. Security personnel will routinely question individuals coming and going after normal closing hours.

Permits for vehicle and bicycle registration, as well as handouts outlining the University rules and regulations, are available in the Security Office (located in Calkins Hall).

Student organizations that are planning events on campus should contact the Director of Security for assistance. Some events may require officers to be present.

Phone number: 785-2222

Location: Calkins Hall, ground floor

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## **Emergency Numbers**

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### Campus Services

Campus Pastor:	785-2081
Health Services:	785-2200
Campus Security:	785-2222

Outside Emergency Agencies: 9-911\*

### Hospitals:

Corona Regional Medical Center:	9-688-0093*
Kaiser Permanente:	9-353-2000*
Parkview Community Hospital:	9-688-2211*

# Student Support

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## Counseling Center

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The Counseling Center provides services to students who desire help from professional counselors. This service is free and is designed to deal with a wide range of educational, vocational, premarital, marital, substance use or other personal issues. All counseling is conducted in confidence. Counseling Center hours are Monday through Thursday, 9:00 a.m. to 5:00 p.m., evenings by appointment.

Phone number: 785-2011

Location: La Sierra Hall, first floor

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## Campus Ministries

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The University pastors minister to students' needs by providing spiritual direction and nurture, opportunities for outreach in the community and abroad, pastoral counseling, classes in Seventh-day Adventist beliefs, Engaged Couple's Seminars, vesper programs, chapels and campus ministries retreats.

Location: La Sierra Hall, room 206

Phone: 785-2081

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## Career Planning and Placement Services

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La Sierra University provides placement services to students through its Career Planning and Placement Services office (CPPS). The CPPS offers access to a career library, career counseling and seminars, vocational testing, and job search support. Placement files are maintained and a job-posting service is provided for students. Fees may apply.

In addition, educational position postings may be found in the job-posting notebook at the School of Education.

Phone number: 785-2237

Web Address: [www.lasierra.edu/slife/careers](http://www.lasierra.edu/slife/careers)

Location: Administration Building, Room 202

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## **International Student Services**

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The Office of International Student Services was established to serve the needs of international students attending La Sierra University. This office provides a continuous orientation program; advising on immigration, employment, and personal matters; assistance in registration for classes and official letters for foreign administration offices. The office also sponsors the International Student Association and social and cultural events, publishes a quarterly newsletter, Foreign Exchange, and serves as a liaison for community programs.

Phone number: 785-2237

Web Address: [www.lasierra.edu/slife/international](http://www.lasierra.edu/slife/international)

Location: Administration Building, room 202

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## **Child Care**

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The La Sierra Child Development Center offers subsidized and unsubsidized care to the public as well as faculty, staff and students affiliated with La Sierra University. It is open during the summer break.

Phone number: 343-0979

Location: 4601 Pierce St., Riverside

Office Hours:

Monday – Friday: 6:30 a.m. – 6:00 p.m.

# Food Services

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## Cafeteria

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### **Services**

The La Sierra University cafeteria, located in the Commons, serves full vegetarian meals at specified meal hours and reduced selections at other times. A meal plan is required for all residents living in on-campus housing. Meals may be paid for in cash or by purchasing a meal plan. A reduced rate meal plan is available for students aged 23 and above or graduate students.

### **Normal Cafeteria Hours\***

\*Summer hours may differ.

#### Monday to Thursday

Breakfast:	7:15 - 9:00 a.m.
Lunch:	11:30 a.m. - 2:30 p.m.
Supper:	5:00 - 6:30 p.m.

#### Friday

Breakfast:	7:15 - 8:30 a.m.
Lunch:	11:30 a.m. - 1:00 p.m.
Supper:	5:15 - 6:15 p.m.

#### Sabbath

Lunch:	12:15 - 1:15 p.m.
Supper:	5:15 - 6:15 p.m.

#### Sunday

Lunch:	12:15 - 1:15 p.m.
Supper:	5:15 - 6:15 p.m.

The Cafeteria is closed during Thanksgiving, Christmas, Spring Breaks, and the week following graduation in the spring.

### **Contacts**

Location: The Commons Building  
Phone numbers:  
Commons 785-2138  
Menu Information 785-2486

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## **Eagle's Nest Café**

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In addition to the university cafeteria, La Sierra University operates the Eagle's Nest Cafe, a place where students can buy light food, sodas or hot drinks, relax, visit with friends and listen to live music.

### Monday - Thursday

Breakfast:	7:45 - 11:30 a.m.
Lunch:	2:30 - 5:00 p.m.
Supper:	6:30 - 11:00 p.m.

Friday 7:45 - 11:30 a.m.

Sunday 8:00 - 11:30 p.m.

Location: The Commons Building  
Web Address: [www.lasierra.edu/slife/eagles](http://www.lasierra.edu/slife/eagles)  
Phone number: 785-2289

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## **La Sierra Natural Foods**

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Vegetarian meat substitutes, nuts, grains, vitamins, bakery, and produce are sold at the La Sierra Natural Foods Market.

Monday to Thursday:	8:00 a.m. - 6:30 p.m.
Friday:	8:00 a.m. - 4:00 p.m.
Sunday:	8:30 a.m. - 5:00 p.m.

Phone number: 785-2182

# Campus and Nearby Services

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## Bookstore

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The university bookstore stocks required and recommended textbooks as well as other books and supplies. Store hours are 8a.m. to 5 p.m. Monday through Thursday and 8 a.m. to 12 noon on Friday. It is closed Saturday and Sunday. Monday through Thursday the first week of each quarter, the bookstore is open until 6:00 p.m.

If a student has a problem and cannot make it to the bookstore during regular business hours, special arrangements can be made to accommodate needs.

The bookstore accepts payment in cash, personal check, debit cards, and credit card (Amex, MasterCard, Visa, and Discover). Credit cards can be used to purchase books by phone. Books can also be shipped directly to the student.

Phone number: 785-2196

Location: The Commons Building, lower level

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## Campus Cleaners

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The Campus Cleaners offers a 10% discount to all students and faculty of La Sierra University.

Phone number: 785-7565

Location: 11498 Pierce St. Suite E.

### Hours of Operation

Monday to Thursday: 7:00 a.m. - 6:30 p.m.

Friday: 7:00 a.m. - 4:30 p.m.

Sunday: 10:00 a.m. - 3 p.m.

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## City Bus Service

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The Riverside Transit Agency provides transportation on Pierce Street. Route 1 serves La Sierra University, UCR, downtown, RCC, California Baptist College, and the Galleria at Tyler. General bus fares vary. Monthly passes and ticket books are available.

Phone: 682-1234

Web address: [www.rta.com](http://www.rta.com)

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## Computer Services

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### E-mail

All registered students of La Sierra University may receive a free email account. Contact Computer Information Services to establish an account.

### Internet

Internet access is available in the campus computer lab (MICOL). LSU Web Site: [www.lasierra.edu/](http://www.lasierra.edu/)

Phone number: 785-2554

Location: Ambs Hall

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## Copying

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Coin or card operated copying machines for student use are located in the campus library. Copying costs are 10 cents per page by coin or 8 cents per page using a copy card. A copy card vendor is located on the main floor of the library. A card may be purchased for \$1.

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## Fitness Center

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La Sierra University operates a fitness center housed in the Alumni Pavilion on the campus across Pierce Street.

The services of this center are available free of charge to graduate students.

### Fitness Center Hours

Monday to Thursday: 6:00 a.m. – 10:00 p.m.

Friday: 6:00 a.m. – 4:00 p.m.

Sunday: 5:00 – 10:00 p.m.

Telephone number: 785-2514

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## Post Office

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The campus post office is operated similarly to the U.S. Post Office. Stamps and packaging may be purchased. The post office accepts only cash.

### Hours:

Monday to Thursday:	10:00 a.m. - 11:50 a.m. 1:00 p.m. - 3:20 p.m.
Friday	10:00 a.m. to 11:50 a.m.

Phone Number: 785-2261

Location: Campus Post Office Building located next to Cossentine Hall

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## Telephone Service

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### ***Campus telephones***

On-campus calls can be made using the last four digits of the phone number, omitting the 785 prefix.

#### Frequently used campus numbers

College of Arts and Sciences - 785-2210  
School of Business and Management - 785-2064  
School of Education - 785-2266  
School of Religion - 785-2041  
Admissions - 785-2176  
Records - 785-2006  
Student Accounts - 785-2251

Local and long distance calls can be made from various pay phones found throughout the campus.

### ***Resident students***

All campus residences are pre-wired for telephone service. Students living in the residence halls should contact the LSU Telecommunications office to establish phone service (see below for specific details). Residents of off-campus apartments must contact the local telephone company to set up service

Each student that orders telephone service will be given an individual billing account and personal authorization code. The applicant will be responsible for all calls made with the personal authorization code.

