

# DISSERTATION GUIDELINES



TALBOT  
SCHOOL OF THEOLOGY  
Biola University

*PH.D. IN EDUCATIONAL STUDIES*  
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## **PREFACE**

Candidates for the Ph.D. and Ed.D. degrees, as a requirement of graduation, must conduct, under faculty oversight, an investigation of a significant problem or question related to Christian education. Candidates must prepare, to the satisfaction of a faculty committee, a thesis based upon original research related to the theory or practice of Christian education.

The role of dissertation research is to provide the candidate with opportunity to demonstrate a high level of research competence. The dissertation must reveal mastery of the literature concerning the approved topic, demonstrate ability to conceptualize and design appropriate research based upon that literature, and apply the results of the research to the life of the church. The dissertation must make a significant contribution to Christian education.

The purpose of this handbook is to provide a helpful and accurate explanation of the policies and procedures for completing the dissertation phase of your program. The current Biola University Catalog, the decisions of the Doctoral Programs Committee, or decisions by any other committee or office with jurisdiction over the Doctoral programs will take precedence over any statements in this handbook. Students should always refer to the current university catalog for statements of current policy, including, but not limited to, admission requirements, tuition, fees, services, and graduation requirements.

## SECTION 1: PREPARING FOR DISSERTATION STUDIES

### **DE 888A Dissertation Orientation Seminar (0 units) No Fee**

Registration required as a prerequisite for DE 888B Dissertation Proposal Development

*Final Semester of Coursework:* Attend the Dissertation Seminar during your last semester of course work. The Dissertation Seminar is usually scheduled on the first Friday of the semester. See the Ph.D. and Ed.D. programs *Newsletter* for details. You must register ahead. During the remainder of the semester, begin to work on preparations for your dissertation studies. We also recommend that during the comprehensive exam semester that you attend the Dissertation Seminar again. In addition, attend a weekly seminar during the last half of the semester designed to help you begin work on your dissertation proposal, with follow-up assignments to be submitted and evaluated in preparation for enrolling in DE 888B Dissertation Proposal Development in the following semester.

### **DE 888B Dissertation Proposal Development (3 units)**

Following completion of the Comprehensive Examination (DE 887) and the Dissertation Orientation Seminar (DE 888A), students register for one semester of Dissertation Proposal Development (DE 888B) to begin the development of their dissertation proposals. During this semester students work on their literature reviews and read materials on the major data collection and analysis methods they intend to use in their dissertation research. They also may meet periodically with other dissertation students to share their work and receive feedback to assist them in their work. Students are considered full-time for one semester, then move on to DE 891. A fee equivalent to three units of doctoral tuition is charged for this semester.

## SECTION 2: BEGINNING YOUR DISSERTATION

### **DE 891 Dissertation (3 units)**

You will register for DE 891 Dissertation (3 units) each fall and spring for up to four semesters. You will need to be registered for DE 891 Dissertation or DE 895 Dissertation Extension in the term in which you graduate.

### **Enrollment Status**

Enrollment status is considered “full-time” for up to four semesters of DE 891 Dissertation. After four semesters of dissertation studies, enrollment in DE 895 Dissertation Extension is required and is designated as “less than half time” by the university.

### **Failure to Register**

A student who fails to register in any given semester without arranging for a Leave of Absence or formal withdrawal will be dismissed from the program. Students who unofficially withdraw from the program and are later readmitted may be required to pay continuation fees for semesters during which they were not enrolled and are subject to doctoral program curriculum changes and graduation requirements implemented during their program inactivity.

### **Program Extension Requests**

Your dissertation is to be completed in five semesters (counting DE 888B Dissertation Proposal Development). If you are unable to complete your dissertation in five semesters, you must schedule a hearing with your chair and second reader by the 15th week of the semester. A recommendation will be sent to the Doctoral Programs Committee regarding whether or not you should continue in the program at this time, take a Leave of Absence for one or more semesters, or withdraw from the program. If the

recommendation is to allow you to continue in the program, your chair will advise you to petition the Doctoral Programs Committee in writing, outlining a time line for completing the dissertation. If the committee approves your program extension request, you will then register for DE 895 Dissertation Extension (3 units) and DE 892 Program Extension (\$100 fee) for the remainder of the program. Program extensions are approved on a semester-by-semester basis only.

## **Selecting Your Dissertation Committee**

### ***Dissertation Chairman***

Once you are enrolled in DE 888B Dissertation Proposal Development, your dissertation advisor may become your dissertation chair, and can begin to work with you more directly in supervising your proposal development. (If desired, the dissertation chair can be a different person than the original dissertation advisor.) The dissertation chair is your main source of guidance and the chief monitor of research and dissertation quality. The chair has the major responsibility for supervision and possesses primary authority in regard to the preparation of your dissertation proposal as well as the content and form of your dissertation. Time lines should be carefully established in consultation with the chair in order to meet program deadlines and standards of excellence. Your dissertation chair will be available to provide supervision during the fall and spring terms (and not during January term, or summer months), while you are enrolled in DE 888B Dissertation Proposal Development and 891 Dissertation, so plan your schedule accordingly.

### ***Committee Members***

Once you have completed the comprehensive exams and are preparing for DE 888B Dissertation Proposal Development and DE 891 Dissertation, you should, in consultation with your chair, request approval for the remaining members of your committee. The dissertation committee must consist of at least three members, the chair must be a Talbot Ph.D. and Ed.D. faculty member, the second member is normally a Talbot Doctoral program faculty member, and the third member must be a Bible or theology faculty member. The entire dissertation committee should be formed prior to beginning DE 888B. Use the *Request for Appointment of Dissertation Committee* form available in the doctoral office.

A fourth member may serve on the committee based on your initiative or the committee's request. This person should be equivalently and academically qualified, yet does not need to be a member of Talbot School of Theology nor of Biola University. This member would offer sufficient expertise in a significant aspect of the research not already provided by the other three committee members. The program director and the Doctoral Programs Committee must approve such a committee member.

Dissertation committee members provide counsel in regard to specific aspects of the research that are related to their primary areas of expertise. Committee members approve the dissertation proposal and monitor the quality of the candidate's work, making requests for revision clear before proposal contracts or dissertation approvals are signed. Committee members may withhold their signatures from the dissertation if they feel the candidate has not carried out the work presented in the dissertation at an acceptable level of quality.

Note: Discuss with your committee chair and members regarding how involved each would like to be in reviewing and providing feedback on drafts of various sections of your proposal and dissertation. Be sure to interact with your third reader regularly as you develop the Christian world-view section of your literature review.

## **SECTION 3: SCHEDULE FOR COMPLETING THE PH.D. PROPOSAL IN ONE TO TWO SEMESTERS OF TTDE 891**

The Ph.D. Dissertation Proposal can be completed within a two-semester sequence. Our new pattern of TTDE 888 and 891 gives you three semesters if needed. This schedule provides the guidelines and deadlines developed by the Doctoral Programs Committee to help you accomplish your research in a timely fashion.

### ***FIRST SEMESTER***

#### **Chapter 1—Introduction to the Problem** (10-15 pages)

Begin to outline chapter 1.

#### **Chapter 2—Review of Relevant Literature** (15-25 pages per domain reviewed)

Complete the literature review of at least one domain which will provide the theoretical and empirical basis for your research.

#### **Chapter 3—Theological Integration** (15-20 pages)

Get feedback on at least one draft of portions of chapter 3 by the end of the semester.

#### **Chapter 4—Research Design and Procedures** (15-20 pages)

Begin to outline possible research designs.

### ***SECOND SEMESTER***

Complete proposal and successfully defend it by the end of the semester. The proposal meeting is to be held by the end of the 15th week of the semester (before exam week). The document is due two weeks prior to meeting (ten business days) to the program administrative assistant for distribution to your committee. If a pilot study is involved, Biola University Protection of Human Rights in Research (PHRRC) approval must be secured beforehand. Once the committee approves your proposal, then submit a second PHRRC form, if necessary, for their approval regarding the risks of your study. Forms are available in the Doctoral office forms rack.

### **Dissertation Progress Expectations: Implications for Doctoral Fellowships**

For the Ph.D. program, there are up to six semesters available to make progress on the dissertation to complete it within the regular schedule. For the Ed.D. program there are four semesters to do the same. In light of the challenges of this research effort, and to encourage students to continually make progress to finish in time, we have set the following “minimum progress goals” for each of the semesters. When dissertation students meet these “minimum progress goals,” they are then eligible to receive the Dissertation Fellowship, which may cover up to 33% of the dissertation fee for the next semester. Failure to meet the “minimum progress goals” will exclude a student from receiving this Dissertation Fellowship support.

***MINIMUM PROGRESS GOALS: PH.D. DISSERTATION (EMPIRICAL DISSERTATION MODEL)***

- 1. TTDE 887 Comprehensive Exam Semester:** By the end of the semester: (a) select and get approval for your dissertation committee members; (b) develop a preliminary statement of the main research question and the identification of the domains of literature, with a paragraph each of explanation regarding the rationale for inclusion of each domain. (2-3 pages)
- 2. TTDE 888B Dissertation Proposal Development:** By the end of the semester: (a) develop a full-sentence outline of, or initial draft of, Chapter 1; (b) develop a full-sentence outline or initial draft of one domain of Chapter 2; (c) select the theological concept(s) and biblical passage(s) for Chapter 3 and begin working on this section.
- 3. TTDE 891 Dissertation (First Semester):** By the end of the semester: (a) complete a full draft of Chapters 1-3; (b) and a full sentence outline or initial draft of Chapter 4.
- 4. TTDE 891 Dissertation (Second Semester):** By the end of the semester: (a) complete a final draft of Chapters 1-4, clarifying data analysis and providing representative tables of analysis for Chapter 5 (quantitative model); (b) defend your proposal.
- 5. TTDE 891 Dissertation (Third Semester):** By the end of the semester: (a) collect your data, analyze it, and hold a “Data Consultation Meeting” with your chair and second reader.
- 6. TTDE 891 Dissertation (Fourth & Final Semester):** Turn in a full draft of the entire document the first week of school, work on revisions and successfully defend the dissertation by the tenth week of the semester. Failure to complete and defend your dissertation will result in a committee hearing regarding progress and recommendations for how to proceed. If you are allowed to continue for another semester (without a leave of absence) you will move into DE 895 Dissertation Extension and DE 892 Program Extension, and you will no longer be a full-time student, nor will you qualify for Dissertation Fellowships.

***MINIMUM PROGRESS GOALS: PH.D. DISSERTATION (CONCEPTUAL DISSERTATION MODEL)***

- 1. TTDE 887 Comprehensive Exam Semester:** By the end of the semester: (a) select and get approval for your dissertation committee members; (b) develop a preliminary statement of the main research question and the identification of the domains of literature, with a paragraph each of explanation regarding the rationale for inclusion of each domain. (2-3 pages)
- 2. TTDE 888B Dissertation Proposal Development:** By the end of the semester: (a) develop a full-sentence outline of, or initial draft of, Chapter 1; (b) develop an overview of the entire dissertation, chapter by chapter, with a rationale for the scope and structure; (c) develop a full-sentence outline or initial draft of one additional chapter
- 3. TTDE 891 Dissertation (First Semester):** By the end of the semester: (a) complete a full revised draft of Chapter 1 and one additional chapter; (b) defend your dissertation proposal

- 4. TTDE 891 Dissertation (Second Semester):** By the end of the semester: (a) complete a final draft of Chapters 1 and the other initial chapter; (b) an initial draft of at least one additional chapter.
- 5. TTDE 891 Dissertation (Third Semester):** By the end of the semester: (a) complete revision of the third chapter previously developed; (b) an initial draft of at least one additional chapter.
- 6. TTDE 891 Dissertation (Fourth & Final Semester):** Turn in a full draft of the entire document the first week of school, work on revisions and successfully defend the dissertation by the tenth week of the semester. Failure to complete and defend your dissertation will result in a committee hearing regarding progress and recommendations for how to proceed. If you are allowed to continue for another semester (without a leave of absence) you will move into DE 895 Dissertation Extension and DE 892 Program Extension, and you will no longer be a full-time student, nor will you qualify for Dissertation Fellowships.

***MINIMUM PROGRESS GOALS: ED.D. DISSERTATION (LITERATURE REVIEW MODEL)***

- 1. TTDE 887 Comprehensive Exam Semester:** By the end of the semester: (a) select and get approval for your dissertation committee members; (b) develop a preliminary statement of the main research question and the identification of the domains of literature, with a paragraph each of explanation regarding the rationale for inclusion of each domain; (c) develop an initial draft of Chapter 1.
- 2. TTDE 888B Dissertation Proposal Development:** By the end of the semester: (a) develop and defend the dissertation proposal; (b) complete a full-sentence outline or initial draft of one domain of literature for Chapter 2.
- 3. TTDE 891 Dissertation (First Semester):** By the end of the semester: (a) complete a full revised draft of Chapters 1-3; (b) have 3<sup>rd</sup> reader sign off on the theological integration chapter; (c) hold a consultation meeting with the chair and second reader to review progress and determine focus for the remaining sections; (c) complete a draft of Chapter 4.
- 4. TTDE 891 Dissertation (Second Semester):** Turn in a full draft of the entire dissertation the first week of school, work on revisions and successfully defend the dissertation by the tenth week of the semester. Failure to complete and defend your dissertation will result in a committee hearing regarding progress and recommendations for how to proceed. If you are allowed to continue for another semester (without a leave of absence) you will move into DE 895 Dissertation Extension and DE 892 Program Extension, and you will no longer be a full-time student, nor will you qualify for Dissertation Fellowships.

## **SECTION 4: THE PH.D. DISSERTATION PROPOSAL (EMPIRICAL STUDY)**

### **A Well-Designed Proposal**

Instructions related to the preparation of the dissertation proposal are communicated in DE 807 Educational Research Methods and in the Dissertation Seminar. The actual form of the proposal may vary according to the nature of the intended research. In the proposal, students should present in a clear and concise manner the research problem, the purpose of the research, the main research question, precedent literature, the methods of inquiry, the means of data analysis and suggestions as to the potential benefit of the research results. The purpose of the proposal is to help the student design a well-conceived and manageable dissertation. Significant effort in planning the dissertation proposal enables the student to minimize problems and time delays that can arise in conducting the dissertation study.

Unless otherwise directed in the guidelines, the dissertation must conform to the *Publication manual of the American Psychological Association*, Fifth Edition (APA Manual). Any form of scholarly research that is customarily employed in educational research is acceptable for a dissertation in the Ph.D. and Ed.D. Program. See the following articles for orientation to the fields of research available to graduate students in Christian education:

- Wyckoff, D. Campbell. "Research and Evaluation in Christian Education," in *An introduction to Christian Education*, edited by Taylor, Marvin J., 1962, pp. 144-156.
- Peatling, John H. "Research in Religious Education," in *Changing patterns of religious education*, edited by Taylor, Marvin J., 1984, pp. 106-117.

The following types of dissertations are employed most frequently, based upon faculty experience and relevance to educational issues:

- Empirical studies that conform to accepted procedures. These studies generally utilize either previously developed research instruments or some form of survey or interview methodology.
- An historical or conceptual paper of substance that is integrative, creative, and rigorous. (Must be pre-approved by the Doctoral Programs Committee.)

### **Research Instruments**

All research instruments to be used in dissertation research must be included in the dissertation proposal. No application of research instruments or processes to human subjects may be conducted without formal approval of the Biola University Protection of Human Rights in Research (PHRRC) Committee.

### **Pilot Study**

A Pilot Study of the data collection procedures is completed prior to the submission of the proposal. Data collection procedures of the pilot study must be approved, using the normal form, by the Protection of Human Rights and Research Committee [PHRRC] chairperson prior to the collection of data. (See the Ph.D. and Ed.D. programs director for details.) Results of the pilot study are reported in the proposal as an appendix. Except for the pilot study, no official data may be collected until the student's dissertation committee has approved the proposal and final approval has been given by the PHRRC for the instrument and data collection procedures.

## DETAILED OUTLINE OF THE PROPOSAL

The major sections of the proposal typically reflect the six-part structure of the dissertation. Although the proposal is not viewed as the complete dissertation, it should present a thorough development of chapters 1-4, and an overview of key aspects of chapters 5 and 6. (Check with your dissertation chair for guidance.)

Be sure to use the Dissertation Format Checklist (Appendix D) to help you develop your proposal in proper APA format. Since this is a proposal, when discussing the particulars of your proposed study, use the FUTURE TENSE throughout Chapters 1-6. Use past tense when reporting about past research results. The example that follows is for a primarily quantitative study. Some variations in format and flow may be needed for a qualitative study. (See Appendix A)

Since the proposal is a proto-type of the full dissertation, you should follow all of the form guidelines as for the dissertation. The proposal is to be, arranged in the following order: (See sample pages in Appendix C of this Handbook.)

### **The Preliminary Pages**

In the preliminary pages of the proposal, lower-case Roman numerals are centered one inch from the bottom of the page. Although counted in the pagination, no page number should be printed on the title page, copyright page, and abstract. Page numbers appear on the table of contents and the acknowledgement page.

### **Title Page**

Prepare a title page similar to what will be used for the dissertation, using the standard form. Provide a fairly descriptive title of the main elements of the research project.

### **Abstract**

Within about 100 words, give the reader a summary of the proposal. It should include a brief description of the problem and the particular research method to be used. The abstract is not counted in the pagination, and no page numbers are printed on the abstract pages. Although the abstract appears first, it will probably be the final part you write. (Note that for the dissertation, you will be permitted 350 words maximum for the abstract.)

### **Table of Contents**

Include a full "Table of Contents" page indicating major headings and page numbers. All the material following the table of contents is listed, except for the vita; no preceding material is listed. Chapter titles, first-level headings, second-level headings, references, and appendixes must be worded exactly as they appear in the body of the proposal.

### **References**

List all of the references cited in your proposal. In addition, in a separate section, you may list any other major resources that you plan to use in your study but were not actually cited in the proposal. Single-space the bibliographical citation and begin at the left margin. On the second line of text, indent one half inch. Double-space between entries. No page number appears on the first page of references, although it counts as a page. Include in your reference list only resources you have handled and read yourself.

### **Appendixes**

Appendixes should be lettered in succession, beginning with Appendix A, B, C, etc. Each appendix begins with a title page, which includes which appendix and a descriptive title. Type Appendix A,

followed by quadruple-spacing, and then type the descriptive title of the Appendix, centered with upper and lower-case letters. Pagination continues from the main body of the proposal, with each appendix title page counting as a page (although a page number does not appear on the appendix title page). Page numbers should appear in the upper right margin, as usual, for each page of the appendix.

### **Appendix A**

Develop a Time Schedule—your budget of time to complete the study. Relate the major milestones to the major phases of the research. Keep the deadlines at a general level. Use a "month" as the basic unit of time. Begin the time line with your proposal being approved. This appendix will later be removed from the final dissertation.

### **Appendix B**

Provide a brief report of the procedures, findings and implications of the PILOT STUDY for your proposal (if you did not include this information in Section 3). Include any tables or graphs that may be helpful.

### **Appendix C**

Include copies of the instrument, cover letters, instructions to participants and any other relevant materials of the study. (Use a separate appendix for each item). Permission may be needed before copies of instruments can be included.

### **Appendix D**

Include copies of permission letters for use of any copyrighted figures used in the dissertation. UMI will not copy them to microfilm if these permission letters are not present.

### **Vita**

The vita is limited to one to two pages maximum containing a brief summary of the education and professional work history of the writer. Under education, Talbot School of Theology, Biola University should be listed first, with the abbreviation "(Cand.)" in parenthesis, replacing the year in which the degree will be granted. [Technically speaking, "Candidate status" is conferred only after the proposal has been approved, so you are including this information by faith.] Other degrees should be listed with the most recent degrees first. Other possible categories included in the vita may be employment, publications, and professional presentations. The vita is not included in the pagination, and no page number appears on the vita.

### **The Main Body of the Proposal**

General page limit for the "body" of the dissertation (outside of reference list and appendixes):  
Maximum 150 pages. Suggested. target closer to 100 pages. Editing is an important value to learn in writing.

## **CHAPTER 1**

### **INTRODUCTION TO THE PROBLEM**

10-15 pages

#### **Introduction--no separate heading is needed**

Provide a general interest introductory paragraph to the topic of your study.

### **Description of the Problem**

In one to two paragraphs, describe the problem of the study in "lay" terms. A reader not familiar with the jargon of your study should be able to understand what your study is about.

### **Background and Importance of the Study**

Assume that you are requesting funds from a wealthy foundation to sponsor your study financially. Why is this study significant and worthy of their support? What is the distinctive contribution of the study? Through sound logic (not grandiose pronouncements), build a strong argument to convince and persuade them of the need to devote a dissertation to the topic. In about two pages or so, briefly describe (a) why the problem is important, (b) what is already known about this topic (you may wish to include a few items from your review of literature in Chapter 2), and (c) why your study is necessary as the "next step" to make a contribution in our understanding of this topic

### **Statement of the Research Question**

As briefly as possible, formally state the one (to three) major or overarching question(s) your research will attempt to answer in the form of a well-framed question. Carefully edit this question(s) so that it precisely states what your dissertation project is about. Here, you will be using technical terms for the sake of being precise. Note that any subsidiary research questions and hypotheses will be stated in Chapter 3.

### **Definition of Terms**

For each major concept or term in your research question stated above, provide a brief "conceptual" definition--a dictionary definition. It is better to include a respected expert's definition as a part of your explanation than just to state your own. "Operational" definitions (i.e., how the concept will actually be observed or measured) will be provided in Chapter 3. (Note that most Ph.D. students will be doing studies involving Christians. Be sure to define what a "Christian" is.)

### **Population and Sample**

In about a paragraph, identify your target population--to which specific group will you be generalizing the results of the study. Then briefly identify the sample that will represent this group.

### **Assumptions of the Study**

List and briefly describe the major assumptions (usually about one to three) you are making regarding the research of this topic. This may be the most difficult part of Chapter 1, since we usually are not that aware of our major assumptions. Try to identify the underlying and foundational "givens" of your study that you will assume to be true and that you will not be investigating in the study. For example, some of you will need to state that you assume Christians will respond differently than non-Christians. Or, in a study of why associate pastoral staff members are leaving their church ministry, you may be assuming that it is good that large churches employ associate pastoral staff and that (most) associate pastoral staff should be encouraged to remain in their church ministry rather than leave their position. For each assumption, validate why it is an appropriate assumption for the study. Give as much explanation as you think is necessary.

Identify your honest expectations about the results of the study and any biases that relate to your study. For example, you probably have some Christian assumptions that may affect how you analyze the data. Be explicit about these. How will you attempt to be objective in carrying out the study and in analyzing and interpreting the data? How are you dealing with any threats to internal validity? How will you insure that your sample (or those who just return the study) is truly representative? How will you assure honest answers from your sample?

### **Delimitations of the Study**

Do not confuse the term "delimitation" with the term, "limitation." In what aspects have you narrowed down the scope of the study--restrictions that you are making regarding the topic, the purpose, the design or procedures of the study, and what are the implications for the findings of the study? What factors will affect the generalization of your results to your target population or to other potential populations? Include your reasons for each delimitation.

For example, there may be a couple of instruments that measure the particular concept you are studying. You are limiting yourself to measuring that concept in one particular way, through that instrument. You may be using a cross-sectional approach to study a topic, rather than a longitudinal approach. Many of you will make a geographical delimitation, by only using samples from Southern California. (For ethnographic studies using a very small sample size--in which case you do not technically have a population--you still need to provide a logical rationale to explain how your sample may potentially relate to a larger population.)

### **Summary**

Briefly summarize the purpose of Chapter 1. Then give a brief overview of what will be offered in Chapters 2-5 (about one sentence per section).

## **CHAPTER 2**

### **REVIEW OF RELEVANT LITERATURE**

15 – 25 pages per “domain”

The purpose of the chapter is to develop an argument that, on the basis of the existing literature, the next specific study that should be conducted needs to be your particular study. For research studies specifically cited, do not just report the results. Also identify if any limitations apply to the results: assess first, (a) to what extent the results are valid for that sample [i.e., if results not valid for that sample, results cannot be generalized beyond that sample], and second, (b) to what extent can the results be generalized beyond the sample to the target population [i.e., how representative of the target population was the sample?] It is helpful to summarize the key elements of all the important empirical studies cited in a table near the end of the chapter. Also in the final 2-3 pages of the chapter, provide a concise summary of the "argument" that has been developed throughout chapter persuading the readers of the necessity for your specific study (not to be confused with a “summary” that only surveys what was covered).

#### **[Introductory paragraph]**

Remind the reader of your study with a summary paragraph briefly describing what your study is about. [Use this particular paragraph as the introductory paragraph for succeeding sections.] In a final sentence explain what Section 2 is about.

#### **Rationale for the Domains of Relevant Research**

In one to three paragraphs per domain, identify which particular domains of research you will be using to ground your study. Explain why these domains have been selected. Usually two to five particular domains will be identified. For example, a study of moral development in theological education in Korea would include discussions of the research literature (a) on moral development, (b) on theological education, (c) on moral development in professional education (e.g., medicine and law), with specific attention to the helping professions, and (d) Korean culture. Be careful not to restrict yourself just to the obvious main aspects of your study. Creatively identify "cognate" literatures (e.g., the "helping professions" in the example above) to expand your understanding of related and very relevant research to your main topic.

### **Review of Relevant Literature**

Within the particular domains you have selected, review the most significant theories, related empirical studies and measurement instruments. NOTE: In this part, review what the "human" literature offers. Postpone any discussion of the "divine" biblical literature until Chapter 3, where you will critique the theories and empirical research based on a Christian world view.

(For example, in this part include the various definitions of faith offered by major theorists e.g., Fowler, Westerhoff, Nelson, and theologians, Wesley, Calvin, Henry. Then present your own study of biblical texts in Chapter 3. )

#### [Theories, Theoretical Frameworks, Key Terms:]

Discuss the theoretical definitions or frameworks that are dominant in the literature on this particular topic. Also include a discussion of the theories undergirding relevant instruments that relate to your topic

#### [Summary and Critique of the Empirical Research:]

This should contain extensive review of the empirical basis. Present the best empirical studies related to your research question. Provide sufficient information to understand the study (e.g., research question or hypothesis, research design, operational definitions, population and sample, procedures of the study, primary results and conclusions). Demonstrate that you actually read the whole study, not just an abstract or a citation from a book. Include any empirical studies that are similar to your proposal. This is especially helpful when the same instruments are being used. Readers are wary when a student writes that no study like this one has ever been done. It usually indicates that the student has not conducted a thorough review of the literature, including a study of disciplines related to their subject (e.g., international business education, human resource development).

Each study has some limitations. After you have summarized a study, assess to what extent the conclusions of the research are valid (both internally and externally). Are there any problems in the design of the study that limit the findings? Are there any outstanding aspects of the design that establish the findings? How does the representativeness of the sample affect generalizability? Where appropriate (i.e., when directly relevant to your study), identify any major strength and/or weakness of the study. Focus on that aspect of the study that directly relates to or guides your study. At the end of each domain review, provide a substantive summary of what is known and what is still up for debate or unknown as it relates to your research interests.

#### [Instruments, Questionnaire Development:]

If relevant to your study, review the major instruments related to your topic. Let your committee know that you are aware of the most used or best instruments that measure the concepts of your study. Compare and contrast the features of each. (Validity, reliability, theoretical foundation, target population, etc.)

### **Summaries**

Each domain review should end with a summary of what the research shows on that issue. At the end of the chapter, briefly summarize what was accomplished in this section. Summarize what is known about the research problem and what remains to be learned. Develop a rationale for why this proposed study needs to be done, indicating how it will help further our understanding of the issues.

## CHAPTER 3

### CHRISTIAN WORLD VIEW INTEGRATION

#### 15-20 pages

This chapter offers the student a public opportunity to demonstrate his or her competency in sound integrative theological work by engaging in an "original" piece of work identifying a key point of intersection between evangelical Christian theology and a relevant social science concept or component of the research study. The purpose of the chapter is to develop and present a well-argued Christian perspective on a focused and relevant topic in order to ensure that a distinctively Christian perspective informs the research study by suggesting improvements in the data collection instrument. For example, if a secular published questionnaire or survey is used in the study, the results of this chapter may identify areas not being measured by this published instrument. At the conclusion of the chapter, the student would then propose and develop a few additional questionnaire items to fill in what was lacking so that a distinctively Christian perspective would be evident in the data to be collected. Usually at least one biblical passage will be studied in depth as a foundation for the theological study being offered in the chapter.

Since dissertation research is generally expected to be comprehensive, almost exhaustive in nature, it is imperative that the student appropriately limit the scope of the study to make it a manageable project within the given page limitations [if page limits are stated]. Using a "survey" or "global" approach for a topic in this Christian Perspective chapter, akin to writing an encyclopedia article, is really not appropriate in a dissertation. Rather, the student should conduct an in depth theological study of one particular and focused aspect of one concept explored in the Chapter 2 that could potentially benefit the larger study by offering a Christian perspective on it.

For example, the study may wish to evaluate a component or concept within a larger theory--secular or Christian--by identifying a major problem or conflict, or proposing a missing element, or offering a better explanation than previously published integrative work. The student may also focus this integrative work on an examination of operational definitions and certain items in the data collection instrument(s) used in one or more of the important research studies cited in Chapter 2.