Phone Number: 785-2900

Location: Administration Building, second floor

# Miscellaneous

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## Student Identification Cards

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### Identification Cards

University students are issued a permanent student identification card upon registration. If your registration was a non-typical registration and you did not receive a La Sierra University student ID card, contact the registrar's office or the Student Life Office for instructions. Students are encouraged to carry their identification card at all times. It is used for multiple purposes at different university facilities.

Issued: Student Life, Administration Building, room 202  
Phone Number: 785-2100

### Library Cards

When properly embossed or labeled, University students may use their ID card to checkout material from the library.

Issued: University Library  
Phone Number: 785-2044

### Meal Cards

Students who purchase meal credit on their account will be able to use their Student ID Card to purchase meals in the Commons or in the Eagle's Nest.

### Time Cards

If a student is employed at the University, their ID card will have a bar code affixed to the back. The ID card can then be used to clock in and out in all University departments where the student is employed.

Issued: Payroll, Administration, First floor  
Phone Number: 785-2034

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## Residential Life

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The Residential Life Program provides a positive, safe, clean living/learning environment for our single students, and is staffed by trained professional and para-professional personnel. The staff act as teachers, mentors, and role models to foster principles of effective communication, ethical behavior, sense of community, and service for all resident students.

# Portfolio Section 11

## Dissertation Handbook

### Elements for Section #11

- **RESOURCE**    The Dissertation Handbook
- **REQUIRED**    None
- **OPTIONAL**    None

The Dissertation Handbook is essential for a variety of reasons. It details how to write a proposal, outlines the form and format of the final dissertation, gives requirements of the School of Education for the dissertation, and gives procedures for the dissertation defense. You are required to follow the Handbook.



**Doctoral Level**

# Doctoral Dissertation Handbook



LA SIERRA UNIVERSITY

School of Education



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### *Summary of Dissertation Steps*

- Select research committee chair
- Complete EDRS 704
- Complete Qualifying Examination
- Select research committee members
- Submit proposal to School of Education Research consultant for review
- Obtain approval of proposal from research committee
- Apply and attain doctoral candidacy
- Obtain approval from Institutional Research Board
- Begin data collection
- Work with chair and research committee to complete dissertation
- Submit findings chapter(s) to School of Education Research consultant for review
- Submit complete dissertation with abstract to committee
- Obtain committee approval to defend
- Satisfactorily defend dissertation
- Submit completed and approved dissertation to Dissertation Secretary



## Introduction

The doctoral dissertation is the culmination of your doctoral studies.

While the course work is an important part of any doctoral program, it is the dissertation that is uniquely you. The topic chosen should be one that interests you, and that represents an area of study that you can use to identify you as one with special expertise in a particular area. Therefore, it is very important to proceed with forethought into the dissertation process. Choose the topic with care. Also be sure to choose your advisors carefully, as they will be your guides and mentors.

This guidebook has been designed to provide you with the information you need to successfully complete this process. Read and follow it carefully. You are responsible for understanding and applying its contents.

## Research Criteria

To produce a dissertation of which you and your school can be justly proud, it is essential that your dissertation meet certain quality standards that are generally recognized in graduate education. The following policy statement, by the Council of Graduate Schools, indicates in general terms what is expected.

"The document (doctoral dissertation) should demonstrate breadth of scholarship, depth of research, and ability to investigate problems independently and efficiently."

"It (dissertation) must be a significant contribution to scholarship."

"It should reveal the student's ability to analyze, interpret, and synthesize; and demonstrate thorough knowledge of the literature relating to the project"

More specifically, the faculty of the School of Education has adopted the following criteria indicating that the doctoral research should:

1. Present the relevance of existing theories to the problem.
2. Include an original and unique dimension which builds on cited research.
3. Enable the candidate to enter the national or regional debate.
4. Be sufficiently broad from which to generalize to a larger audience.
5. Acculturate the candidate to differing academic communities.
6. Encourage the continuation of scholarly activity.
7. Reflect the methodology appropriate to the type of research commonly found in dissertations.



## Dissertation Topic and Committee

*How do I get started?*

*How is my committee formed?*

The first steps in producing a dissertation are (1) the selection of a topic (2) the selection and appointment of a research advisor and (3) the selection and appointment of a research committee to provide advisement throughout the process.

### Dissertation Topic

Early in your doctoral studies, you should be thinking about research topics that interest you. Keep a notebook of ideas as they come to you. As you read for your various classes, add to or delete from your notebook of ideas. Talk informally with your professors. Find out their interests. Discussing your ideas for potential dissertation topics with several faculty members helps you in selecting your topic and in choosing a committee. As your ideas about topics and committee members crystallize, you will want to discuss them with your adviser and department chair. The topic you eventually select must be a topic useful to you and a topic of interest to a faculty member willing to serve as your advisor.

Final selection of your topic will not occur until your coursework is nearly completed. You will need to consider such factors as the relationship of your topic to your field of specialized study. Select a topic related to an area of academic strength in which you can conduct research responsibly. Finally, be sure that adequate La Sierra University resources are available for the support of the research, such as faculty guidance, library holdings (or access to relevant documents), and laboratory facilities.

### The Research Advisor

The dissertation committee chair is the first member of the committee selected. The responsibility for assigning a chair ultimately rests with the dean, but you have the initial responsibility to find a chair that is willing to work with you and is interested in your topic. This chair must be a faculty member within the School of Education and is usually an individual in your major department. Because it is important to have a chair who has an interest in your proposed topic, you should have a chair assigned before you enroll in the final research methods class, EDRS 704.

Finally, make your formal request for the assignment of the chair to the dean.

### Dissertation Committee

Your dissertation committee must contain at least three members. The membership shall consist of a chair, one additional faculty member from within the School of Education, and one faculty member that may be within the larger La Sierra University faculty, or possibly a faculty member in a different University.

Approach potential committee members directly asking about their relationship to



your possible topic and whether they would have an interest in serving on your committee. When you have agreement from all your potential committee members, be sure to report back to the dean for final assignment of your committee.

The chair carries the primary responsibility for guiding you through your dissertation and is the person with whom you work most closely. An easy, working relationship with your committee chair is most important. The responsibilities of the chair are to: (1) provide guidance for the dissertation proposal and act as chairperson during the committee meetings, (2) supervise completion of the dissertation, and (3) act as chairperson of the final oral defense.

The responsibilities of the committee members are to: (1) provide additional advisement to the student and/or act as a chairperson in the absence of the chairperson, (2) serve on a committee to read the dissertation proposal and participate during consideration of the proposal, and (3) serve on a committee to read the dissertation and participate during the final oral defense.

In addition to the three (or more) committee members, each dissertation



## The Proposal

*What is the proper format for a proposal?  
What are the steps in getting a proposal approved?*

The proposal serves as a contract between the student and the dissertation committee that, when approved by all parties, constitutes an agreement that data may be collected and the study may be completed. As long as the student follows the steps outlined in the proposal, committee members should be discouraged from demanding significant changes to the study after the proposal has been approved. Naturally, it is not uncommon to expect small changes, additions or deletions, because one can never envision the unpredictable turns that studies can take.

The dissertation proposal is designed to show the purpose and organization of your research. The proposal gives your committee enough information to determine whether the topic you are investigating and the procedures you will be using will be appropriate.

### Proposal Development

The Research Methods Class, EDRS 704a or 704b, is designed to help you understand the process of writing a formal research proposal and, hopefully, in the class you will have completed or nearly completed the research proposal. Regardless, this class will be a valuable resource, although final proposal approval is a responsibility of your committee.

### Proposal Format and Content

In both the proposal and the dissertation you are

to follow the latest edition of *The School of Education Doctoral Dissertation Handbook* and the *American Psychological Association Publication Manual, 5th edition*.

Unless otherwise indicated by your committee, your proposal will generally consist of the following chapters and sections:

#### **Chapter 1**

##### **Purpose and Organization**

- Introduction and background of the study
- Statement of the problem
- Purpose of the study/significance of study
- Theoretical foundation
- Research questions and null hypotheses
- Limitations and delimitations
- Definition of Terms
- Summary and outline of the remainder of the proposal

#### **Chapter 2**

##### **Review of Related Material**

Include an overview and description of representative literature that supports the methodology used in the research. For certain types of research (such as statistical or clinical studies) this may require a brief description of procedures and instrumentation of previous studies.

This review is not expected to be as extensive as the completed Chapter 2 in the final dissertation. A typical outline for this chapter is as follows:

- Summaries and critiques of previous studies
- Analysis of theories which bear on the studies



Unresolved Issues, significant problems or questions requiring further study.

Evidence that the specific study proposed arises out of needs demonstrated in this chapter and that the proposed study could fill in gaps or add to substantive or theoretical understanding

Summary

### **Chapter 3 Research Methodology**

Listed below are the most common sections to be included in this chapter. For some studies such as historical, philosophical, or developmental studies, other items would be proper.

Introduction

Population and sample

Description of instrument(s)

Research procedures and time period of the study

Analytical procedures to be used to attain the objectives, test the hypotheses, or respond to the research questions of the study

Summary

### **Preparation of Your Proposal**

You must prepare your proposal in a logical, polished form. Your committee judges your fitness to conduct research on your topic based on the quality of the proposal.

If you have any problems with the English language, we advise you to employ the services of an editorial assistant who can aid you in presenting to your committee polished prose in approved format and style. Your committee is not responsible to be your editor or writer. As a researcher, these responsibilities are yours.

### **Committee Involvement**

During the preparation of your proposal you have opportunity to establish a working relation-

ship with your committee chair. First submit all drafts to your committee chair for evaluation and comment. After your committee chair has given approval, share the draft with the other members of your committee. You must maintain this approach throughout the writing of the dissertation.

When both your committee chair and the members of your committee have had opportunity to evaluate your proposal, request your committee chair to call your committee for formal consideration of your proposal.

For this meeting, you must furnish one copy of your dissertation proposal to your committee chair and each committee member. Your committee, in formal face-to-face meeting discusses your proposal and questions you on any parts they believe may need revision. The committee will then discuss whether or not they will give approval to your proposal. They may or may not invite you to remain for this session. Consult with your committee chair.

### **Faculty Research Specialist**

Each dissertation committee shall receive formal input, in writing, from a faculty research specialist prior to the time of proposal approval.

### **Institutional Research Board (IRB)**

If you are conducting research involving human subjects as part of your degree program, you must submit a proposal of research to the Institution of Review Board (IRB) for approval. This proposal includes: a general summary of the purpose of the study, a detailed description of the study, the letter of informed consent to be signed by the subjects or their parents/guardians, and the copies of tests to be administered (if other than well-known standard tests). Detailed guidelines concerning this proposal are available in the office of the chairperson of the IRB. A report from the IRB should be attached to the final approved proposal.

6

Only after approval of your proposal are you ready to begin collection of the data for the dissertation itself.



## Dissertation

*How does my committee function?  
What is the role of consultants?  
What are the contents of a dissertation?*

An excellently produced dissertation will demonstrate your familiarity with the literature pertinent to the topic, demonstrate your competence to conduct independent research and present a logically organized and readable account of the investigation, its findings, conclusions, and implications. It should focus on a clearly defined problem of strong importance to the profession and employ well planned and executed acceptable research techniques.

### Working with the Committee

The chair of your dissertation committee carries the primary responsibility for guiding the dissertation and holds the prerogative of deciding when draft copy is or is not ready for examination by the other members of the committee. The preferred method of dissertation development in the School of Education is chapter-by-chapter submission to the committee, however, the committee chair has the privilege of choosing another procedure with the consent of the committee.

When your committee chair has cleared a chapter or section, prepare copies to present to the other members of your committee. After receiving their response, move on to the next chapter or section. It is well not to begin a new chapter for your dissertation until you resolve all questions on the previous chapter. If you have not heard from your committee members within a reasonable period, consult with your committee chair.

In qualitative research, questions will continue to surface until the end of the study. Therefore, work

on several chapters may proceed simultaneously.

Plan to pace your submissions to your committee chair and members. Professors should be given opportunity to read your material thoughtfully. Plan on approximately two weeks time. Do not expect committee members to respond to *your* time schedule.

### Working with Consultants

It is possible that you may wish or need to consult with individuals with special expertise such as statisticians or editors. Use such consultants discriminatingly to assist in developing your own understanding of and ability to communicate the various dimensions of the study.

### Arrangement of Contents

Every dissertation consists of three parts: preliminary pages, text, and reference materials. In addition, it must have an abstract. All the pages of these parts occur in a certain order and are counted and/or numbered according to specific rules. The following outlines incorporate a step by step excursion through the skeleton of the dissertation. Not every dissertation will need every heading. Some dissertations, on the other hand, may need to add headings not mentioned here or subdivide some of these. Keep in mind there is no standard outline all dissertations are required to follow, however, this is a suggested guideline. It must be understood that this outline may not be sufficiently comprehensive to fit all studies and that modifications, deletions, or additions may be made as needed.



## **Quantitative Dissertation**

The following items are normally in a quantitative dissertation. The items to include and the location of the items within sections may vary. For more detailed descriptions regarding each section, refer to published guide books to a doctoral dissertation.

### ***Front Matter***

- Title page
- Abstract
- Acknowledgments (optional)
- Dedication (optional)
- Table of contents
- List of tables, figures and illustration

### ***Chapter 1***

#### ***Purpose and Organization***

- Introduction and background of the study
- Statement of the problem
- Purpose of the study/significance of study
- Theoretical foundation
- Research questions and null hypotheses
- Limitations and delimitations
- Assumptions and definition of terms
- Organization of the document

### ***Chapter 2***

#### ***Review of Related Material***

- Introduction
- Summaries and critiques of previous studies
- Analysis of theories which bear on the studies
- Unresolved issues, significant problems and unanswered questions requiring study
- Evidence that the specific study proposed arises out of needs demonstrated in this chapter and that the proposed study could fill in gaps or add to substantive or theoretical understanding
- Summary

### ***Chapter 3***

#### ***Research Methodology***

- Introduction
- Population and sample
- Description of instrument(s)
- Research procedures and time period of the study
- How the data are to be analyzed to attain the objectives, test the hypotheses, or respond to the research questions of the study

### ***Chapter 4***

#### ***Results (or Findings) of the Analysis of Data***

- Introduction
- Results (of findings) regarding the first hypothesis, or question being investigated
- Results of findings regarding the second (and others in sequence)
- Results regarding interactions, if any, among the hypotheses or research questions
- Results and findings on matters not planned as part of the study but which were uncovered in the investigation course and which are relevant
- Summary

### ***Chapter 5***

#### ***Conclusions, Implications and Recommendations***

- Introduction
- Conclusions drawn regarding the hypotheses, or research questions as stated in Chapter 1 (Each is dealt with as a topic separately. If there are interactions among some or all of the objectives, hypotheses, or research questions, those interactions are treated as separate topics.)
- Summary
- Recommendations for further studies and programmatic recommendations

### ***End Matter***

- Reference and notes
- Appendices



## **Qualitative Dissertation**

Qualitative dissertations are field focused and therefore allow the researcher to approach writing the dissertation with flexibility in format. For more detailed descriptions regarding each section, refer to published guidebooks to a doctoral dissertation.

### ***Front Matter***

- Title page
- Abstract
- Acknowledgments (optional)
- Dedication (optional)
- Table of contents
- List of tables, figures and illustration

### ***Chapter 1***

#### ***Introduction***

- Background, history and/or theoretical orientation of the study
- Purpose of the study
- Description of the site
- Questions in the study
- Importance of the study

### ***Chapter 2***

#### ***Review of the Literature***

- Analysis of previous related studies
- Analysis of related theoretical literature
- Relationship of the literature to the current study

### ***Chapter 3***

#### ***Methodology***

- Description of the study
- Research design (The research design will be planned in cooperation with the doctoral committee.)
- Analysis

### ***Chapters 4+***

#### ***Presentation of the Findings***

These chapters will present the findings in a

manner appropriate to a given study. There may be one or several chapters needed to present the study. Arguments will be well formed, insightful and grounded in the study. Theoretical arguments will be formed from the data and presented in a coherent and informative manner.

### ***Final Chapter***

#### ***Conclusion***

This chapter will present the conclusions drawn from the study, relate the findings to broader theoretical issues, critique the process used, and describe implications which could affect other similar sites.

### ***End Matter***

- Reference and notes
- Appendices



## Form and Style

*What are the typing rules for my dissertation?*

*Who is the final authority on form and style?*

*What kind of paper do I use?*

The School of Education *Doctoral Dissertation Handbook* must be used in conjunction with the *American Psychological Association Publication Manual, 5th edition*. Where there are discrepancies between the APA publication manual and The School of Education Handbook, the doctoral dissertation handbook is to be followed.

### Production

Dissertations shall be produced by a word processor. All dissertations are to be printed in black ink, using standard 10-12 point fonts, and using only one side of the page. Text must be clean, straight, and dark enough to be read and duplicated easily. Final copies must be laser-printed.

### Paper

All copies shall be produced on standard size 8-1/2" x 11" paper. For draft copies, use white bond of at least 20 pound weight. Final copies shall be run on high quality paper; 20 pound bond with at least 25 percent rag content. To insure longer shelf life, use an acid-free paper with a minimum of 2% alkaline reserve.

### Margins

The left-hand margin must be 1 1/2 inches and all other margins must be a full 1 inch. The initial page of a chapter or a major section (i.e., table of contents, references, etc.) has a 2-

inch margin at the top of the page. Absolutely nothing may be outside of these margins, except for the page number. Do not use right or full justification.