The chapter should offer--in some way--an original and new contribution to the Church not previously published. Here, the student can speak with his or her own "voice" (as will also be the case in the final chapter) rather than predominant "descriptive" tone that pervades most of the dissertation. The student should use standard (and mostly) evangelical reference tools cited as support for the student's integrative work from the fields of theology, Old Testament, New Testament, and philosophy. The student should avoid citing "unpublished" dissertations or these in this chapter.

## CHAPTER 4

### RESEARCH DESIGN AND PROCEDURES

(Reminder: Use only the FUTURE tense)

#### 15-20 pages

Argue that (given the constraints of research with human samples and limited resources) the plan and methods of the study described in Chapter 4 are the most effective ones to conduct the research. Argue that, due to the features of the plan, all rival hypotheses have been considered and will be "controlled." Thus, if any findings are marked off by statistical significance with sufficient magnitude (i.e., effect size), then you can be confident the results are "highly probable" and not due solely to random chance variations within the sample.

**Introductory paragraph**

Use the same paragraph as for the beginning of Chapter 2, except the final sentence explains what Chapter 4 is about.

**Statement of the Research Question**

Restate the major research question(s) from Chapter 1.

**Research Design**

Explain the particular design you will be using (e.g., survey, descriptive correlation, quasi-experimental, ex post facto, ethnographic, etc.) and what purpose this particular design serves to accomplish. Include a discussion of any distinct guidelines for using the particular research method you are using. If relevant, indicate how you will eliminate possible rival hypotheses that may also explain the anticipated results of your study.

**Subsidiary Research Questions/Research Hypotheses**

List any subsidiary research questions and identify the major variables of the study (e.g., independent, dependent, and control) and/or list the particular research hypotheses you propose to investigate. Consult with your committee regarding whether or not to utilize the "null hypothesis" form.

**Operational Definitions**

Provide the necessary operational definitions of all significant concepts (i.e., how the major concepts will be observed or measured). Either provide the "operation" that will be used or refer to the specific instrument or item(s) in that instrument that will be used to measure the concept. Do not give a full explanation of the instrument here; provide that under part [7] Instrument below. (Note: Most of you are using Christians as subjects. Be sure to provide an operational definition of a "Christian.")

**Sample Selection Procedures**

Identify the population to whom the results of the study should be generalized. Identify the sample and how it will be selected. The sample must be representative of the target population. Sample selection procedures must be objectively based with the implications that, if someone else used your procedures, similar research findings would result. Selecting a sample solely because it is convenient to you does not pass muster. Ask what benefits accrue by studying this particular group? Include information here regarding the particular steps you will take up to the point when you will actually collect the data and items such as: From whom must you seek permission? From whom must that person seek permission? Typically, the population must be operationalized by some official list (e.g., a denomination, a professional group). Then the sample is randomly selected from this list.

**Instrument(s) or Instrument Development**

Discuss what particular means of data collection you will use. If using a published instrument, explain theoretical foundations and development, use by others and evidence of its reliability and validity, based on the instrument manual and other sources. If you are adapting an existing instrument, explain why the adaptation is necessary and how this adaptation will affect the reliability and validity of the instrument. (Typically, you will need to seek permission to adapt a published instrument.) If you are developing a survey questionnaire, indicate what guidelines you will follow and any sources of questions you may be using.

**Data Collection Procedures**

Now that you have already selected your sample (explained above), what are the necessary, chronological steps to collect the data? You may wish to divide these steps into major phases. Include items such as: From whom must you seek permission? From whom must that person seek permission? Will consent forms be necessary? Who will administer the instrument? Give sufficient details to indicate to your

readers you have thought of all potential problems that may arise. When the proposal is later revised for the final dissertation, an additional subsection on “Problems Encountered in Carrying Out the Data Collection” needs to be added to describe any problems and how they were addressed.

### **Pilot Study**

A Pilot Study is expected for all empirical studies in order to provide students a mini test-run of the study. Typically such projects involve a smaller number of subjects in the sample (5-25). Include a reference to the pilot study, a brief summary of what you did and how you improved the study as a result of this first run. (You can either include the information here or in Appendix B.)

Biola University's Protection of Human Rights and Research Committee (PHRRC) must approve any empirical study using human participants before data may be collected (this includes the pilot study as well). The major issue in this review is, to what degree are the human participants AT RISK in your study (i.e., "minimal risk" or "moderate risk"). In your time schedule, allow 2-4 weeks for such approval (more time may be needed during the summer months). Almost all of our studies are in the "minimal risk" category.

### **Informed Consent**

One of the main concerns is that INFORMED CONSENT has been received from those participating in the research. The informed consent statement does not always need to be a signed statement; it can be part of the oral instructions read to participants, or as a part of a cover letter mailed to participants. Regardless of the form it takes, these four points need to be addressed in some way (though these exact words need not be used): [See PHRRC form for more details.]

1. The topic of the study is \_\_\_\_\_
2. Any participant may decline to participate in the study at any time, and parents may decline to include their child.
3. Some of the questions [in an instrument, a survey, questionnaire, an interview] may be seen as mildly offensive to a few people; participants may decline to answer specific questions.
4. It is very unlikely, but should the participant experience undue concern or anxiety regarding the material [e.g., in the study, on the survey] please contact (the researcher) at Biola University (give phone number).

### **Data Analysis Procedures**

After collecting the data, what particular procedures/methods will be used to analyze the data? If using inferential statistics, you will actually be using null hypotheses to test statistical significance. (If your committee wishes, you may state these as a separate part as well as indicate which particular statistical test will be used to analyze that null hypothesis.) You will need to state what particular statistical tools will be used and the alpha level to determine statistical significance. Your dissertation committee chairperson will guide you regarding how much information needs to be included here.

It is helpful to identify what kind of score will be collected for each major variable (e.g., nominal, ordinal or interval) and also the particular statistical technique to be used to analyze each of your null hypotheses. This provides a way to check that the appropriate statistical technique is being used. (You may wish to organize your list of null hypotheses according to their relation to your research questions or hypotheses, or by placing them into groups using the same statistical techniques.) The author should identify the statistical analysis software used in any statistical analysis to be carried out in the research effort. The researcher should anticipate any statistical analysis software used in any statistical analysis to be carried

out in the research effort. The researcher should anticipate any statistical analysis problems given the nature of the research plan, and describe how these problems will be addressed in how the analysis is carried out. For example, if any of the subgroups have a small number of people in them, how this will be addressed in the analysis techniques employed and conclusions drawn from them. Another example is if the data gathered for the group on some instrument shows limited variability or a skewed sample, how this will be addressed.

### **Summary**

Briefly summarize what has been accomplished in this section.

## **CHAPTER 5**

### **RESULTS**

(Reminder: Use only the FUTURE tense)

Proposal: 3-6 pages.

Final document: 20-50 pages for quantitative study, more for qualitative study.

### **Introductory paragraph**

Use the same paragraph as in Section 2, but explain the purpose of this section.

### **Description of the Data and Display of Data**

For the proposal, the primary contribution of Section 4 is to describe the different kinds of data that will be collected related to the various items of your instruments (e.g., nominal, ordinal, interval) and giving your committee an idea of how you will analyze and present the data. It can be helpful to develop a chart showing what kind of data is being analyzed for each hypothesis and what inferential stats each require.

Note: You should consult, Nicol, A. & Pexman, P. (1999). *Presenting your findings*. Washington, DC: American Psychological Association. This resource is available in the Doctoral office, and may be signed out and used on campus by Ph.D. and Ed.D. students.

Note: One change in APA format (5th Edition) since Nicol and Pexman's book—italicized headings instead of underlined.

Provide representative sample tables, charts and graphs--at least one for the descriptive data and one for each inferential statistical procedure you will use. You may wish to select representative research questions or hypotheses to illustrate this. If your study includes a qualitative component, develop sample tables regarding how you will analyze and organize the verbal observational data collected. (Note that you will probably have to fabricate the specific numbers and words you include in these tables. If you are replicating a study, you can simply include tables from that previous study if they fully represent the kinds of data you will collect).

These tables will help the reader visualize what kind of data you will collect and how you anticipate displaying it. In the process of working on these tables, you may learn that you will need to adjust what kinds of questions you will ask or which instrument(s) to use so that you will more successfully answer your research question(s).

Note: When testing for statistical significance, if it is found, take the next step of identifying the relative strength. Be sure you understand how to determine this for each type of inferential test you will use.

Note: See Appendix E for more statistical tips. Also, statistics review booklet available for sale in Ph.D. and Ed.D. Programs office. Cost: \$3.00

## CHAPTER 6

### CONCLUSIONS

(Reminder: Use only the FUTURE tense)

Proposal: 1-3 pages.

Final document: 15-25 pages

Chapter 6 begins with a brief synopsis of the whole dissertation, and then moves into a discussion of implications of the conclusions and suggestions for further research. Argue that the conclusions from your study, with noted limitations and qualifications, are strongly supported by the research conducted. Argue that the implications you develop are central (rather than peripheral) and directly follow from the conclusions.

Include the same introductory paragraph as before. Then, in about one or two paragraphs, provide an overview of the kinds of issues and topics you will be addressing in this chapter. Common topics include:

- ◆ Review and discussion of major findings as they relate to your research questions, interpretations, and explanation in light of previous theory and research. (Related to previous literature—compare and contrast—including theological analysis)
- ◆ Implications for ministry/education practice (Recommendations)
- ◆ Limitations of the study (critique)
- ◆ Recommendations for future research
- ◆ Summary

#### **Scheduling the Proposal Defense Meeting**

Before a proposal defense meeting can be scheduled, the doctoral student must have successfully completed all course work, prerequisites, and comprehensive exams. When applicable, a pilot study is conducted before this meeting and results are reported in an appendix of the proposal. Approval must be received from the chairperson of the PHRRC before a pilot study can be conducted. (See the Ph.D. and Ed.D. programs' director for details.) The student must have the chairperson's approval before arranging the time for convening the proposal defense meeting. The student presents the proposal *in person* at a formal meeting of the dissertation committee.

#### **Copies for the Proposal Defense Meeting**

Copies of the proposal of the dissertation *must* be in the Doctoral office two weeks (10 working days) prior to the scheduled hearing. The hearing will be rescheduled if copies are not received by the deadline. This requisite submission period allows the student's dissertation committee time to review thoroughly the proposal prior to the hearing. Submit one additional examination copy of the dissertation to the doctoral office. The documents are to be bound (tape or plastic) or placed in notebooks for ease in handling. Check the Dissertation Format Checklist (Appendix D) and revise your proposal as necessary before submitting your copies.

#### **Dissertation Proposal Meeting Announcement**

As the first page of your proposal, include the following information:

1. Title of the study
2. Your name
3. Date you submitted this proposal to the doctoral office
4. Names of all your dissertation committee members, and identify which member is chairing the dissertation (usually by listing that person's name first)

5. Day and full date of the meeting
6. Time when the meeting will begin
7. Location of the meeting
8. Your mailing address
9. Your phone number(s) (should a committee member wish to call you before the meeting)

The student is encouraged to bring to the hearing a tape recorder to record the discussion and suggestions for revision.

A quorum of three faculty members is necessary to approve a proposal. Approval cannot be granted if the dissertation chairperson is not physically present at the committee meeting. During a period when the chairperson is on a temporary leave from campus and unavailable (e.g., sabbatical), a proposal or dissertation cannot be approved. In such cases, a doctoral student may request that a new chairperson be appointed only if another Talbot doctoral program faculty member is willing and able to accept the responsibility.

Cancellation of a scheduled meeting is allowed only in cases of an emergency, or if a one-week written notification is submitted to the doctoral program director. In both cases, the Ph.D. and Ed.D. program director must approve the cancellation. Rescheduling of a student-requested and canceled meeting becomes the sole responsibility of the student. The student who must reschedule a committee meeting will thus be responsible for contacting all committee members and rescheduling the meeting. Once the student has rescheduled the hearing and completed all the required arrangements, the schedule must be reported to the doctoral office.

The student is responsible for fully understanding and explaining the dissertation research at the proposal meeting. (Students may use a coach to walk them through the data analysis component of the research prior to the meeting.) Students are encouraged to (and may be required to) use the assistance of a grammarian for proofreading and polishing the manuscript for grammar and spelling matters only.

Following the proposal approval meeting, the student should submit copies of any addendum or revised proposals to the dissertation committee and the doctoral office. The proposal with the addendum or revised proposal serves as a contractual agreement between the committee and the student regarding the dissertation project.

Once the dissertation committee approves a proposal, the student cannot begin to collect data until receiving approval from the Biola University Protection of Human Rights in Research Committee (PHRRC). To collect any data prior to PHRRC approval is an ethical and legal violation.

At the conclusion of the Proposal Defense meeting, the committee will award their decision as indicated below by signing the appropriate form.

<p>TALBOT SCHOOL OF THEOLOGY DOCTORAL PROGRAM Approval of Dissertation Proposal</p>
<p>Student Name _____ Dissertation Title _____</p>
<p><input type="checkbox"/> <b>UNCONDITIONAL PASS:</b> Once candidacy has been granted, the student may begin the field/data collection component of the study.</p> <p><input type="checkbox"/> <b>CONDITIONAL PASS/MINOR REVISIONS:</b> The committee passes the proposal but requires that minor revisions be made before an Unconditional Pass is awarded. These revisions are evaluated by the dissertation chairperson and any committee member who desires to do so.</p>

**CONDITIONAL PASS/MAJOR REVISIONS:** The committee passes the proposal but requires that major revisions be made before an Unconditional Pass is awarded. The committee must reconvene to approve the revisions.

**NO PASS:** The proposal is not acceptable. The student must develop and present a new proposal. If this second proposal is not passed, the student cannot proceed in the doctoral program.

Date \_\_\_\_\_

Chair \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Comments: \_\_\_\_\_

## SECTION 5: THE DISSERTATION

### Ph.D. Candidacy

Official candidacy for the doctorate signifies an advanced stage in the student's progress and is characterized by self-directed research through the completion of a dissertation under the direction of a faculty dissertation chair. The student is expected to achieve candidacy within six years from the first term of enrollment. In order to be admitted to candidacy, the student must have successfully: [1] Passed the Qualifying Examination, [2] Received approval of a dissertation proposal by the student's dissertation committee, and [3] Received approval from the PHRRC to collect data.

### The Data Consultation Meeting

Once the data have been collected, the student completes the data analysis (statistical and/or qualitative data analysis as appropriate). In consultation with the dissertation chair, the student schedules a Data Consultation meeting with the chair and second reader. The purpose of this meeting is to review the data analysis processes, results, description, and data display prior to their finalization in the dissertation, and discuss the kinds of implications the student is beginning to draw from the results. *Note: If the student received a conditional pass on the dissertation proposal, he/she must have already revised and received final approval of the dissertation proposal before the data collection meeting can be scheduled.*

The student needs to submit two copies of a draft of the chapters discussing the research plan (previously approved as part of the proposal) and presenting the results of the data analysis (a draft of the results chapter) to the doctoral office at least two weeks prior to the data consultation meeting (10 working days). This provides the committee members enough time to review the materials prior to the meeting.

Following a review of the student's work and presentation, the committee may request that more appropriate analyses be implemented, that they be described more adequately, and/or that additional analyses be done. The committee will also discuss issues of implications from the results and offer guidance in the development of the discussion/conclusions section of the dissertation.

The analysis presented should follow the plans approved at the proposal meeting. However, the student may also provide additional data analysis following paths that grew out of the initial analysis as appropriate. Sometimes new issues arise from the data that need to be pursued, and students should feel free to do so in consultation with their dissertation chair. Following this meeting there may be new analysis that needs to be done in light of issues raised by the committee members or student. The student should not be expected to obtain new data unless the data agreed upon at the proposal meeting has still not been collected in the expected manner.

If the dissertation committee is satisfied with the progress of the research at this point, the student is free to complete the writing of the dissertation and preparing for a final defense. If the committee is not

satisfied, they may require another Data Consultation meeting after the student has revised his/her work according to the committee discussion, or they may direct the committee chair to follow-through with the student on any needed revisions before the dissertation defense.

Note to faculty: It can be valuable to include in the Data Consultation a preliminary discussion of where the research should be submitted for publication and/or presented at professional gatherings.

*The above Data Consultation Meeting description is adapted from the Rosemead School of Psychology Handbook description of their Data Colloquium.*

## **Schedule for Completing the Dissertation**

### **Third Semester**

The Data consultation is to be approved by the end of the third semester of DE 891. The meeting is to be held by the end of the 15th week of the semester (before exam week). The document is due two weeks prior to meeting (10 working days) to the program office. Focus on conducting the study. Carry out your plan, collect and analyze the data, and write a draft of the last two chapters of your dissertation. While you wait for data to come in, finalize Chapters 1-4. Change all future tenses to past tenses.

### **Failure to Submit Data for Consultation During the Third Semester**

Must meet with chair and second reader to determine schedule for completion (by 15th week of the semester). Student may lose his/her dissertation fellowship for the coming semester.

### **Fourth Semester**

First draft of chapters 5 and 6 to chair by the end of the first week of semester. Draft for defense to be submitted to the committee by the end of the 8th week of the semester (6th week for international students), with defense no later than the end of the 10th week. After revisions are made based on committee feedback, the library review draft must be in by the end of the 12th week. Final copies for binding and UMI must be in by the end of the 14th week.

### **Failure to Defend Dissertation by the End of the Fourth Semester**

Schedule hearing with chair and second reader by 15th week of the semester (before exam week). Recommendation sent to Doctoral Committee regarding whether or not student should continue in the program at this time, take a Leave of Absence for one or more semesters, or withdraw from the program. No dissertation fellowship is available beyond the fourth semester of DE891.

### **Format Modifications for the Dissertation**

A few changes in format and substance are necessary for revising the proposal into a dissertation. All future tense verbs will usually become past tense--now that the proposed research has been completed. The substance of Chapters 1-4 will remain the same, except that further clarification of details in the procedures section will be needed according to what you actually did. The principle is to include sufficient information so that someone could follow these steps and yield similar results.

Chapter 5 will include a report of the research data and your analysis, with the tables displaying the data in meaningful ways.

Chapter 6 will include your discussion and evaluation of the results, evaluation of the study, implications for educational or ministry practice, and suggestions for future research.

The date on the title page of the dissertation will be the actual date (month and year) of commencement, not the date of the dissertation meeting. (December 2004, May 2005)

Since you have promised confidentiality and anonymity to those involved in your study be sure to guard access to your data, especially when located on computers accessible to others.

### **Scheduling the Dissertation Final Defense Meeting**

The purpose of the final dissertation defense is to give the candidate the opportunity to present orally the research findings to the committee. Interested visitors may also be present for the defense but will remain silent during the meeting unless invited to speak. Notice of dissertation defense meetings will be posted in the Doctoral office area. Instructions on all final matters will be given to the student following the dissertation defense.

When the dissertation committee chairperson is satisfied with the results of the dissertation draft, the candidate may request a formal dissertation defense meeting. The program administrative assistant will schedule the meeting.

Copies of the dissertation must be in the Doctoral office two weeks (10 working days) prior to the scheduled hearing. This requisite submission period allows the student's dissertation committee time to review thoroughly the proposal prior to the hearing. Submit one additional examination copy of the dissertation to the Doctoral office. Copies are to be bound in plastic, tape, spiral, or in notebooks for convenience in handling. Failure to adhere to deadlines may result in postponing graduation to the next semester.

The student is responsible for checking the Dissertation Format Checklist (Appendix D) and revising the dissertation as necessary before submitting the copies.

The student is responsible for fully understanding and explaining the dissertation research at the defense meeting. (Students may use a coach to walk them through the data analysis component of the research prior to the meeting.) Students are encouraged to (and may be required to) use the assistance of a grammarian for proofreading and polishing the manuscript for grammar and spelling matters only.

Following the defense approval meeting, pay close attention to the required due dates for graduation and instructions for final copies, since they are firm.

**SCHEMATIC FOR DISSERTATION DEADLINE: FINAL SEMESTER**

**4 WEEK DUE DATE WITH WEEKEND TO CORRECT MINOR PROBLEMS**

**FALL SEMESTER** (e.g., 2006)

Sunday	Monday	Tuesday	Wednes	Thursday	Friday	Sat
13 <sup>th</sup> wk	<b>NOV 13</b>  <b><u>FINAL</u></b> <b>Due Date</b> <b>4 WEEKS</b> <b>Mon Noon</b>	Library Reader (only 2 days for review and return)	Library Reader <u>Sign-off</u> OR <u>Return</u> to student to correct	<i>Thanksgiving Holiday</i>	<i>Thanksgiving Holiday</i>	
14 <sup>th</sup> wk	<b>NOV 20</b> <b>[3 Week Resubmit</b> <b>Due Date:</b> <b>Mon Noon</b>	Library Reader	Library Reader: <u>Sign-off</u> Or <u>notify</u> <u>Dean does</u> <u>not pass.</u>	If no pass on resubmit <u>Dean has</u> <u>Registrar</u> <u>remove</u> <u>name</u>	<b>15 days</b> before graduation; can still remove name	
15 <sup>th</sup> wk	<b>12 days</b> before graduation Grad Prog to Press					
16 <sup>th</sup> wk	[Finals Week]				<b>DEC 15</b> <b>Grad Day</b>	

**SPRING SEMESTER** (e.g., 2006)

Sunday	Monday	Tuesday	Wednes	Thursday	Friday	Sat
13 <sup>th</sup> wk	<b>MAY 1</b>  <b><u>FINAL</u></b> <b>Due Date</b> <b>4 WEEKS</b> <b>Mon Noon</b>	Library Reader (3-4 days for review and return)	Library Reader	Library Reader <u>Sign-off</u> OR	<u>Return</u> to student to correct	
14 <sup>th</sup> wk	<b>May 8</b> <b>[3 Week Resubmit</b> <b>Due Date:</b> <b>Mon Noon</b>	Library Reader	Library Reader: <u>Sign-off</u> Or <u>notify</u> <u>Dean does</u> <u>not pass.</u>	If no pass on resubmit <u>Dean has</u> <u>Registrar</u> <u>remove</u> <u>name</u>	<b>15 days</b> before grad; can still remove name	
15 <sup>th</sup> wk	<b>12 days</b> before graduation Grad Prog to Press					
16 <sup>th</sup> wk	[Finals Week]				<b>MAY 26</b> <b>Grad Day</b>	

## Required Due Dates for Graduation

### 1st Week of the Semester

- ◆ Submit completed *Intent to Graduate Form* to the Doctoral office.
- ◆ Schedule a *Data Consultation Meeting* with your chair and second reader (if not approved during the third semester.)

### 4th Week of the Semester

- ◆ Submit a *first complete draft* of your dissertation to your dissertation chair.

### 6th to 10th Week of the Semester

- ◆ The last week to schedule a dissertation defense meeting is the 10th week of the term.

### 11th Week of the Semester

Submit a revised copy of your dissertation based on committee's recommendations to the doctoral office for the proof reader.

### 12th Week of the Semester

- ◆ Submit a revised copy of your dissertation based on the proof reader's recommendations to the doctoral office for the library reader. Be sure to include the *Dissertation Routing Sheet* for the library reader's signature and the *Talbot Ph.D. Dissertation Format Checklist* with your dissertation chair's signature. Both forms are available in the doctoral office).

### 14th Week of the Semester

- ◆ If necessary, revise your dissertation based on the library reader's recommendations and approval of your dissertation chair.
- ◆ After receiving final approval from the library reader and your dissertation chair, you may have your dissertation duplicated.
- ◆ Submit six final copies of your dissertation to the doctoral office for UMI and binding.

## GRADUATING IN ABSENTIA

It is expected that all graduating students will be present at commencement ceremonies except in cases of extreme emergency or other similarly difficult circumstances. Any student who has a legitimate reason for missing the graduation ceremony should write a letter to the Dean of Talbot to request permission to graduate in absentia. Permission to graduate in absentia must be secured at least one month prior to commencement.

## FINAL COPIES OF THE DISSERTATION

Presented for Binding, Microfilming, and Personal Retention

Submission of Final Dissertation Copies: Do not submit final copies until after your dissertation receives final approval from the library reader and your dissertation chair: (Submit Library Routing sheet with approval signatures along with your final copies to the doctoral office.)

Submit six copies (required) of your dissertation to the doctoral office for UMI and binding by the 15th week of the semester. If you wish to have personal copies bound, include additional copies. You are responsible for having your dissertation duplicated. The Biola Duplicating Center can handle this as a personal order. (If you live out of the area, discuss duplicating possibilities with the program administrative assistant.) Please pay close attention to the following requirements:

- All copies on 100% rag bond, 24 lb. Paper
- Approval sheets completed, signed, and placed at beginning of each copy
- UMI contract "release" papers completed/submitted. (Pages A4 and A5)

- Copy of title page (name of chair) and abstract attached to UMI contract

Distribution of Dissertation Copies: Dissertations are usually returned to the doctoral office in one – two months and will be distributed as follows:

- (2) copies for library (original and 1st copy)
- (1) copy retained by department
- (1) copy for committee chairman
- (1) copy for 2nd reader
- (1) copy for 3rd reader
- (1) copy for 4th reader (if applicable)
- (1) copy for UMI microfilming (not bound)
- (?) personal copies for author if desired

Student Fees: After the final copies are submitted to the Doctoral office, the following fees will be charged to the student's account for binding, microfilming, personal copies (if desired), and copyright fees (optional). Please check at the doctoral office for the current fee rates.

<u>\$140.00</u>	(7-8) required university copies to be bound (\$20/volume)
<u>\$ 59.54</u>	UMI microfilming (1) copy
_____	Personal copies (\$20/volume optional)
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The final copy of the dissertation must meet all style requirements as set forth in this handbook. The library is the final clearinghouse for the approval and acceptance of the dissertation. The University Records office requires library approval and acceptance of the final copy of the dissertation before the diploma is conferred. The awarding of the diploma will be deferred until a subsequent graduation if the corrected copy is not received by the stated deadline.

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APPENDIX A: **Guidelines for Qualitative Dissertation Proposal Development**  
**Ph.D. Program in Educational Studies**  
**Talbot School of Theology**  
 Approved Spring 2003

***When is a Qualitative Study Preferred?***

The decision to pursue either a quantitative approach, qualitative approach, or mixed-method approach to the dissertation should be guided by the nature of the research question and the current state of knowledge regarding the key issue(s) involved. In some cases, the issues have been studied by others and defensible theories already exist that can be applied to a particular group or setting and tested. In other cases, little is known about the issues/phenomenon and there would be great benefit in conducting an exploratory study to better understand them. Since the Ph.D. program at Talbot provides all students with training in both quantitative and qualitative research processes, it would be best for the student to discuss his/her research interests and questions with his/her dissertation advisor or chair to determine which research approach may be most profitable to pursue. The decision may have some implications for the composition of the dissertation committee. An effort should be made to ensure that the dissertation chair or second reader is experienced in the qualitative data collection and analysis processes proposed.

Some other criteria for determining when to pursue a qualitative research approach (or at least a mixed-method approach) include: (from Patton, 2002, and Le Compte, Preissle, 1993)

1. Purpose is generating theory, not testing theory (*though some testing of a theory may be done in this new setting*)
2. Want to discover key constructs, vs. already knowing all needed constructs (*may involved checking to be sure all the key constructs have been identified*)
3. Desire to know people's subjective experiences, as well as behavior
4. Description is preferred to prediction
5. Natural setting is preferred to artificial setting
6. Usually smaller numbers of people studied, vs. larger groups
7. Prefer emphasis on whole, complex interactions, vs. just a few factors in isolation
8. A desire to study processes as opposed to only focusing on outcomes
9. Studying the implementation of a program, seeing exactly what happens, documenting development and change within a program (program evaluation)

***The Qualitative Dissertation Proposal***

In general, qualitative research has a different "flow" of development than a strictly quantitative research effort. This is due to the exploratory and descriptive nature of qualitative research compared to the theory-testing nature of most quantitative research at the Ph.D. level. Typical "flow charts" for quantitative and qualitative research are appended to this document. (See Appendices I and II)

The qualitative dissertation proposal in the Ph.D. program in Educational Studies at Talbot School of Theology may be shorter than those for quantitative dissertations, but the final length of the dissertation may turn out to be longer due to the descriptive nature of the data reporting in the later sections of the document.

### **Key Elements and Structure of the Qualitative Dissertation Proposal**

Within the qualitative research tradition, proposals may have more variety compared to quantitative ones. The student will have to work with the dissertation chair to determine how best to structure the proposal. In general, this construction should address several important issues: (Adapted from: Piantanida, M. & Garman, N. B. (1999). *The qualitative dissertation: A guide for students and faculty*. Thousand Oaks, CA: Corwin Press, p. 81)

1. What is under study?
2. Why is the study necessary and important?
3. *What is already known about the subject of the study? (Talbot addition)*
4. How will the inquiry be conducted?
5. What results are anticipated?
6. How will the anticipated results contribute to a body of knowledge (and to the practice of Christian education – Talbot addition)?