### Page Numbering

#### *Preliminary pages*

Preliminary pages that precede the main text are numbered with lower case Roman numerals. The title page is not numbered but is considered as the first page. If you elect to register a copyright, enclose a copyright page, but do not number it or include it in the pagination sequence. Subsequent numerals are centered 3/4 inch from the bottom edge of the paper.

#### *Main text*

All pages are numbered at the top, 1 inch from the right margin, above the text. The first page of the dissertation text is page 1. All pages must be numbered consecutively. To keep their location and size uniform throughout the dissertation, page numbers are added after reducing tables or figures.

#### *Appendix*

Pages in the appendix that have xeroxed pages or original sources, such as tests or other instruments, that already carry numbers are numbered consecu-



tively with your paper, but the numbers may be placed just inside the margin in the upper right-hand corner.

### **Spacing**

All text is double spaced including block quotations. The first line of a paragraph and block quotations are indented approximately 3/8 to 1/2 inch.

### **Front Matter**

Typing styles for such pages as the abstract, acknowledgements and dedication should reflect APA guidelines.

See the appendix of this document for a Table of Contents example.

### **Tables and Figures**

When tables are typed, double spacing is the general rule, but occasion may demand space and a half or even single space to produce the best appearing and practical table. Tables and illustrations (figures) which appear on pages with text must have three blank lines above them and three blank lines below them. Tables and illustrations (figures) of about one-half page or more in size should appear on separate pages which are inserted into your final paper immediately after the page where they are first mentioned. In some rare cases it may be necessary to reduce the size of the table to show it at its best advantage and still comply with the margin limitations. In that event, the page number must be added after the reduction process.

### **Chapter Headings**

Each new chapter begins with the chapter number, using APA heading level 5, followed by the chapter title, using APA heading level 1 as per the following example:

CHAPTER 2

Review of Related Literature

### **Titles and Subheads**

Centered titles and subheadings should be italicized and are limited to 48 characters. Longer titles and subheadings must be broken (no hyphens) and set up in inverted-pyramid style. Side subheadings may not go beyond mid-text (33 spaces). Subsequent lines return to the left margin with the right side following inverted pyramid pattern.

A two-line title is double spaced. Titles of three or more lines and all subheads are single spaced.

### **Typist and Editor**

It is acceptable to use a professional typist. Unless you are an accomplished typist, it will probably be necessary. The typist employed should be familiar with School of Education guidelines. Check with your research advisor or Department chair for suggested typists.

You may be expected to employ an editor to review your dissertation for errors of style, mechanics, grammar, and other issues.

### **Final Form and Style Check**

The Dissertation Secretary is responsible for assuring conformity to the approved form and style. A brief visit with the Dissertation Secretary as you begin writing your dissertation will alert you to possible problems. This is especially true of letters, instruments, and handouts that later become part of the dissertation. The final acceptance of your dissertation requires the Dissertation Secretary's signature.



## Defending the Dissertation

*What are the final steps for completing my dissertation?*

*How do I prepare for my oral defense?*

*How is the oral defense organized?*

When your dissertation is completely written in proper form and style, your committee will meet to give final approval for you to orally defend your dissertation. The defense will have two purposes. The first is to evaluate if you understand and can present the findings and implications of the research to a professional audience and respond professionally to scholarly questions related to the research. The second purpose is to evaluate your ability to communicate the results of the research to a broad group of interested faculty and students. The oral presentation and examination should be a stimulating academic experience for you. Good planning will help to make it so.

### Final Completion Steps

#### ***Research specialist***

The faculty research specialist shall review your findings chapter(s) and provide written input to your committee. This written report shall be reviewed by the committee as a part of its decision making process regarding the final approval of the dissertation.

#### ***Completed copy to committee***

You must submit a copy of the dissertation and abstract, complete in every respect, including all chapters completely edited with all appendices, bibliography, charts, and tables numbered and complete.

#### ***Abstract***

Included with this completed copy must be a 350-word abstract. This size limitation is a constraint imposed by University Microfilms, Inc. that is accepted by U.S. universities and colleges for dissemination of research reports. It is an absolute limit. Count every word, beginning with the first paragraph.

The abstract you submit for publication will be printed on your oral defense program. This is the only written document that many of those present will see. Be sure that the abstract is well written and accurately represents the most important points of your study.

#### ***Committee approval***

Your committee meets to determine when your dissertation is “ready to defend.” If your dissertation is approved for defense, the committee chair will notify the Dean in writing.

#### ***Defense scheduled***

The dean’s office will establish the date for your oral defense.

#### ***Submission to Dissertation Secretary***

Following successful defense, the final completed dissertation will be approved by the committee. You will then submit the final copy, properly formatted and on final copy paper, to the Dean for review by the Dissertation Secretary. The Dissertation Secretary will review your final copy for compliance to form and style guidelines. If your dissertation contains minor errors you will be



notified and expected to make the corrections. Remember, the Dissertation Secretary is not your editor. If substantive form and style errors are perceived, the Dissertation Secretary has the option to return the dissertation to you unread, and it will be your responsibility to resubmit at a later date.

## Graduation

You are encouraged to plan the completion of the dissertation at some other time than the Spring because in the Spring, it is too easy to become rushed, hoping to complete on time. If certain deadlines are missed and you cannot march, disappointment will result.

The following specific deadlines apply to those wishing to march in the June graduation.

1. The last day for oral defenses in Spring quarter is **May 1**.
2. The last date for submission of final completed copy of Dissertation to the Deans' office is **May 15**.
3. The last date for the Dean's office to complete the form and style processing for submission of your name to University Records Office is **May 20**.

## Procedures for Defense

Prior to defending your dissertation, you must make an appointment with the Dean for an orientation to the defense procedures. It is important to keep in mind that passing the oral defense is not a routine matter. Unacceptable performance will mean a minimum delay of 3-6 months before a reexamination can occur. Prepare carefully.

Participation and observation of the oral defense is limited to La Sierra University faculty members and School of Education graduate students.

Normally two hours are available for the oral defense to provide the examining committee evidence of your ability to defend your study and the document.

The oral defense will follow the following procedures and time schedule:

### 1 . Introduction (5 Minutes)

The committee chair introduces participants, explains procedures and has prayer.

### 2. Candidate presentation (20-30 minutes)

The candidate presents the dissertation research to the audience.

### 3. Questions

The questioning phase of the defense is moderated by the committee chair. The first round of questions consists of questions by the research committee and then the audience will be invited to question the candidate. The committee chair will continue to moderate this round.

After the questioning, the candidate leaves and the committee meets in executive session. The committee then prepares its recommendations regarding the oral defense and the document itself. In terms of the oral defense, the committee has the following three options.

- (1) to approve the defense
- (2) to reject the defense with opportunity for another defense (one or more), or
- (3) reject the defense with no option for a further defense.

In terms of the document, the committee has the following three options:

- (1) to approve the document as presented
- (2) to approve the document with minor revisions, or
- (3) to approve the document with subject substantive revisions

## Planning for the Defense

In looking ahead to your orals, plan to attend other dissertation orals in advance of yours. Plan your presentation well in advance. Remember that this is your opportunity to demonstrate to a larger academic community the effort that has resulted in a quality product, your dissertation.

Be sure that the degree of familiarity with the contents of your dissertation is such that you can explain any of the findings by defending your method and satisfactory explaining and describing



the analyses. Be sure that your conclusions and recommendations are based on study findings.

Finally, rehearse your oral presentation so that you know how it sounds, and how many minutes it will take.

Provide well designed visuals to accent or emphasize selected points in your presentation. Create visuals that are meaningful, support the major themes of your presentation, and are easily readable for all present. Visuals made by copying pages directly from the dissertation usually do not make effective visuals.

## **Presentation Outline**

Your presentation should include the following points:

### **1. Introduction.**

Describe the problem. Indicate your relationship to the problem, and the development of your interest in that problem.

### **2. Statement of the Problem.**

Provide some literature basis for understanding the current state of the problem.

### **3. Study Method**

Define your population and sample. Indicate the type of study. Explain the development or use of materials. Discuss any limitations and strategies used to overcome those limitations.

### **4. Study Results**

Provide data that answers key research questions or hypotheses. Do not feel the need to provide all of the data from your study. Select the most significant and/or most interesting findings to present.

### **5. Study Conclusions**

Provide meaning to the findings, do not simply reword the findings. Provide your ideas about what your findings mean to the field of education and psychology. Suggest recommendations for schools, districts, and other researchers. Indicate what your intended role will be in disseminating information.

## **After the Defense**

Even a successful defense is generally followed by certain minor adjustments in your document, and a some final paperwork expectations. Having properly planned for this event, and after a successfully defended, it is typical to receive a round of handshakes for recognition and acceptance of this important culmination of your doctoral studies.