Don Ratcliff (2000) identifies twenty things that should be addressed in a qualitative research proposal. These are not in a specific order: (Adapted from Lofland & Lofland, 1995)

1. General topic, possible units/aspects, reasons for choosing topic, initial research questions
2. Number and characteristics of participants, sampling, how recruited and motivated to participate
3. Site, how chosen, public/closed, specific possible locations of observations and interviews
4. Time of observations: days of week, hours each day, time interviewing/observing, total time
5. Brief account (to be used for permissions)
6. Permissions: gatekeeper(s), parents or guardians, participants (if needed) (*And PHRRC at Biola*)
7. Role(s) to be assumed, known/unknown, insider/outsider
8. Anticipated stresses, problems, risks
9. Confidentiality issues, degree of public identification desired (*May not be able to guarantee anonymity*)
10. Methods used in attempt to “bracketing out” self/methods used to track possible areas of bias from past and present
11. How field notes and interview notes will be logged
12. Method(s) of formal data analysis anticipated (besides coding and prepositional framing)
13. How data will be presented in report (charts, appendices, embedded quotes, etc.)
14. Tentative questions to be asked during interviews
15. Media to be used, sources of media (cassettes, videotapes, computers, programs, etc.)
16. Literature review (embedded throughout or separate/plans for additional reading during and after research)
17. Resources needed, funding if any, reports required for funding sources, input from funding sources
18. Meetings scheduled with committee or subcommittee/chair during research study
19. Other involved (co-researchers, assistants in field, transcribers, etc.)
20. Strategy for modifying the proposal during the data collection process, if need be

## **Proposal Models**

One model for the development of the qualitative dissertation proposal: follows the format below (from Piantanida and Garman, 1999, p. 82):

7. *Title*: Announces in a nutshell the subject of the study and often the mode of inquiry
8. *Introduction*: Orients readers to the purpose, content, and organization of the document and provides some background to place the study in a context
9. *The Study*: Provides a concise overview or synopsis of the inquiry
10. *Statement of Intent*: Communicates the purpose of the study and, ideally, alludes to its significance for a particular audience/discourse community
11. *Guiding Research Questions*: Lay out the conceptual structure of the entire enquiry
12. *Review of Relevant Discourses*: Connects specific aspects of the inquiry to broader bodies of knowledge
13. *Research Procedures*: Explain how each guiding question will be addressed
14. *Anticipated Portrayals*: Describes what form of representation the researcher envisions creating to capture the phenomenon under study and to convey the lessons learned from the inquiry
15. *Tentative Outline of Dissertation Chapters*: Summarizes how the researcher envisions laying out the dissertation document

Another model for a proposal is given by Anthony W. Heath (1997):

“Unlike conventional positivist research, there is no single accepted outline for a qualitative research proposal or report (Morse, 1991). The generic outline that follows is suggested as a point of departure for qualitative research proposals, and it applies specifically to the research paradigm and methods that seem most applicable to the study of families and family therapy (e.g., post-positivist, phenomenological clinical observation and long interviews). The outline is intended to serve as a point of departure for researchers, who must decide how to organize their proposals (a) to best communicate their ideas to their intended audiences and (b) to satisfy the demands of the context.”  
(What follows is adapted from his webpage: [www.nova.edu/ssss/QR/QR3-1/heath.html](http://www.nova.edu/ssss/QR/QR3-1/heath.html))

### *Introduction:*

Introduce your question or curiosity. What is it that you want to know or understand?  
How did you get interested in the topic? Describe how your interest has evolved.  
Describe the intended audience for your research (who will use it). Conclude with an overview of your proposal

### *Research Paradigm:*

Identify and describe your research paradigm (epistemological, conceptual foundation for qualitative research – which main perspective are you following?). Cite authors who have defined your research paradigm in the social sciences and suggested its application to your field of study and/or topic. Explain the assumptions of your research paradigm: (*Good place to develop Christian worldview/perspective*)  
16. what you intend to accomplish through the research (e.g., expand knowledge base, generate hypotheses, develop grounded theory)

17. explain assumptions about the nature of knowledge and reality that underlie your research paradigm. Discuss how the formal literature review will be used (in our case, both social science and biblical/theological materials).
18. Describe the major tasks of the researcher in this paradigm of research.
19. Explain the type of relationship the researcher has with the informants (role).  
Finally, suggest the appropriate criteria for evaluating the research findings, research process, and the research report. The criteria should be consistent with your research paradigm and well documented.

*Research Method:*

Identify and generally describe your research method (e.g., ethnographic field study, case study) and your research procedures (in-depth interviews, observation). Cite the major authors who have described your research method. Describe what you intend to do in detail as you begin your study:

20. selection of informants and gaining entry to research context
21. procedures to protect rights of informants (e.g., informed consent, debriefings)
22. type of relationship researcher intends to have with informant
23. kind of data you intend to collect (e.g., field notes from memory, audio tapes, etc.)
24. describe intended data collection procedures (list questions to be used, equipment)
25. Describe procedures to be used to keep track of the research process (audit trail), (e.g., process notes, personal journal, instrument development)
26. Describe intended data analysis procedures (coding, sorting, etc.), (e.g., data reduction, data construction)
27. Describe how the research design may evolve as the process unfolds
28. Describe how you will organize, format, and present your data, interpretations, and conclusions

And describe how you will consider and protect “reliability” and “validity.” Will you use systematic methods and procedures, triangulation (and if so, what types), member checking, peer debriefing, auditing?

*Preliminary Biases, Suppositions and Hypotheses:*

Summarize and reference all the relevant literature that you have reviewed to date. Describe how your review of the literature has influenced the way you are approaching the research. Discuss how your previous experience with your topic has influenced the way you have conceptualized this research. Summarize relevant personal and professional experiences, if you have not done so in the Introduction. Disclose the anticipated findings, your hypotheses and hunches. Describe the procedures you will use to remain “open” to unexpected information (e.g., peer-debriefing). Discuss the limitations of your study in the context of the limitations of similar types of studies (e.g., What will this result in? What can be done with the results?)

## **Proposals for Qualitative Dissertations at Talbot**

In light of the above recommendations and models, students will need to work with their dissertation committees to determine how to address the critical issues for the research proposal and how best to structure it. It is important that the committee and student reach an agreement regarding what needs to be addressed and how it should be structured. Whatever structure is used, it is important that the student incorporate a study of relevant biblical/theological material as it relates to the issues/topics under study (not just parallels, but similar and contradictory truth claims as well). This type of research and theological integration may need to be developed further during and following the data analysis process as new issues come to light. In addition, the student needs to describe how the research model, data collection and analysis processes are consistent with a Christian philosophical perspective on the nature of reality and knowledge, values and ethics, and do not undermine that perspective. It is important to “invite God into your study,” (Don Ratcliff) and be attentive to the integrity of your effort.

Note: The final dissertation needs to include a chapter or section on both the particular research method/approach employed, and on the context of the study (e.g., physical description, history, culture)

### Possible Proposal Outline:

- Chapter One: Introduction (similar to model in “Dissertation Guidelines”)
- Chapter Two: Literature Review (Not yet complete. Will be completed following data analysis.)
- Chapter Three: Theological Integration (initial only. Will need to be completed following data analysis.)
- Chapter Four: Research Proposal (similar in scope to model in “Dissertation Guidelines,” but some unique issues addressed. Needs detailed description of setting for data collection and procedures to be used.)
- Chapter Five: Initial proposal for data analysis procedures.
- Chapter Six: Summary of what needs to be addressed in final chapter of dissertation (similar to model in “Dissertation Guidelines”)

### ***Standards for the Qualitative Dissertation Proposal and Final Dissertation***

During the 2001-2002 academic year, a group of eight faculty members from four schools at Biola University with graduate programs read and discussed two books on qualitative research:

- Meloy, J. M. (2002). *Writing the qualitative dissertation: Understanding by doing* (2<sup>nd</sup> ed.). Mahwah, NJ: Lawrence Erlbaum Associates, Pub.
- Seale, C. (1999). *The quality of qualitative research*. Thousand Oaks, CA: Sage Pub.

After discussing these and other works on qualitative research that the various members of the study group were familiar with, they worked to develop a set of standards to be used by faculty at Biola to promote good quality qualitative research in our graduate programs. These standards are appended to this document. Portions of this will

apply to the development of the research proposal, while others will apply to the final dissertation document. Both students who plan and carry out the research, and the faculty who evaluate the proposals and final dissertations, should utilize these standards in assessing the quality of the qualitative research carried out in this doctoral program.

### ***The Defense of the Qualitative Dissertation Proposal***

Defense hearings for qualitative dissertation proposals follow a similar pattern to those for quantitative ones. Students need to come prepared to explain and defend their work, including all aspects of the proposal. The chair will work with the student and committee members to determine when he/she is ready to defend the proposal. It is very important that the third reader (bible/theology faculty) be brought into the development of the biblical/theological review early on, and is satisfied with the document before it goes for defense. Students will follow the guidelines for proposal defenses as outlined in the “Dissertation Guidelines” handbook published by the Ph.D. office.

### ***Guidelines for the Mixed Method Dissertation***

Students will need to consult with their dissertation chairs to determine if their research approach is predominantly quantitative with some qualitative data collection and analysis, or qualitative with some limited quantitative data collection and analysis. Once the predominant paradigm is identified, the student will follow that dissertation proposal model and carefully describe the rationale and procedures for those supplemental data collection and analysis procedures.

### **Reference List:**

- Heath, A. W. (1997, March). The proposal in qualitative research. *The Qualitative Report* [on line serial], 3 (1), retrieved from [www.nova.edu/ssss/QR/QR3-1/heath.html](http://www.nova.edu/ssss/QR/QR3-1/heath.html).
- LeCompte, M. D., & Preissle, J. (1993). *Ethnography and qualitative design in educational research*, (2nd ed.). San Diego, Cal.: Academic Press.
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- Patton, M. Q. (2002). *Qualitative evaluation and research methods* (3rd. ed.). Thousand Oaks, CA.: Sage Publications.
- Piantanida, M., & Garman, N. B. (1999). *The qualitative dissertation: A guide for students and faculty*. Thousand Oaks, CA: Corwin Press.
- Ratcliff, D. (2000). *Issues that should be addressed in a qualitative research proposal*. Retrieved from webpage: [file:///C:/don's web pages 2000\qual\proguide.html](file:///C:/don's%20web%20pages/2000/qual/proguide.html).
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## THE FLOW OF THE EDUCATIONAL RESEARCH PROCESS: QUANTITATIVE MODELS

Kevin E. Lawson, Ed.D.

### 1. Identification of the Problem or Issue

Most research begins with something that we or others face that is problematic in some way. Something, that if we knew more about it, would make our efforts more effective in accomplishing some purpose.

*A. Identify a problem that you deal with in your work that, if it could be better addressed, would help you accomplish your goals more effectively or efficiently.*

### 2. Clarification and Framing of the Problem or Issue and its Importance

In the general area of Christian education, problems or issues tend to cluster around different categories: Purpose or goals, teachers/teaching, learners/learning, content, context, etc. The issues or problems we identify may have importance to just a few people or to many people. It can have varying levels of importance.

*B. What kind of problem or issue is the one you identified in A.? Clarify the problem in your own mind. To whom is it important, and why?*

### 3. Development of Your Research Question(s)

The problem or issue you identified needs to be narrowed down to something more specific that you can attempt to learn more about. It needs to be something you can “get your arms around.” This is the “something” you will actually do your research on.

*C. To better understand and address the problem or issue identified, what exactly do you need to learn? What can you focus on that would provide some help to the situation?*

### 4. Development of a Literature Review Plan

Once you have clarified the problem and the research question(s) you can determine what literature “domains” you need to investigate. This has two levels to it:

Level 1: What research field(s) to look in.

Ex.: Psychology, Sociology, Theology, Biblical Studies, Education, etc.

Level 2: What subject areas within a field to focus on.

Ex.: Teaching methods with children, former clergy, small group dynamics

One thing that can help is to think through, “What kind of problem is this?” Once these things are determined, you can then chart your plan for thoroughly exploring the relevant “precedent” literature related to your research question(s).

*D. What kind of problem or issue is the one you have identified?*

*What research fields would be most relevant to your research question(s)?*

*What subject areas should you focus on in your literature search?*

*What preliminary resources will help you locate relevant research?*

### 5. Exploration and Evaluation of Available Research

Using the preliminary and secondary resources identified, you locate and read the literature related to your research question(s). Some key principles here are to strive for:

- current knowledge and historical perspective
- breadth and depth or sources (read widely, and read the “classic works”)
- evaluate what you read (not all research is good research, not all conclusions are warranted)
- don’t forget to check the bibliographies of the articles/reports/books for other sources to

investigate

- Investigate primary reports and research articles, secondary books and summaries

*E. What works can you find that relate to your topic? What do you learn from them? How do you evaluate them?*

## **6. Christian Worldview Integration**

Because of our belief in the authority and unity of God's revelation (natural and special), very research review needs to be integrated with the Christian worldview that we hold. We bring what we can glean from Scripture and theology into conversation with the research findings, looking for areas of compatibility and incompatibility, building an integrated perspective on the issue(s).

*F. What biblical passages, themes, and theological concepts relate to the problem or issues under investigation? How do they fit with the research conclusions that you have read?*

## **7. Identification of Your Ignorance**

Now that you have explored what others have learned about the research question(s), what do you still not know that would be of help to you? Identify a "researchable" portion of that for your own study. This is a time when you can revise your research question(s) in light of what you have learned already, and what you still need to learn.

*G. What do you still not know enough about, that could be learned through a carefully developed and executed research plan? Do you need to refine your research questions?*

## **8. Development of Your Research Design and Procedures**

Carefully develop a research project that would allow you to add to the knowledge base you have already acquired, and provide valid, reliable, and useful information to address the research question(s) you have identified. This normally includes: restatement of the research question, the particular design you will use (e.g., survey, interview, experiment, etc.), operational definitions, sampling procedures, instruments to be used, data collection procedures, data analysis procedures.

*H. How could you go about learning what you need to know? From whom? How would you select participants, what data gathering methods would you use? How would you analyze and evaluate the results?*

## **9. Carrying out the Research Plan and Analyzing the Results**

Carefully carry out the plan the way you designed it, following all the recommended precautions to ensure the validity and reliability of the data you collect. Use the appropriate analysis procedures/tests and identify "statistically significant" and "practically significant" findings.

*I. Did you follow your plan? Do you know how to make sense out of the data you have collected? Can you develop helpful ways to display it?*

## **10. Development of Conclusions and Recommendations**

Based on the data you have collected, and the findings you have arrived at in your analysis, develop reasonable conclusions and relevant recommendations. It may be appropriate to revisit your Christian worldview integration.

*J. What have you learned? How will it help? What should people do with this information? What else still needs to be learned? What further research do you recommend?*

## THE FLOW OF THE EDUCATIONAL RESEARCH PROCESS: QUALITATIVE MODELS

Kevin E. Lawson, Ed.D.

### 1. Identification of the Problem, Issue, or Phenomena of Interest

Most research begins with something that we, or others face that is problematic in some way. Something, that if we knew more about it, would make our efforts more effective in accomplishing some purpose. Sometimes it's a matter of clarifying our understanding of a phenomena. It does not necessarily begin with a hypothesis to be proved.