## Appendixes

1. Sample Title Page
2. Sample Abstract Page
3. Sample Table of Contents
4. Sample List of Tables and Figures
5. Sample Approval Form
6. Sample Permission to Copy Form

*(Sample Title Page)*

THE EFFECT OF PHONICS INSTRUCTION ON *(2" from top of page)*  
READING COMPREHENSION

A Dissertation *(2" from top line of title)*

Presented to

the Faculty of the School of Education

La Sierra University

In Partial Fulfillment *(3" from "A Dissertation")*

of the

Requirements for the Degree

Doctor of Education

by

Ethel E. Goodwrite

January 2001 *(1" from bottom of page)*

Abstract of Dissertation

*(2" from top of page)*

THE EFFECT OF PHONICS INSTRUCTION ON  
READING COMPREHENSION

Ethel E. Goodwrite

School of Education, La Sierra University

January 2001

Text of abstract begins here and continues to next page(s) as needed . . .

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(2" from top of page)

This dissertation has been accepted by the faculty of the School of Education, La Sierra University, in partial fulfillment of the requirements for the degree, Doctor of Education.

RESEARCH COMMITTEE

signatures

<i>(1.5"margin)</i> Dissertation Chair	Gerald R. Webster	_____
<i>(1.5"margin)</i> Member	Shirley L. Reader	_____
<i>(1.5"margin)</i> Member	James P. Scholar	_____
<i>(1.5"margin)</i> Fourth Member <i>(if needed)</i>	Marilyn M. Monitor	_____

Approved by the Committee

Date: \_\_\_\_\_

*(Sample Permission Statement)*

*(2" from top of page)*

Thereby grant permission to the School of Education, La Sierra University, to reproduce this research in part or in full for professional purposes, with the understanding that in no case will it be for financial profit to any person or institution.

*(1" margin on each side)*

Signature \_\_\_\_\_

Date \_\_\_\_\_

*Along with your completed dissertation, submit 1 signed original of this form.*

# Portfolio Section 12

## Forms

### Elements for Section #12

- **RESOURCE** Rubrics used in assessment
- **REQUIRED** Complete and submit specified forms at the appropriate time. File the completed and signed forms in the portfolio.
- **OPTIONAL** None

This section contains various forms that will be useful to you throughout your program. The various forms in this section will differ according your program. Check with your department chair or advisor to be sure you have the correct forms.

You may get extra copies of them from department secretaries or from the dean.



### **Educational Specialist Level**

- Application for Candidacy
- Petition for Graduation



### **Doctoral Level**

- Application for Candidacy
- Request for Dissertation Committee
- Petition for Graduation



### **Professional Administrative Credential**

- Evidence of current Administrative Credential (Tier I Preliminary or Clear)
- Verification of Employment as an Administrator
- Petition for Letter of Completion



### **Educational Specialist and Doctoral Level**

#### **Rubrics:**

- Writing Rubric (ALL STUDENTS)
- Portfolio Rubric (ALL STUDENTS)
- Dissertation Defense Rubric (DISSERTATION STUDENTS)
- Dissertation Evaluation Rubric (DISSERTATION STUDENTS)

**Application For Admission To Candidacy**  
Specialist in Education

School of Education

Name \_\_\_\_\_ Telephone ( \_\_\_\_ ) \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Date you expect to complete your program \_\_\_\_\_

Expected date of graduation? \_\_\_\_\_

How many units on your approved program are you registered for this quarter, including IP's? \_\_\_\_\_ units

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date of Application

.....  
Do Not Write Below This Line

Program approval date \_\_\_\_\_

Units completed \_\_\_\_\_

Units yet to complete \_\_\_\_\_

Program GPA \_\_\_\_\_

**Department**

\_\_\_\_\_  
Signature of Chair

\_\_\_\_\_  
Action Number

\_\_\_\_\_  
Date

**Graduate Committee**

\_\_\_\_\_  
Signature of Dean

\_\_\_\_\_  
Action Number

\_\_\_\_\_  
Date



# Application For Admission To Candidacy

Doctor of Education

School of Education

Name \_\_\_\_\_ Telephone ( \_\_\_\_ ) \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

When do you expect to graduate? \_\_\_\_\_

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

.....  
Do Not Write Below This Line

## Department

\_\_\_\_\_  
Quals passed – signature of chair      \_\_\_\_\_ Action Number      \_\_\_\_\_ Date

\_\_\_\_\_  
Proposal approved – signature of chair      \_\_\_\_\_ Action Number      \_\_\_\_\_ Date

\_\_\_\_\_  
Petition approved – signature of chair      \_\_\_\_\_ Action Number      \_\_\_\_\_ Date

## Graduate Committee

\_\_\_\_\_  
Signature of Dean      \_\_\_\_\_ Action Number      \_\_\_\_\_ Date

**La Sierra University**  
**School of Education**

Student Request for Dissertation Committee

(Print clearly)

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

Proposed dissertation topic:

\_\_\_\_\_  
\_\_\_\_\_

I am requesting the following individuals to be members of my dissertation committee:  
*If requested member is not a LSU faculty member, provide mailing address, phone number and email*

Chair \_\_\_\_\_

Member \_\_\_\_\_

Member \_\_\_\_\_

Contact information for non LSU faculty

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Complete this form and submit to the dean's office**



## **Tier II Administrative Credential Forms**

Insert here a copy of your current Administrative (Tier 1) credential

Insert here a copy of your verification of employment as a school administrator. See department for CTC form.

La Sierra University  
School of Education

**Petition for Letter of Completion**  
for the  
California Professional Administrative Services Credential

Full name as it appears  
on your LSU transcripts: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Telephone: \_\_\_\_\_

Signature of candidate: \_\_\_\_\_

Date: \_\_\_\_\_

*do not write below this line*

.....  
All units completed on program: Y N                      GPA \_\_\_\_\_

Signature of Department Chairman: \_\_\_\_\_

Date: \_\_\_\_\_

Action #: \_\_\_\_\_

## Writing Rubric

Name \_\_\_\_\_

Date \_\_\_\_\_

	1	2	3	4	5
<b>Content Issues</b>					
<b>Content</b>	Topic not identified	Poorly addresses the Major Claim/topic	Fair attempt to address the Major Claim/topic	Adequately addresses the Major Claim/topic	Well defined topic. Addresses relevant aspects of the Major Claim/topic well
<b>Reasoning</b>	No analysis, evaluation or synthesis evident.	Poorly analyzed	Synthesized but not analyzed	Adequately interpreted and analyzed	Analysis is logical, consistent and well developed
<b>Knowledge</b>	No understanding of topic	Poor presentation of the knowledge	Fair understanding of the topic	Adequate understanding of the topic	Mastery of content
<b>Organization</b>	Organization not evident	Poor organization	Fair attempt at organization	Adequately organized	Well organized
<b>Technical Items</b>					
<b>Writing conventions</b>	Errors distract from readability. Errors interfere with readability	Poor usage of Standard English	Fair attempt to use Standard English	Few grammatical spelling errors	No errors
<b>APA Style</b>	APA style not uses	Few APA conventions used	Fair attempt to use APA, Not completed correctly.	Uses APA style most of the time	Followed APA style manual
<b>Reference Quality</b>	No references used	References poor quality	Fair quality of references	Adequate quality of references	Excellent quality of references

Score \_\_\_\_\_ (Add total and divide by 7)

## Evaluation Rubric for Portfolio Analysis

	All components included	Mechanics Form and Style	Quality of presentation	Understanding of relevant new learning	Specific program requirements met	Recommendations	Totals
sections							

Individual Item Scores

- Excellent 5
- Above Average 4
- Average 3
- Below Average 2
- Poor 1

Score \_\_\_\_\_

## Dissertation Defense Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_

	Inadequate 1	Adequate 2	Exemplary 3
--	--------------	------------	-------------

### Content Issues

<b>Organization</b>	Disorganized	Clear	Exceptionally clear
<b>Theoretical Framework</b>	Underdeveloped	Focused	Exceptionally clear, rich detail
<b>Knowledge</b>	Simplistic	Detailed	Exceptionally strong

### Methodology

Qualitative			
<b>1. Contextualization</b>			
<b>2. Design</b>	Inappropriate to questions	Appropriate to questions	Appropriate to questions
<b>3. Method: Subject Matter</b>	Poorly addressed	Adequate quality	Exceptional quality
<b>4. Interpretation</b>	Inappropriate	Reasonable	Outstanding
<b>5. Ending Theory</b>	Not credible	Credible	Credible
<b>6. Understanding (meaning)</b>	Inappropriate	Reasonable	Exceptional
<b>7. Credibility</b>	Not credible	Credible	Credible

Quantitative			
<b>1. Generalizability</b>	Limited generalizability	Generalizable	Generalizable
<b>2. Design/Procedure</b>	Inappropriate	Appropriate	Excellent
<b>3. Sampling</b>	Inappropriate	Appropriate	Excellent
<b>4. Instrument</b>	Invalid/Unreliable	Valid/Reliable	Valid/Reliable
<b>5. Data Analysis</b>	Inappropriate	Appropriate	Excellent
<b>6. Results Presentation</b>	Inappropriate	Appropriate	Excellent
<b>7. Interpretation &amp; Theory Development</b>	Not credible	Credible	Excellent

### Technical Issues

<b>1. Length</b>	Too short	Adequate	Topic well covered
<b>2. Style</b>	Disorganized	Generally clear	Clear, coherent, readable
<b>3. Presentation</b>	Logic not clear	Generally logical	Logical

# Quantitative Dissertation Evaluation Rubric

Dissertation Title \_\_\_\_\_  
 Student \_\_\_\_\_ Total Score \_\_\_\_\_

<b>Exemplary - 3</b>	<b>Adequate - 2</b>	<b>Inadequate - 1</b>	<b>Notes</b>
<p><b>Review of Literature:</b>            There is a thorough overview of relevant research.            The research cited is current, and also includes seminal work on the topic under investigation.            The research cited is relevant to the research question(s) being addressed.            The literature review establishes a comprehensive framework for the investigation.</p>	<p><b>Review of Literature:</b>            The review of literature is adequate. Most of the research cited is current, and seminal work has been included. The research cited is relevant to the research question(s) being addressed. The literature review establishes a theoretical framework that supports the investigation.</p>	<p><b>Review of Literature:</b>            The review of the literature provides an insufficient theoretical framework for the investigation. Several relevant current and seminal studies have been omitted in the literature review.</p>	
<p><b>Significance:</b>            The results of the investigation can be generalized to other settings and populations.            The investigation contributes in a significant way to the knowledge base in the particular field of inquiry.</p>	<p><b>Significance:</b>            The results of the investigation can be generalized to other settings and populations.            The investigation contributes to the knowledge base in the particular field of inquiry.</p>	<p><b>Significance:</b>            The generalizability of the data is limited.            The investigation does not contribute in any significant way to the knowledge base in the particular field of inquiry.</p>	
<p><b>Rationale:</b>            The purpose of the investigation is clear.            The rationale for the study is sound, and is based upon and builds upon previous research.</p>	<p><b>Rationale:</b>            The purpose of the investigation is clear.            The rationale for the study is adequate.</p>	<p><b>Rationale:</b>            The purpose of the investigation has not been clearly stated.            The rationale for the study has not been stated, or is inadequate.</p>	
<p><b>Research Design and Implementation:</b>            The research design is appropriate to the question(s) being addressed. The size of the research population is appropriate given the research design and purpose of the investigation. The research is of high quality. All relevant variables have been considered in the research design. Analysis and interpretations are reasonable given the research findings. Results can be considered credible.</p>	<p><b>Research Design and Implementation:</b>            The research design is appropriate to the question(s) being addressed. The size of the research population is adequate. The research is of adequate quality. All essential variables have been considered in the research design. Analysis and interpretations are reasonable given the research findings. Results can be considered credible.</p>	<p><b>Research Design and Implementation:</b>            The research design is inappropriate to the question(s) being addressed. The size of the research population is inadequate. There are variables that could affect results that have not been considered in the research design. Analysis is inadequate and interpretations are inappropriate given results of the investigation; therefore, results cannot be considered credible.</p>	
<p><b>Professional Presentation:</b>            The text is free of grammatical and mechanical errors.            The writing is clear, coherent, and readable throughout.            The writing is well organized.            The order of the presentation is logical and transitions enhance the text's readability.            There are no other major concerns in the presentation/format (e.g., missing pages, changes in fonts, etc.).</p>	<p><b>Professional Presentation:</b>            The text is relatively free of grammatical and mechanical errors.            The writing is generally clear, coherent, and readable throughout.            The writing is well organized.            The order of the presentation is logical and transitions generally enhance the text's readability.            There are no other major concerns in the presentation/format (e.g., missing pages, changes in fonts, etc.).</p>	<p><b>Professional Presentation:</b>            There are many grammatical and mechanical errors that interfere with the readability of the text.            At times, the text lacks clarity.            The organization of ideas is not always logical and does not always enhance the readability of the text.            There are other concerns with the presentation/format (e.g., missing pages, changes in fonts, etc.).</p>	

Inadequate (1) in any area means that part of the dissertation must be redone. An overall score of less than 10 is an automatic re-write or re-do of the dissertation.

# Qualitative Dissertation Evaluation Rubric

Dissertation Title \_\_\_\_\_

Student \_\_\_\_\_

Total Score \_\_\_\_\_

Exemplary - 3	Adequate - 2	Inadequate - 1	Notes
<p><b>Review of Literature</b>            There is a thorough overview of relevant research.            The research cited is current, and also includes seminal work on the topic under investigation.            The research cited is relevant to the research question(s) being addressed.            The literature review establishes a comprehensive framework for the investigation.</p>	<p><b>Review of Literature:</b>            The review of literature is adequate. Most of the research cited is current, and seminal work has been included.            The research cited is relevant to the research question(s) being addressed.            The literature review establishes a theoretical framework that supports the investigation.</p>	<p><b>Review of Literature:</b>            The review of the literature provides an insufficient theoretical framework for the investigation.            Several relevant current and seminal studies have been omitted in the literature review.</p>	
<p><b>Significance:</b>            A new theory was developed which contributes to a broader understanding of the field.            The investigation contributes in a significant way to the knowledge base in the particular field of inquiry.</p>	<p><b>Significance:</b>            A new theory was developed which contributes to a broader understanding of the field.            The investigation contributes to the knowledge base in the particular field of inquiry.</p>	<p><b>Significance:</b>            Nothing new was developed from this study.            The investigation does not contribute in any significant way to the knowledge base in the particular field of inquiry.</p>	
<p><b>Rationale:</b>            The purpose of the investigation is clear.            The rationale for the study is sound, and is based upon and builds upon previous research.</p>	<p><b>Rationale:</b>            The purpose of the investigation is clear.            The rationale for the study is adequate.</p>	<p><b>Rationale:</b>            The purpose of the investigation has not been clearly stated.            The rationale for the study has not been stated, or is inadequate.</p>	
<p><b>Research Design and Implementation:</b>            The research design is appropriate to the question(s) being addressed.            The size of the research population is appropriate given the research design and purpose of the investigation.            The research is of high quality.            Analysis and interpretations are reasonable given the research findings.            Results can be considered credible.</p>	<p><b>Research Design and Implementation:</b>            The research design is appropriate to the question(s) being addressed.            The size of the research population is adequate.            The research is of adequate quality.            Analysis and interpretations are reasonable given the research findings.            Results can be considered credible.</p>	<p><b>Research Design and Implementation:</b>            The research design is inappropriate to the question(s) being addressed.            The size of the research population is inadequate.            Analysis is inadequate and interpretations are inappropriate given results of the investigation; therefore, results cannot be considered credible.</p>	
<p><b>Professional Presentation:</b>            The text is free of grammatical and mechanical errors.            The writing is clear, coherent, and readable throughout.            The writing is well organized.            The order of the presentation is logical and transitions enhance the text's readability.            There are no other major concerns in the presentation/format (e.g., missing pages, changes in fonts, etc.).</p>	<p><b>Professional Presentation:</b>            The text is relatively free of grammatical and mechanical errors.            The writing is generally clear, coherent, and readable throughout.            The writing is well organized.            The order of the presentation is logical and transitions generally enhance the text's readability.            There are no other major concerns in the presentation/format (e.g., missing pages, changes in fonts, etc.).</p>	<p><b>Professional Presentation:</b>            There are many grammatical and mechanical errors that interfere with the readability of the text.            At times, the text lacks clarity.            The organization of ideas is not always logical and does not always enhance the readability of the text.            There are other concerns with the presentation/format (e.g., missing pages, changes in fonts, etc.).</p>	

Inadequate (1) in any area means that part of the dissertation must be redone. An overall score of less than 10 is an automatic re-write or re-do of the dissertation.

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## **Campus Employment**

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Employment opportunities are available for La Sierra University students. For information and job postings, contact the Human Resources Office.

Students employed by La Sierra University are an extension of the University's mission and image. Student employees are expected to demonstrate good judgement, ethical personal behavior, common sense, honesty, and the high moral standards of conduct and life style expected of a Seventh-day Adventist institution at all times. Because La Sierra University is a Seventh-day Adventist institution, personal appearance and attitude are important aspects of an employee's overall effectiveness and contributes to reflect on the University's high standards. Student employees must consult with their department supervisor concerning appropriate dress, behavior, and etiquette expected while they are employed.

Phone Number: 785-2088

Jobline: 785-2147

Location: Administration Building, first floor

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## **University Seventh-day Adventist Church**

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The La Sierra University Church offers two services on Sabbath (Saturday) morning at 8:30 and 10:30. Sabbath school is also provided for all ages at 9:30 a.m. A program specifically for young adults, known as Exodus is available.