*A. Identify the problem, issue, central phenomena, or process from your work that you deal with in your work that, if it could be better addressed, would help you accomplish your goals more effectively or efficiently.*

### 2. Clarify What You Know, Think, Feel About the Problem, Issue, Phenomena, Process

Clarify your assumptions, expectations, about the problem or Issue. What are your expectations? How can you bracket out your assumptions from your study and track your biases? This is a place for a review of literature related to the issues under study, both social science and relevant biblical/theological materials.

*B. Sort through your knowledge and attitudes about the problem or issue. What do you think you already know? How do you feel about it? In what ways is your "mind" already formed on this? How will you cultivate openness, taking on a learner role?*

### 3. Identify a Setting Where You can Learn More About this Problem/Phenomena

The purpose of qualitative research is to learn about a phenomena in its natural setting. Whatever data gathering methods you intend to use, where can you go, and who do you need to talk with and/or observe to begin to understand the phenomena from their perspective?

*C. Where can you locate a setting in which to observe the phenomena from the viewpoint of those who are involved within it? How can you gain access to the site? Who do you need to gain permission from? Take time for a systematic social, physical, cultural, political analysis of the setting during or prior to the study.*

### 4. Design ways of Recording what Happens in/at the Setting

You need to be able to pay attention to the whole context in a continuous way, and to record the emerging data about the phenomena of interest. This includes broad description and more focused attention on the specifics of what was seen and heard. Over time, funnel your data and focus down to the key concepts/issues/practices.

*D. How can you record information about the context as a whole, the actions of those in it, and the specific data emerging from your study? This needs to be approached in a cyclical manner, opening the investigation out, then narrowing down to check understanding.*

### 5. Design Ways to Verify the Validity of the Records You Keep

You need to develop overlapping and data collection methods that can verify what was seen and heard from several angles. Triangulation is important for verification of observations. Respondent validation can also be helpful. See publications for ideas of how to proceed, and be sure to keep an audit trail of your data.

*E. What variety of ways can be used to verify what is seen and heard? How can you create redundant data collection methods and processes that will strengthen the validity of the observations and conclusions you draw in the end.*

## 6. Immersion in the Setting to Collect the Data

Execute the research plan. You (and/or other people) are the primary data gathering device(s). Immerse yourself in the setting and collect data on the context, the people involved, their perspectives/viewpoints, etc.

*F. Spend adequate time in the setting to develop a thorough knowledge of the context, and to develop an “inside” perspective on the phenomena of interest, suspending your preconceptions. Carry out your data collection processes, being careful to not rush your conclusions or prematurely develop a viewpoint on the phenomena.*

## 7. Analyze the Results

Use the appropriate analysis procedures of the data you collect. Generally a more subjective process than quantitative data analysis. Need to conduct a “subjectivity” audit on yourself during the data analysis phase. Look for recurring patterns and consistencies, data related to your research questions/interests. Look for “long and strong” data (things seen/heard multiple times, things described vividly). Do both preliminary and formal data analysis.

*G. Do you know how to make sense out of the data you have collected? Can you develop helpful ways to display it?*

## 8. Christian Worldview Integration

Because of our belief in the authority and unity of God’s revelation (natural and special), every research review needs to be integrated with the Christian worldview that we hold. We bring what we can glean from Scripture and theology into conversation with the research findings, looking for areas of compatibility and incompatibility, building an integrated perspective on the issue(s). In light of what you have learned from your study, build on the initial biblical literature review conducted earlier.

*H. What biblical passages, themes, and theological concepts relate to the problem, issue, or phenomena under investigation? How do they relate to the research conclusions that you have arrived at? Ask God to help you see the order and meaning in the data. Be open to Him and to learn from His creation.*

## 9. Development of Conclusions and Recommendations

Based on the data you have collected, and the findings you have arrived at in your analysis, develop reasonable conclusions and relevant recommendations where appropriate. Relate this to the precedent literature that informed your study where appropriate. Where does this study fit into the literature and how does it inform it?

*I. What have you learned? How will it help? What should people do with this information? What else still needs to be learned? What further research do you recommend?*

## 10. Form of the Report

Qualitative research may be written with more first person in the narrative of the study. The researcher is the instrument, and the use of “I” conveys ownership. If multiple researchers are used, their perspectives also need to be clearly articulated. The chapter structure of the qualitative study may also differ from the typical quantitative study, with more description of research processes and lengthier results descriptions.

## **Suggested Guidelines for Assessing the Quality of Qualitative Dissertations**

*The idea of establishing these guidelines emerged from discussions by the Biola University discussion group on qualitative research (2001-2002). The discussion group--composed of faculty from Talbot School of Theology, the School of Intercultural Studies, Rosemead School of Psychology, and the School of Arts and Sciences (education)--asked Judith Lingenfelter and Donald Ratcliff to create the initial draft, from their breadth of experience and related study of qualitative research. Additional input was provided by Kevin Lawson (chair of the discussion group). The initial group discussion and the writing of these guidelines, were significantly influenced by criteria developed by Clive Seale (1999), which itself was an adaptation of a document by the British Sociological Association Medical Sociology Group (1996).*

The following guidelines are suggested for use in evaluating qualitative research dissertations across the schools of Biola University. In no sense are they mandated criteria, but rather aspects to consider in the assessment of this variety of research.

1. How does the research problem fit into the overall knowledge base of the school or department in which it is being written? Do the hypotheses or sub-questions use criteria that involve sense experience and can in some way be recorded on paper and/or other media? Are discussions of changes and definitions of key terms included?
2. Does the author sufficiently disclose relevant personal background and his/her perspectives of participants and context?
3. To what degree is the role and/or level of participation by the researcher described? There should be an affirmation of openness to the data regardless of role, and consideration of differences between the offered role and the taken role.
4. Is the research literature cited relevant to the research problem?
5. Do the methods fit the context, participants, and questions? Discuss changes in methods if the initial plan is not appropriate, with an adequate rationale and evidence for revisions.
6. Is the selection of participants described and justified using accepted conventions, including possible modification/s of the initial plan?
7. Is the research setting described in detail, including physical location, surrounding community, relevant history, routines, and methods of initial and ongoing access by the researcher?
8. Is a systematic approach taken in data collection? Data and notes related to decision-making are to be available for external audit and verification.
9. Is a systematic approach taken in data analysis, including clear description of the genesis and meanings of categories, concepts and themes? Procedures used in data analysis should be related to formal analytic methods such as constant comparison.

10. Are decisions regarding which data to analyze and which data to ignore made on the basis of the research questions and priorities of participants, rather than researcher biases?
11. Are discrepant or conflicting results reported and supported, the result of an active search for negative cases?
12. Does the presentation include the full range of evidence, including the variation of perspectives of participants as well as views they hold in common?
13. Are validity-related procedures such as triangulation and participant feedback adequately utilized and described, with the goal of correcting, clarifying, and extending research analysis and conclusions?
14. Are conclusions in the presentation supported by primary evidence from the data? The data are to be clearly distinguished from interpretation.
15. Are conclusions and applications coherent and plausible?
16. Are the limitations of the study identified? Conclusions and applications should be topic-focused, and the potential for error recognized.
17. Have all relevant ethical guidelines—such as confidentiality, consequences to participants, etc.--been followed during the course of research? Procedures and relationships are to be consistent with a biblical/Christian world view.
18. To what extent does the research reflect a passion about the topic and a caring for the people studied? Details and conclusions should reflect participants' words and ways of thinking, as understood and verified by a compassionate and open researcher.

6-11-02

## Appendix B

### THE DISSERTATION IN TALBOT'S DOCTOR OF EDUCATION PROGRAM

Approved: Spring 2003

#### **Introduction**

The dissertation in the Doctor of Education program is a rigorous exploration of an educational ministry issue, a review of the domains of social science theory and research and biblical/ theological data relevant to the issue, and the development of insights, implications, and recommendations for improving educational ministry practice.

#### **General Procedures and Format**

The Ed.D. Dissertation will follow APA formatting and most of the same basic procedures as the Ph.D. dissertation guidelines describe. For example: dissertation committee, dissertation format guidelines (APA style), proposal defense meeting with committee, and dissertation defense meeting, requirements for final copies of the dissertation. Differences in the focus, chapter structure and content will be discussed below.

#### **Schedule for Completing the Ed.D. Dissertation**

The goal for the Ed.D. student is to complete the dissertation in two to three semesters which includes one semester of DE888B and one to two semesters of DE891. To do so, the student must seek to complete and defend the dissertation proposal during the first semester, complete both the literature review and biblical/theological integration work in the second semester, and develop the implications for practice, the appendices (articles for publication) and defend the dissertation during the third semester. At the latest, by the beginning of the third semester the student should be able to provide the dissertation chair with a first draft of the final document. This allows enough time to work through any needed revisions in time to meet the deadlines for graduation at the end of that semester.

#### **Ed.D. Dissertation Model: Professional Review and Recommendations for Practice**

This dissertation is similar in many ways to what is accomplished in the first three chapters of the dissertation proposal in our Ph.D. program (see Ph.D. Dissertation Guidelines). This "Professional Review" is a major paper consisting of five main sections:

1. **Proposal:** An introduction to the educational ministry issue, its background and importance for study. This section clarifies the issues and develops research questions that will be investigated in the literature review that follows. It also builds a case for why this/these issue(s) are important for study, and the potential benefit that can be gained if they are better understood. It then provides some direction for what needs to be investigated, both in the social science literature and in relevant biblical/theological resources. The proposal includes an initial bibliography showing that enough research is available to review the identified issue(s). It also provides a proposal for the biblical/theological integration to be undertaken in section three, with appropriate rationale. It also identifies the kinds of implications that could come from this review, and how they might strengthen educational ministry practice. Finally, it identifies where the two articles described in sections 5 and 6 could be submitted for publication. The writing guidelines for these two publications should be included as appendices and used to help shape these portions of the dissertation (8-12 pages

approximately). Once the committee chair is satisfied that these materials are ready for defense, the student schedules the proposal defense meeting.

**Section One Due: End of the Comprehensive Exam Semester.** The student schedules a proposal defense (one hour). The dissertation proposal must be turned in at least one week prior to the scheduled defense date. Once this is passed he/she may carry out the literature review plan.

2. **Social Science Literature Review:** A review of major relevant theories and empirical research (primary sources) that help address the research question(s) identified in the first section. Only 1-2 domains should be investigated in this review. Summaries are provided for each area addressed, and the section concludes with a summary of the current state of our knowledge of the issues from a social science perspective. (15-25 pages approximately for each domain investigated, plus a thorough summary)
3. **Biblical/Theological Literature Review:** In light of the main issues raised in sections one and two, this section provides an overview of the major biblical and theological concepts and information that help address the research question(s). The writer then provides a synthesis of the key insights gained from the biblical/theological analysis that relate to the identified issues. The focus is on wise biblical discernment on the issues under investigation. This section closes with a discussion of the areas of continuity and discontinuity between the social science and biblical/theological data reviewed. (15-20 pages approximately)

**Sections 2 & 3 Due: End of the First Semester of Dissertation Studies.** A “consultation” meeting with the first and second readers is carried out once these two sections are completed prior to the development of the remaining sections. This provides an opportunity for feedback to help shape the final sections.

4. **Discussion of Implications and Conclusions:** This section develops the major implications for educational ministry practice based on the best (clearest, strongest) insights gained from the literature review, with recommendations and examples of application. It also addresses remaining questions and areas for future investigation. (15-20 pages approximately) This part of the paper concludes with the reference list of works cited. **Section 4 Due: End of first month of second semester,** Needs approval from committee members before writing Section 5 or the Appendix.
5. **Professional Review Suitable for Publication:** Having successfully completed the first four sections of the paper, the student now develops the first of two summary papers suitable for publication. This one takes the form of a “professional review” to help others understand the current state of knowledge on the issue(s) explored and implications for educational ministry practice. (12-15 pages approximately)
6. **Appendix:** The second article is a “how to” type of article presenting a brief review of the issues and beneficial insights from the literature review and a description of best recommendations for educational ministry practice. This article should be suitable for publication in a practical ministry magazine or journal (5-8 pages) **Sections 5 & 6 Due: End of second month of second semester.** (Full document due)

**Final Dissertation Defense Due: By the 10<sup>th</sup> week of the Second Semester of Dissertation Studies.** This allows for the necessary follow-up work to be completed prior to graduation at the end of the semester. The defense audience should include: faculty from the student’s

dissertation committee, fellow students, and educational/ ministry practitioners with experience relevant to the settings and issues that are the focus of the dissertation. The chair will invite one student and one ministry practitioner to read the dissertation and respond at the defense which will be moderated by the dissertation committee chair.

### **Writing Approach**

The dissertation needs to be written in conversation with the members of the dissertation committee. In particular, the chair needs to review drafts of sections as they are developed and provide feedback for revision, and the third reader (bible/theology professor) needs to be actively consulted regarding the development of the biblical/theological literature review section. The chair will guide this process and, with the input of the other committee members, determine when the paper is completed and ready for defense.

### **Total Time for Dissertation**

Last part of comprehensive exam semester, and two-three more semesters.

APPENDIX C: APPROVAL SHEET



[2" top margin]

TITLE OF THE DISSERTATION

FOR THE DOCTORAL

DEGREE

*[Inverted pyramid form]*

by

Name of Author

APPROVED:

\_\_\_\_\_  
Chairperson, Doctoral Committee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Member, Doctoral Committee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Member, Doctoral Committee

[1" bottom margin]



\_\_\_\_\_  
Date

## APPENDIX C: TITLE PAGE



[2" top margin]

TITLE OF THE DISSERTATION

FOR THE DOCTORAL

DEGREE

*[Inverted pyramid form]*

---

A DISSERTATION PRESENTED TO THE

FACULTY OF THE TALBOT

SCHOOL OF THEOLOGY

BIOLA UNIVERSITY

---

IN PARTIAL FULFILLMENT OF THE

REQUIREMENTS FOR THE DEGREE

DOCTOR OF PHILOSOPHY

IN CHRISTIAN EDUCATION

---

by

Name of Author

Date [eg., May 2004]

[1" bottom margin]



APPENDIX C: COPYRIGHT NOTICE

Copyright © 2003 by Name of Author [center on page]

↓  
[2" top margin]  
**ABSTRACT**

TITLE OF THE DISSERTATION

FOR THE DOCTORAL

DEGREE

*[Inverted pyramid form]*

Name of Author

The word **ABSTRACT** is typed like a chapter title on the line immediately below the imaginary line of a two-inch top margin. Two blank lines follow the word **ABSTRACT**, with the text beginning on the next line as with other major levels of heading. Begin text with a 5-7 space indentation and double space. The abstract is not counted in the pagination, and no page number appears on the page. Although the abstract appears first, it will probably be the final part you write.