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## **Public Relations**

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The goal of La Sierra University Public Relations Department is to facilitate communication throughout the campus and to encourage interaction between the campus and the community, alumni, trustees and friends. The department publishes a weekly campus newsletter, INFO sheet; a biweekly newsletter for faculty and staff, the University Vitae and a quarterly magazine, La Sierra Today, and numerous news releases for distribution to local, regional and national media. The department manages the La Sierra Speakers Bureau. The Public Relations Department is especially interested in student achievements and special events showcasing student talent. So, if you find yourself involved with something interesting and deserving of recognition, please contact the public relations officer.

Phone number: 785-2001

Web Address: [www.lasierra.edu/pr/](http://www.lasierra.edu/pr/)

Location: Administration Building, second floor

# Portfolio Section 12

## Forms

### Elements for Section #12

- **RESOURCE** Rubrics used in assessment
- **REQUIRED** Complete and submit specified forms at the appropriate time. File the completed and signed forms in the portfolio.
- **OPTIONAL** None

This section contains various forms that will be useful to you throughout your program. The various forms in this section will differ according your program. Check with your department chair or advisor to be sure you have the correct forms.

You may get extra copies of them from department secretaries or from the dean.



### **Educational Specialist Level**

- Application for Candidacy
- Petition for Graduation



### **Doctoral Level**

- Application for Candidacy
- Request for Dissertation Committee
- Petition for Graduation



### **Educational Specialist and Doctoral Level**

#### **Assessment Rubrics:**

- Writing Rubric (ALL STUDENTS)
- Portfolio Rubric (ALL STUDENTS)
- Dissertation Defense Rubric (DISSERTATION STUDENTS)
- Dissertation Evaluation Rubric (DISSERTATION STUDENTS)

**Application For Admission To Candidacy**  
Specialist in Education

School of Education

Name \_\_\_\_\_ Telephone ( \_\_\_\_ ) \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Date you expect to complete your program \_\_\_\_\_

Expected date of graduation? \_\_\_\_\_

How many units on your approved program are you registered for this quarter, including IP's? \_\_\_\_\_ units

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date of Application

.....  
Do Not Write Below This Line

Program approval date \_\_\_\_\_

Units completed \_\_\_\_\_

Units yet to complete \_\_\_\_\_

Program GPA \_\_\_\_\_

**Department**

\_\_\_\_\_  
Signature of Chair

\_\_\_\_\_  
Action Number

\_\_\_\_\_  
Date

**Graduate Committee**

\_\_\_\_\_  
Signature of Dean

\_\_\_\_\_  
Action Number

\_\_\_\_\_  
Date



# Application For Admission To Candidacy

Doctor of Education

School of Education

Name \_\_\_\_\_ Telephone ( \_\_\_\_ ) \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

When do you expect to graduate? \_\_\_\_\_

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

.....  
Do Not Write Below This Line

## Department

\_\_\_\_\_  
Quals passed – signature of chair

\_\_\_\_\_  
Action Number

\_\_\_\_\_  
Date

\_\_\_\_\_  
Proposal approved – signature of chair

\_\_\_\_\_  
Action Number

\_\_\_\_\_  
Date

\_\_\_\_\_  
Petition approved – signature of chair

\_\_\_\_\_  
Action Number

\_\_\_\_\_  
Date

## Graduate Committee

\_\_\_\_\_  
Signature of Dean

\_\_\_\_\_  
Action Number

\_\_\_\_\_  
Date

**La Sierra University**  
**School of Education**

Student Request for Dissertation Committee

(Print clearly)

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

Proposed dissertation topic:

\_\_\_\_\_  
\_\_\_\_\_

I am requesting the following individuals to be members of my dissertation committee:  
*If requested member is not a LSU faculty member, provide mailing address, phone number and email*

Chair \_\_\_\_\_

Member \_\_\_\_\_

Member \_\_\_\_\_

Contact information for non LSU faculty

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Complete this form and submit to the dean's office**

**Petition for Graduation**  
La Sierra University - School of Education

**Instructions:** To be eligible for graduation, this form must be completed. Please complete each item.

1. Degree: MA  Ed.S  Ed.D  Department EDAD  EDCI  EDPC

2. Name: \_\_\_\_\_  
print or type *full legal name* as it is to appear on your diploma \_\_\_\_\_  
LSU ID

3. Present address: \_\_\_\_\_  
\_\_\_\_\_ \_\_\_\_\_  
telephone

4. Address after graduation: \_\_\_\_\_  
\_\_\_\_\_ \_\_\_\_\_  
telephone

5. Quarter in which to expect to complete your degree: quarter \_\_\_\_\_ year \_\_\_\_\_

6. Please list all requirements (courses/tests) lacking before degree completion and date of intended completion.

- |                   |            |
|-------------------|------------|
| Requirement _____ | date _____ |
| Requirement _____ | date _____ |
| Requirement _____ | date _____ |
| Requirement _____ | date _____ |
| Requirement _____ | date _____ |
| Requirement _____ | date _____ |
| Requirement _____ | date _____ |

7. Expected date of graduation: month \_\_\_\_\_ year \_\_\_\_\_

8. Do you plan to attend graduation ceremonies? Yes  No

9. If no, give reason for graduating in absentia: \_\_\_\_\_  
\_\_\_\_\_

*I understand that this graduation petition is not valid beyond the date indicated in line #7.*

\_\_\_\_\_ \_\_\_\_\_  
student's signature date

---

**Do not write below this line**

Units completed \_\_\_\_\_ GPA \_\_\_\_\_ Units to complete \_\_\_\_\_

Date of degree assessment: \_\_\_\_\_

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_  
signature of chair action number date

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_  
signature of dean action number date

**Writing Rubric**  
**For evaluation of written papers**  
**For evaluation of written essay examinations (with adaptations)**

Name \_\_\_\_\_ Date \_\_\_\_\_

	1	2	3	4	5
<b>Content Issues</b>					
<b>Content</b>	Topic not identified	Poorly addresses the Major Claim/topic	Fair attempt to address the Major Claim/topic	Adequately addresses the Major Claim/topic	Well defined topic. Addresses relevant aspects of the Major Claim/topic well
<b>Reasoning</b>	No analysis, evaluation or synthesis evident.	Poorly analyzed	Synthesized but not analyzed	Adequately interpreted and analyzed	Analysis is logical, consistent and well developed
<b>Knowledge</b>	No understanding of topic	Poor presentation of the knowledge	Fair understanding of the topic	Adequate understanding of the topic	Mastery of content
<b>Organization</b>	Organization not evident	Poor organization	Fair attempt at organization	Adequately organized	Well organized
<b>Technical Items</b>					
<b>Writing conventions</b>	Errors distract from readability. Errors interfere with readability	Poor usage of Standard English	Fair attempt to use Standard English	Few grammatical spelling errors	No errors
<b>APA Style</b>	APA style not used	Few APA conventions used	Fair attempt to use APA, Not completed correctly.	Uses APA style most of the time	Followed APA style manual
<b>Reference Quality</b>	No references used	References poor quality	Fair quality of references	Adequate quality of references	Excellent quality of references

Score \_\_\_\_\_

## Evaluation Rubric for Portfolio Analysis

	All components included	Mechanics Form and Style	Quality of presentation	Understanding of relevant new learning	Specific program requirements met	Recommendations	Totals
sections							

Individual Item Scores

- Excellent             5
- Above Average       4
- Average               3
- Below Average       2
- Poor                   1

Score \_\_\_\_\_

## Dissertation Defense Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_

	Inadequate 1	Adequate 2	Exemplary 3
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### Content Issues

<b>Organization</b>	Disorganized	Clear	Exceptionally clear
<b>Theoretical Framework</b>	Underdeveloped	Focused	Exceptionally clear, rich detail
<b>Knowledge</b>	Simplistic	Detailed	Exceptionally strong

### Methodology

Qualitative			
<b>1. Contextualization</b>			
<b>2. Design</b>	Inappropriate to questions	Appropriate to questions	Appropriate to questions
<b>3. Method: Subject Matter</b>	Poorly addressed	Adequate quality	Exceptional quality
<b>4. Interpretation</b>	Inappropriate	Reasonable	Outstanding
<b>5. Ending Theory</b>	Not credible	Credible	Credible
<b>6. Understanding (meaning)</b>	Inappropriate	Reasonable	Exceptional
<b>7. Credibility</b>	Not credible	Credible	Credible

Quantitative			
<b>1. Generalizability</b>	Limited generalizability	Generalizable	Generalizable
<b>2. Design/Procedure</b>	Inappropriate	Appropriate	Excellent
<b>3. Sampling</b>	Inappropriate	Appropriate	Excellent
<b>4. Instrument</b>	Invalid/Unreliable	Valid/Reliable	Valid/Reliable
<b>5. Data Analysis</b>	Inappropriate	Appropriate	Excellent
<b>6. Results Presentation</b>	Inappropriate	Appropriate	Excellent
<b>7. Interpretation &amp; Theory Development</b>	Not credible	Credible	Excellent