For the proposal, within about 100 words, give the reader a summary of the proposal. Include a brief description of the problem and the particular research method to be used. For the dissertation, the abstract should be a brief descriptive summary limited to 350 words maximum, which is approximately two pages double spaced. (This sample is obviously much shorter.) The following information is generally included: a) a brief statement of the problem; b) description of the methods, techniques, and data used; and c) the major findings of the study.



## APPENDIX C: TABLE OF CONTENTS

[All material following the table of contents is listed except the vita at the end of the dissertation. No preceding material is listed.]

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[3 blank lines]

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<b>[align chapter number periods]</b>	
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Background and Importance of the Study .....	3
Statement of the Research Question .....	5
Definition of Terms.....	7
Population and Sample .....	10
Assumptions of the Study .....	12
Delimitations of the Study .....	13
Summary .....	15
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Rationale for the Domains of Relevant Research.....	6
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## APPENDIX C: TABLE OF CONTENTS FOR PROPOSAL (CONTINUED)

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## APPENDIX C: TABLE OF CONTENTS FOR DISSERTATION

**All material following the table of contents is listed except the vita at the end of the dissertation. No preceding material is listed.**

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A. Proposed Time Line .....	65
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**[Vita not included in Table of Contents]**

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[align table numbers by periods]

[2 spaces between period and title]

[double space between entries and single space runover lines]

[runover lines indented 3 spaces]

FIRST PAGE OF CHAPTER

## CHAPTER 1

### CHAPTER TITLE IN UPPERCASE AND FORMATTED IN INVERTED PYRAMID FORM

Center the chapter heading immediately below a two-inch top margin. Though no page number is printed, the page is counted in pagination. Except for the CHAPTER designation and title, do not put two levels of heading together without intervening text.

Indent a paragraph one-half inch. Block quotations are single-spaced and indented one-half inch. If the block quotation includes the beginning of a paragraph, indent the first line of that paragraph an additional one-half inch.

Quadruple space after the chapter heading (centered), with the text beginning on the fourth line below the text above it. Triple space before each subheading (except fifth-level) and double space after each subheading before typing your text (except the fifth level subheading – begin text two spaces after the period). Use triple-spacing before and after tables in the text. (NOTE: Hanging indent is okay in the Reference list. References are single-spaced, but double-space between entries. Table titles may be single-spaced.)

#### **Levels of Heading (APA Manual)**

The five levels of headings are formatted as follows:

- CENTERED UPPERCASE HEADING—**Level 5**
- Centered Uppercase and Lowercase Heading—**Level 1**
- Centered, Italicized, Uppercase and Lowercase Heading*—**Level 2**
- Flush Left, Italicized, Uppercase and Lowercase Side Heading*—**Level 3**
- Indented, italicized, lowercase paragraph heading ending with a period.*—**Level 4**

**The headings for a dissertation using all five levels of heading would be formatted as follows:**

[2-inch top margin]  
CHAPTER 1

THE RESEARCH PROBLEM

Handicapped children have been placed in a variety of environments, ranging from regular classes with supportive services to totally separate educational and residential, etc.

The Research Question

It is the purpose of this study to compare two different approaches—short sessions (massed trial) and all-day sessions (naturally distributed trials)—in an effort to etc.

*Method*

Researchers have utilized two basic types of antecedent stimuli: direct commands and imitative commands. Direct commands or directions for the behavior are verbal, etc.

*Participants*

The subjects are six children enrolled in a primary classroom at the Experimental education Unit (EEU), Child Development and Mental Retardation Center of the, etc.

*Consequences for noncompliance.* When the child fails to respond, consequences for noncompliance have most typically been timeout, ignoring, or a physical guidance, etc.

## APPENDIX C: VITA

## VITA

## NAME:

Author's full name in upper and lower case letters and place of birth.

## EDUCATION:

Talbot School of Theology, La Mirada, CA Emphasis: Church Leadership	(For proposal—(Cand.) Ph.D.	2003
Dallas Theological Seminary, Dallas, TX Emphasis: Bible Exposition	Th.M.	1996
Cedarville College, Cedarville, OH Emphasis: Sociology	B.A.	1992

## EXPERIENCE:

Director of Christian Education First Baptist Church, Long Beach, CA	1994-Present
Teaching Assistant in Dept. of Practical Theology Dallas Theological Seminary, Dallas, TX	1990-94
Club Director Youth for Christ, Dayton, OH	1986-90

## PUBLICATIONS:

“Why I’m Right and You’re Wrong,” *American journal of humility*,  
27, 207-213, 1998.

## PRESENTATIONS:

“Converting High Stress into High Energy,” National Association of Professors  
of Christian Education, Annual Meeting, Nashville, TN, 1997.

**TALBOT PH.D. DISSERTATION FORMAT CHECKLIST**

(Rev.9/05)

- To be used:**
1. Before submitting final draft of proposal to committee
  2. Before submitting final draft of dissertation to committee
  3. Before submitting final copy to library for review

It is your responsibility to check through your dissertation yourself and make sure it conforms to APA format, including these major format criteria. Make any necessary changes, print it, and submit it with this signed form by the due date.

\* *Note: Italicized items are for final dissertation only, not included in the proposal.*

<b>Checked?</b>	<b>Format Criteria</b>
	<b>Order of Materials in the Dissertation (and Pagination):</b>
	<i>Routing Slip</i> (get from the Ph.D. office) [not included in pagination]
	<i>Approval Page</i> [not included in pagination]
	Title Page [included in pagination, page i, but no page number printed]
	<i>Copyright Notice</i> [included in pagination, page ii, no number printed]
	Abstract [not included in pagination, no number given or printed]
	Table of Contents [included, page iii, printed 1" from bottom, centered]
	List of Tables [included, format like on Table of Contents page]
	List of Figures [included, format like on Table of Contents page]
	<i>Acknowledgement and/or Dedication</i> [included, format like on Table of Contents page]
	Chapters 1 – 6 (or as many as written) [Arabic numerals begin, upper right-hand corner, 1 inch from top and from right. Double-space before beginning text. No numerals appear on first page of each chapter.]
	References [Arabic numerals used, but no numeral appears on first page]
	Appendix (es) [Arabic numerals used, but no numeral appears on first page of each appendix]
	Vita [not included in pagination, no numbers printed]
_____	<i>Approval Sheet: Follows format in Ph.D. handbook</i>
_____	<b>Title Page:</b> Follows format in Ph.D. handbook
_____	<i>Copyright Notice: Follows format in Ph.D. handbook</i>
_____	<b>Abstract:</b> (Proposal—Up to 100 words.) Dissertation—Up to 350 words.) Follows format in Ph.D. handbook (no page #)
_____	<b>Table of Contents:</b> Lists all material except vita at end of dissertation. No preceding materials are listed. Follows format in Ph.D. handbook. Use appropriate sub-headings as line entries.
_____	<b>List of Tables:</b> Follows format in Ph.D. handbook
_____	<b>List of Figures:</b> (If any) Follows format in Ph.D. handbook
_____	<b>Type used:</b> size between <u>12-point Helvetica</u> and <u>12-point Times</u> in size
_____	<b>Printer:</b> printed on laser printer, good, even, dark black print quality
_____	<b>Typestyle:</b> no boldface type or italics (except forms in appendixes and titles in reference list entries).
_____	<b>Margins:</b> 1.5 inches on left (for binding), 1 inch on other three sides. Applies to every page in the manuscript!
_____	<b>Page Numbers:</b> Upper right hand corners: 1 in. from top and right. Bottom of page: centered, 1 in. from bottom
_____	<b>Spacing:</b> Double-spaced text (except: table titles, block quotations, footnotes)
_____	<b>Headings:</b> CHAPTER 1 (and others) in all capital letters, centered, two inches from the top of the page, then quadruple space and put in the title (all capitals, centered), then quadruple space and begin text.
_____	<b>Sub-headings:</b> Conforms to APA style for the number of levels used. See example in Ph.D. program handbook. (Triple-space before centered subheadings and most lesser subheadings—except fifth level)

\_\_\_\_\_ **No “orphan” headings or subheadings:** headings near bottom of page need at least two lines of text following them. If not, move to the next page

\_\_\_\_\_ **Paragraph beginning indentations:** 1/2 inch

\_\_\_\_\_ **References:** Proper APA parenthetical form used for references and quotations.

\_\_\_\_\_ **Block quotations:** Use when 40 or more words. Do not use quotation marks. Single-spaced, all lines 1/2 in from left. If quotation includes beginning of paragraph, indent that line an additional 1/2 inch. Use colon in text before start of a block quotation.

\_\_\_\_\_ **Tables and Figures:** Appear near first reference to it. Long ones on a separate page (minimize splitting tables or figures). Quadruple-space before and after table or figure. (Can be put in sideways to fit on a page)

- Minimize use of vertical lines.
- Tables that need more than one page: Place (table continues) in lower right-hand corner. Also, place Table 1 (continued) at top of next page along with the title for the table, if any.
- Numbered consecutively by type (Table 1, Table 2, Figure 1, etc.)
- Major words in caption begin with capital.
- Tables/Figures in appendix include letter of appendix (ex.: Table A-1)
- Copyright Permission obtained to include previously published figures in your dissertation, and proper permissions notice given  
You must include copies of the permissions letters with the dissertation copy you send to UMI.  
(Note: This process may take several weeks. Begin early)

\_\_\_\_\_ **Blank Spaces:** No blank sections left on pages within a chapter (Exception: when a table needs to be inserted and will not fit on the page.)

\_\_\_\_\_ **Ellipsis points:** spaces before, and after each of the 3 points within a sentence. At end of sentence, use period before first space. (APA 5th ed.—p. 119)

\_\_\_\_\_ **Abbreviations: Bible quotations:** used *Journal of Biblical Literature* format and identified the specific Bible translation used

- **States:** used two-letter U.S. Postal Service abbreviations

\_\_\_\_\_ **Acronyms:** For first reference, always give full word or name first, followed by acronym in parentheses. Then acronym can be used on its own.

\_\_\_\_\_ **No Contracted Words:** Spell out all words, don't use contractions (cannot, instead of can't)

\_\_\_\_\_ **Footnotes:** used sparingly or not at all. Placed at bottom of page where reference occurs. Provide more detail about a point in the text. Not recommended.

\_\_\_\_\_ **Reference list entries:** First line flush with left margin, additional lines of information on that entry indented 1/2 inch from left. (Hanging indent)

- Place titles in italics, do not underline
- All entries fit appropriate APA format (see APA Publication Manual, 5<sup>th</sup> ed., pages 223-281, for details. Common examples in Appendix)
- Entire titles of books and articles used (includes subtitles, if any)
- Be extra careful to use proper format for dissertations found through DAI
- \* Check to be sure all sources cited appear in the reference list!

\_\_\_\_\_ **Appendixes:** Make sure all items fit within the margins. Appendix heading and title on separate page from the text (set up like chapter heading and title, no page number printed, but it is counted). If you include copies of instruments used, you need to obtain permission letters and include a permission notice.

\_\_\_\_\_ **Vita:** No page numbers. Follows format in *Ph.D. handbook*

\_\_\_\_\_ **Spell-checking:** Entire document spell-checked prior to final printing

---

**I have reviewed all items checked above and made appropriate revisions as necessary.**

## APPENDIX D: PHD DISSERTATION EVALUATION RUBRIC

**Ph.D. Dissertation Evaluation Rubric (Appendix D)****GENERAL ISSUES**

	<u>Weak</u>	<u>Adequate</u>	<u>Strong</u>
1. Clear writing (grammatically sound, easy to follow)	1	2	3
2. Adherence to APA form (shows utilization of Dissertation Format Checklist). Preliminary pages complete, well formatted	1	2	3

**CHAPTER ONE: INTRODUCTION****Clear, persuasive argument for the proposed research**

	<u>Weak</u>	<u>Adequate</u>	<u>Strong</u>
a. What the issues are, why they are important, what is at stake	1	2	3
b. Clear focus for proposed research (clear research questions), how answers to these questions will be of benefit, and to whom	1	2	3
c. Conceptual definition of terms, with sources	1	2	3
d. Description: population, sample, assumptions & delimitations	1	2	3
e. Final draft is informed by and consistent with the results of chapters 2-4 <i>Goal: 10-15 pages</i>	1	2	3

**CHAPTER TWO: SOCIAL SCIENCE LITERATURE REVIEW****Evidence of mastery of relevant research to inform the proposal**

	<u>Weak</u>	<u>Adequate</u>	<u>Strong</u>
f. Identification of relevant issues and streams of research	1	2	3
g. Presentation of major relevant theories and the research that supports them	1	2	3
h. Scope of literature review is broad enough to take in relevant material, but focused enough to create an argument for the needed research. Scope can be limited by years of research reviewed, theories focused on, or selected aspect(s) of the issues being investigated. Does not wander off of its focus.	1	2	3
i. The literature review needs to build an argument, not just be a shotgun overview of all research on the topic.	1	2	3
j. Sound evaluation of research shown, identifying limitations and strengths, demonstrating critical thinking, not just summarizing findings	1	2	3
k. Section summaries that demonstrate what is known and what remains unknown that is relevant to the proposed study (not just general statements)	1	2	3
l. Final summary that creates the argument for both the focus of the research and the research methods to be employed	1	2	3
m. Summary for committee: 2-3 page outline of the chapter in full-sentence form. Summary tables can be very helpful at times. <i>Goal: 20-30 pages per major field of inquiry</i>	1	2	3

**CHAPTER THREE: THEOLOGICAL RESEARCH AND INTEGRATION****Evidence of mastery of relevant biblical/theological material**

	<u>Weak</u>	<u>Adequate</u>	<u>Strong</u>
n. Clear identification of the issues from the literature review that need a Christian worldview perspective	1	2	3
o. Summary of biblical perspective on some issues, but in-depth biblical and theological reflection on at least one key issue being investigated	1	2	3

- |  |   |   |   |
|--|---|---|---|
| p. Predominant use of standard biblical and theological references and limited use of non-biblical/theological citations to support the argument and claims (C.E. writers, psychologists, etc.)  | 1 | 2 | 3 |
| q. Identification of how the study will be shaped in some way by the theological reflection work done. Final summary (1-2 pages) should address how the data collection of the study will be impacted by what was learned in this chapter.<br><i>Goal: 15-25 pages</i> | 1 | 2 | 3 |