### Technical Issues

<b>1. Length</b>	Too short	Adequate	Topic well covered
<b>2. Style</b>	Disorganized	Generally clear	Clear, coherent, readable
<b>3. Presentation</b>	Logic not clear	Generally logical	Logical

# Quantitative Dissertation Evaluation Rubric

Dissertation Title \_\_\_\_\_  
 Student \_\_\_\_\_ Total Score \_\_\_\_\_

<b>Exemplary - 3</b>	<b>Adequate - 2</b>	<b>Inadequate - 1</b>	<b>Notes</b>
<p><b>Review of Literature:</b>            There is a thorough overview of relevant research.            The research cited is current, and also includes seminal work on the topic under investigation.            The research cited is relevant to the research question(s) being addressed.            The literature review establishes a comprehensive framework for the investigation.</p>	<p><b>Review of Literature:</b>            The review of literature is adequate. Most of the research cited is current, and seminal work has been included. The research cited is relevant to the research question(s) being addressed. The literature review establishes a theoretical framework that supports the investigation.</p>	<p><b>Review of Literature:</b>            The review of the literature provides an insufficient theoretical framework for the investigation.            Several relevant current and seminal studies have been omitted in the literature review.</p>	
<p><b>Significance:</b>            The results of the investigation can be generalized to other settings and populations.            The investigation contributes in a significant way to the knowledge base in the particular field of inquiry.</p>	<p><b>Significance:</b>            The results of the investigation can be generalized to other settings and populations.            The investigation contributes to the knowledge base in the particular field of inquiry.</p>	<p><b>Significance:</b>            The generalizability of the data is limited.            The investigation does not contribute in any significant way to the knowledge base in the particular field of inquiry.</p>	
<p><b>Rationale:</b>            The purpose of the investigation is clear.            The rationale for the study is sound, and is based upon and builds upon previous research.</p>	<p><b>Rationale:</b>            The purpose of the investigation is clear.            The rationale for the study is adequate.</p>	<p><b>Rationale:</b>            The purpose of the investigation has not been clearly stated.            The rationale for the study has not been stated, or is inadequate.</p>	
<p><b>Research Design and Implementation:</b>            The research design is appropriate to the question(s) being addressed. The size of the research population is appropriate given the research design and purpose of the investigation. The research is of high quality. All relevant variables have been considered in the research design. Analysis and interpretations are reasonable given the research findings. Results can be considered credible.</p>	<p><b>Research Design and Implementation:</b>            The research design is appropriate to the question(s) being addressed. The size of the research population is adequate. The research is of adequate quality. All essential variables have been considered in the research design. Analysis and interpretations are reasonable given the research findings. Results can be considered credible.</p>	<p><b>Research Design and Implementation:</b>            The research design is inappropriate to the question(s) being addressed. The size of the research population is inadequate. There are variables that could affect results that have not been considered in the research design. Analysis is inadequate and interpretations are inappropriate given results of the investigation; therefore, results cannot be considered credible.</p>	
<p><b>Professional Presentation:</b>            The text is free of grammatical and mechanical errors.            The writing is clear, coherent, and readable throughout.            The writing is well organized.            The order of the presentation is logical and transitions enhance the text's readability.            There are no other major concerns in the presentation/format (e.g., missing pages, changes in fonts, etc.).</p>	<p><b>Professional Presentation:</b>            The text is relatively free of grammatical and mechanical errors.            The writing is generally clear, coherent, and readable throughout.            The writing is well organized.            The order of the presentation is logical and transitions generally enhance the text's readability.            There are no other major concerns in the presentation/format (e.g., missing pages, changes in fonts, etc.).</p>	<p><b>Professional Presentation:</b>            There are many grammatical and mechanical errors that interfere with the readability of the text.            At times, the text lacks clarity.            The organization of ideas is not always logical and does not always enhance the readability of the text.            There are other concerns with the presentation/format (e.g., missing pages, changes in fonts, etc.).</p>	

Inadequate (1) in any area means that part of the dissertation must be redone. An overall score of less than 10 is an automatic re-write or re-do of the dissertation.

# Qualitative Dissertation Evaluation Rubric

Dissertation Title \_\_\_\_\_  
 Student \_\_\_\_\_ Total Score \_\_\_\_\_

Exemplary - 3	Adequate - 2	Inadequate - 1	Notes
<p><b>Review of Literature</b>            There is a thorough overview of relevant research.            The research cited is current, and also includes seminal work on the topic under investigation.            The research cited is relevant to the research question(s) being addressed.            The literature review establishes a comprehensive framework for the investigation.</p>	<p><b>Review of Literature:</b>            The review of literature is adequate. Most of the research cited is current, and seminal work has been included. The research cited is relevant to the research question(s) being addressed. The literature review establishes a theoretical framework that supports the investigation.</p>	<p><b>Review of Literature:</b>            The review of the literature provides an insufficient theoretical framework for the investigation. Several relevant current and seminal studies have been omitted in the literature review.</p>	
<p><b>Significance:</b>            A new theory was developed which contributes to a broader understanding of the field.            The investigation contributes in a significant way to the knowledge base in the particular field of inquiry.</p>	<p><b>Significance:</b>            A new theory was developed which contributes to a broader understanding of the field.            The investigation contributes to the knowledge base in the particular field of inquiry.</p>	<p><b>Significance:</b>            Nothing new was developed from this study.            The investigation does not contribute in any significant way to the knowledge base in the particular field of inquiry.</p>	
<p><b>Rationale:</b>            The purpose of the investigation is clear.            The rationale for the study is sound, and is based upon and builds upon previous research.</p>	<p><b>Rationale:</b>            The purpose of the investigation is clear.            The rationale for the study is adequate.</p>	<p><b>Rationale:</b>            The purpose of the investigation has not been clearly stated.            The rationale for the study has not been stated, or is inadequate.</p>	
<p><b>Research Design and Implementation:</b>            The research design is appropriate to the question(s) being addressed. The size of the research population is appropriate given the research design and purpose of the investigation. The research is of high quality. Analysis and interpretations are reasonable given the research findings. Results can be considered credible.</p>	<p><b>Research Design and Implementation:</b>            The research design is appropriate to the question(s) being addressed. The size of the research population is adequate. The research is of adequate quality. Analysis and interpretations are reasonable given the research findings. Results can be considered credible.</p>	<p><b>Research Design and Implementation:</b>            The research design is inappropriate to the question(s) being addressed. The size of the research population is inadequate. Analysis is inadequate and interpretations are inappropriate given results of the investigation; therefore, results cannot be considered credible.</p>	
<p><b>Professional Presentation:</b>            The text is free of grammatical and mechanical errors.            The writing is clear, coherent, and readable throughout.            The writing is well organized.            The order of the presentation is logical and transitions enhance the text's readability.            There are no other major concerns in the presentation/format (e.g., missing pages, changes in fonts, etc.).</p>	<p><b>Professional Presentation:</b>            The text is relatively free of grammatical and mechanical errors.            The writing is generally clear, coherent, and readable throughout.            The writing is well organized.            The order of the presentation is logical and transitions generally enhance the text's readability.            There are no other major concerns in the presentation/format (e.g., missing pages, changes in fonts, etc.).</p>	<p><b>Professional Presentation:</b>            There are many grammatical and mechanical errors that interfere with the readability of the text.            At times, the text lacks clarity.            The organization of ideas is not always logical and does not always enhance the readability of the text.            There are other concerns with the presentation/format (e.g., missing ages, changes in fonts, etc.).</p>	

Inadequate (1) in any area means that part of the dissertation must be redone. An overall score of less than 10 is an automatic re-write or re-do of the dissertation.

# Portfolio Section 13

## Tier 2 Credential Program Induction and Assessment Guide

### Elements for Section #13

- **RESOURCES** Tier 2 Induction and Assessment Guide
- **REQUIRED** Documents specified in the outline below
- **OPTIONAL** Additional related documents



### Professional Administrative Credential

This section includes your Tier II Induction Handbook. Keep copies of the materials gathered or written during the self-assessment aspect of the Induction (EDAD 697a) Process. Include items such as:

1. Copies of styles (leadership/other) inventories
  - Documentation
  - Summaries
  - Reflections
2. Record of your pre-assessment conference
  - Attendees and date
  - Personal Mission Statement
  - Professional Development Goals
  - Assessment Plan
3. Final Assessment conference
  - Attendees and date
  - Assessment results

# Portfolio Section 14

## Tier 2 Credential Program Communication

### Elements for Section #14

- **RESOURCES** None
- **REQUIRED** Documentation on on-going communication with your mentor and university supervisor
- **OPTIONAL** None



### **Professional Administrative Credential**

The Professional Administrative Services Credential Standards require the maintenance of an ongoing system of communication with the following:

1. Mentor
2. University Advisor

In this section, keep copies of notes, memos, email correspondence, etc. Also keep the specific communication form to be used with your university supervisor. See the “Forms” section of this portfolio.