#### CHAPTER FOUR: RESEARCH METHOD

<u>Sound research design for gaining answers to the research questions</u>	<u>Weak</u>	<u>Adequate</u>	<u>Strong</u>
p. Research questions shaped by what was learned from the preceding literature review and theological reflection work (avoid null hypotheses if possible)	1	2	3
q. Research process informed by what was learned from previous research efforts (data collection methods and tools, data analysis, Christian world-view chapter. Clear description of process.	1	2	3
r. If instruments used: foundational theory explained, history of development given, evidence of validity and reliability given.	1	2	3
s. Well developed, realistic plans for contact with appropriate leaders, means of recruiting adequate sample, data collection. Identify when data was collected (dates/timeframe)	1	2	3
t. Clear plan showing understanding and sound judgment in the selection of research methods, their effective use, efforts to maximize validity and reliability of the study (and generalizability where possible). <i>Key issues: size and quality of the sample, quality of the data collection process/tools.</i>	1	2	3
u. In light of anticipated data, a clear and appropriate plan for data analysis and reporting is given. Details given to show understanding of what is required to answer the research questions.	1	2	3
v. Statistics: adequate depth of analysis shown, correct statistics used and reported, data analysis software identified.	1	2	3

#### CHAPTER FIVE: RESULTS

<u>Clear, thorough presentation of research findings</u>	<u>Weak</u>	<u>Adequate</u>	<u>Strong</u>
w. Utilization of research questions to help structure the report of findings	1	2	3
x. Demographic data on the sample precedes inferential statistical analysis (Quantitative research)	1	2	3
y. Sound use of appropriate analysis procedures, demonstration of understanding of what the results mean	1	2	3
z. Appropriate use of tables to summarize data (APA format)	1	2	3
aa. Reporting all relevant information for each type of analysis – thorough - <i>Not just what is statistically significant, but the magnitude of the differences or relationships identified (effect size)</i>	1	2	3
bb. Clear summary at end of chapter on findings, with a focus on what proved to be significant. The research questions from chapter 4 can help structure this.	1	2	3

**CHAPTER SIX: DISCUSSION**

<u>In-depth discussion of findings, implications for practice</u>	<u>Weak</u>	<u>Adequate</u>	<u>Strong</u>
cc. Summary of the study (same as what introduces chapter 4)	1	2	3
dd. Demonstrates clear understanding of the implications of the findings, without overstating conclusions or ignoring important issues. Doesn't play it "too safe" either.	1	2	3
ee. Discussing current findings in light of relevant precedent literature and biblical material in chapters 2 and 3	1	2	3
ff. Identification of relevant implications and recommendations for practice	1	2	3
gg. Identification of relevant issues and implications for theory and research, including a sound estimation of the strengths and limitations of the current study and recommendations for future research	1	2	3

REFERENCE LIST AND APPENDICES

	<u>Weak</u>	<u>Adequate</u>	<u>Strong</u>
hh. Reference list complete and in APA format	1	2	3
ii. Permission letters secured for any published instruments used, tables and/or figures taken from copyrighted works	1	2	3
jj. Copies of all data collection materials used, with instructions given to participants, possibly summary tables of raw data	1	2	3
kk. Final page: a one-page vita on the author (no page number)	1	2	3

SUMMARY OF AREAS OF WEAKNESS FOR THIS DISSERTATION

Identify below the items that received a score of "1" at the time of the dissertation defense and note any particular sections/chapters that were not as well developed as the others: (attach separate sheet if needed)

---

**Dissertation Committee Chair's Signature**


---

**Date**

**NOTE: This form must be included with the edited draft turned in to the doctoral office to be sent to the Library staff for format check.**

**APA REFERENCE EXAMPLES** (Version 3.0, 2/02)

Kevin E. Lawson, Ed.D.

American Psychological Association. (2001). *Publication manual of the American Psychological Association*, (5th ed.). Washington, D.C.: Author. (See pp. 223-281 for other examples) (All of the following are fictional examples.)

**I. Print Materials****Journals, Magazines, and Newspapers:****1. Journal article, one author (non-continuous pagination)**

Lawson, K. E. (1994). Why I'm right, and you're wrong. *American Journal of Humility*, 27 (2), 207-213.

**2. Journal article, two authors (continuous pagination)**

Lawson, K. E., & Issler, K. (1995). Why we're right, and you're still wrong. *International Journal of Humility*, 13, 109-120.

**3. Journal article, three authors (non-continuous pagination)**

Lawson, K. E., Issler, K. & Anthony, M. (1996). We're righter than we were, but you're still wrong. *Research Journal in Humility Studies*, 14 (3), 87-99.

**4. Magazine article**

Lawson, K. E. (1993, January). Why I used to think I was wrong. *Popular Humility*, 24, 15-17.

**5. Daily Newspaper article, no author**

Why Lawson is wrong. (1992, September 12). *The La Mirada Inquirer*, p. B1.

**Books, Book Chapters, Reports, Dissertations:****6. Reference to an entire book**

Dirks, D. (1996). *Right and wrong: An historical perspective on the Lawson controversy*. Los Angeles: American Narcist Association.

**7. Book, 2nd edition, Jr. in name**

Dirks, D., Jr. (2009). *Humility in twentieth century scholastic life* (2nd ed.). New York: Mirror.

**8. Book, group author as publisher**

Talbot School of Theology. (1997). *Scholastic humility and the Nag Hammadi texts*. La Mirada, CA: Author.

**9. Edited book**

Leyda, R., & Kim, J. (Eds.). (1999). *False humility and Christian formation: Recovering from the Lawson years*. San Francisco: Christian Formation.

**10. Book, revised edition**

Leyda, R., & Garland, K. (Eds.). (2003). *False humility and Christian formation: Recovering from the Lawson years* (Rev. ed.). San Francisco: Christian Formation.

**11. Article or chapter in a book**

Kim, J. (1998). Megalomania in seminary life. In R. Leyda (Ed.), *Three "rights" don't make us wrong: Confronting the Lawson, Issler, Anthony heresy* (pp. 204-210). San Diego: Pauluvian.

**12. Unpublished paper presented at a meeting**

Cunningham, M., & Ten Elshof, J. (1996, October). *A feminist perspective on humility and megalomania in seminary life*. Paper presented at the meeting of the North American Professors of Christian Education, Denver, CO.

**13. Doctoral dissertation abstracted in *Dissertation Abstracts International (DAI)* and obtained on university microfilm**

Carr, J. (1993). Seminary culture and the distortion of spiritual well-being among male professors in southern California: A case study of delusional Lawsonism. *Dissertation Abstracts International*, 54 (01), 522B. (University Microfilms No. AAD91-13243)

**14. Doctoral dissertation abstracted in *Dissertation Abstracts International (DAI)* and obtained from the university**

Carr, J. (1993). Seminary culture and the distortion of spiritual well-being among male professors in southern California: A case study of delusional Lawsonism (Doctoral dissertation, Biola University, 1993). *Dissertation Abstracts International*, 54, Z4034.

**15. Unpublished manuscript not submitted for publication**

Lawson, K. (1998). *Why nobody understands me -- but I'm still right*. Unpublished manuscript, Biola University.

**II. Electronic Media Citations and Reference Formatting**

Many electronic sources do not provide page numbers.

1. If paragraph numbers are visible, use them in place of page numbers. Use the ¶ symbol to identify location within the source.

Example: As Leyda (2000, ¶ 4) aptly phrased it, “dry flies are a thing of beauty.”

2. If headings are used in the document and neither page nor paragraph headings are visible, cite the heading and the number of the ¶ following it to direct the reader to the location of the quoted material.

Example: “If fishes were wishes, I’d have a creel full of them” (Leyda, Introduction section, ¶ 1).

**Reference Formats for Electronic Media**

The basic goal is to direct readers as closely as possible to the information being cited – whenever possible, reference specific documents rather than home or menu pages. Provide addresses that work.

**1. Internet articles based on a print source:**

Leyda, R., & Cunningham, S. (2001). Casting out demons with a light fly rod [Electronic version]. *Journal of Fishing Ministry*, 4, 27-29.

**2. Article in an Internet only journal:**

Leyda, R. (2001, July 7). Wet flies vs. dry flies: What is at stake? *Colorado Journal of Fly Fishing*, 2, Article 0023a. Retrieved August 14, 2001, from <http://www.coloradoflyfishing.org/journal/volume2/pre0020023a.html>

**3. Multipage document created by private organization, no date:**

Colorado Fly Fishing 2001, Task Force on Flies. (n.d.). *Relationship between time spent fly fishing and marital satisfaction*. Retrieved July 3, 2001, from <http://www.coloradoflyfishing.org>

**4. Chapter or section in an Internet document:**

Fly Fishing Foundation. (1999, May 3). *Fly tying in your fifties: Yes you can.* (chap. 2). Retrieved from <http://www.fff.org/Library/flytying/two.html>

**5. Document available on a university or department Web site:**

Leyda, R., Anthony, M., & Cunningham, S. (2000). *Technological break through in fishing while surfing*. Retrieved June 27, 2000, from Biola University, Christian Education Department Web site: <http://www.ce.biola.edu/publications/papers/flyfishing>

**6. Report from a university, available on private organization Web site:**

Biola University, Institute of Fly Fishing. (2001, August). *Fly fishing in your baptistry*. Retrieved September 2, 2001, from the Richard Leyda Foundation Web site: <http://www.rlf.org/papers/baptistry/>

**7. Paper presented at a virtual conference:**

Leyda, R. (2000). *A comparison of fly tying techniques among the tribes of southern California*. Paper presented at the Cyberfish 2000 virtual conference. Retrieved March 7, 2001, from <http://www.flyfishersanonymous.org.au/conference/cyberfish/papers/leyda>

**8. Message posted to a newsgroup:**

Leyda, R. (2000, October 24). Threading the eye [Msg 3]. Message posted to <news://fly.fishing.fun>

**9. Electronic copy of a journal article retrieved from a database:**

Leyda, R. (1999). Duck, duck, goose: Relative merits of feathers for flies. *Journal of Fly Fishing*, 17, 223-234. Retrieved October 23, 2000, from FishARTICLES database.

**10. Message posted to an online forum or discussion group:**

Leyda, R. (2001, August 21). Fishing with the faithful [Msg 31]. Message posted to <http://groups.yahoo.com/group/flyfishing/message/31>

## APPENDIX D: APPROVED ABBREVIATIONS FOR BOOKS OF BIBLE &amp; STATES

**APPROVED ABBREVIATIONS**  
**Journal of Biblical Literature (JBL) Format**

Books of the Bible

Gen	Ps (pl.: Pss)	Nah	Phil
Exod	Prov	Hab	Col
Lev	Ecc1 (or Qoh)	Zeph	1-2 Thess
Num	Cant	Hag	1-2 Tim
Deut	Isa	Zech	Titus
Josh	Jer	Mal	Phlm
Judg	Lam	Matt	Heb
Ruth	Ezek	Mark	James
1-2 Sam	Dan	Luke	1-2 Pet
1-2 Kgs	Hos	John	1-2-3 John
1-2 Chr	Joel	Acts	Jude
Ezra	Amos	Rom	Rev
Neh	Obad	1-2 Cor	
Esth	Jonah	Gal	
Job	Mic	Eph	

States

Alabama	AL	Missouri	MO
Alaska	AK	Montana	MT
Arizona	AZ	Nebraska	NE
Arkansas	AR	Nevada	NV
California	CA	New Hampshire	NH
Canal Zone	CZ	New Jersey	NJ
Colorado	CO	New Mexico	NM
Connecticut	CT	New York	NY
Delaware	DE	North Carolina	NC
District of Columbia	DC	North Dakota	ND
Florida	FL	Ohio	OH
Georgia	GA	Oklahoma	OK
Hawaii	HI	Oregon	OR
Idaho	ID	Pennsylvania	PA
Illinois	IL	Rhode Island	RI
Indiana	IN	South Carolina	SC
Iowa	IA	South Dakota	SD
Kansas	KS	Tennessee	TN
Kentucky	KY	Texas	TX
Louisiana	LA	Utah	UT
Maine	ME	Vermont	VT
Maryland	MD	Virginia	VA
Massachusetts	MA	Washington	WA
Michigan	MI	West Virginia	WV
Minnesota	MN	Wisconsin	WI
Mississippi	MS	Wyoming	WY

**Summary of Statistics Recommendations for Dissertations: Talbot Ph.D. Program**

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Kevin E. Lawson: 10/00

Version 1.1

**Sample Selection Issues**

*The quality of a study's results is based mainly upon two things. The first is the quality of the sample, which impacts the ability to generalize the results to the target population.*

1. **Sample Size:** Determine size of target population to which you desire to generalize your findings. Check charts to determine what size sample you will need to do this (See Gall, Borg, and Gall, pp. 189-190, for one example). Determine what it would take to get a sample of that size to participate. For mailed surveys/instrument studies, make your initial sample at least 50% larger than the sample size you need.
2. **Subgroups:** Determine if there are particular subgroups within the target population you want represented in some measure and build a stratified random sample if possible. Be sure they will be large enough for meaningful comparisons and statistical analysis. Check to see how many subgroups you will need for your various analysis and determine how easily you can get enough people for each subgroup. This may impact the size of the total sample needed.
3. **Instrument Reliability Issue:** If you must use instruments with low reliability, you will need to increase your sample size to compensate. (Gall, Borg, and Gall, p. 230)
4. **Survey Response Rates:** Discuss with the committee and determine what level of response rate would be acceptable for your survey study. This may depend on how current and reliable the data base is, how mobile your sample, and other factors. It is better to go after a smaller sample and get a higher percentage response (>70%) than to go after a large sample and get a lower response rate (<60%).

**Instrument Selection Issues**

*The quality of a study's results is based mainly upon two things. The second is how well the "measure" measures the construct you are investigating, which impacts the validity of the results for the sample.*

1. **Reliability ratings:** of at least .70 are desired. Less than that (either over all or in selected subscales) shows limited reliability, making conclusions from data analysis difficult to make with much confidence. If the instrument must be used, problem subscales should be noted in the discussion of the final chapter and implications should be cautiously developed. Also, increasing the size of your sample can help compensate for the low reliability ratings of the instrument. Caution should still be used in drawing conclusions from the data. It does not matter how many studies have been done with an instrument. If it is weak/flawed, the resulting data and conclusions are not solid ground to build recommendations on.
2. **Construct validity:** evidence is important to assess and report. What evidence can you report that would demonstrate that this instrument really does measure well what it purports to measure?

3. **Population:** Be sure the instrument was designed to be used with this type of population. If not, then examine the instrument carefully for any needed revision/clarification/additions/deletions. New items can be added at the end and separated out in the subsequent analysis.
4. **Revising Instruments:** For published instruments, be sure permission is secured before making any changes to any items in the instrument. Additional items may be added, but they should be analyzed separately from the original instrument unless permission for these additions is secured ahead of time.

## Data Analysis Issues

### General:

- The larger the sample, the greater the power of the statistical analysis to detect significant differences or relationships where they exist. The key issue is not just if there is a significant difference or relationship, but the magnitude of that difference or strength of that relationship (effect size). For all items identified as significant, take the next step to address the size of the difference or the strength of the relationship. This makes for more meaningful data.
- Be sure that you report all relevant data for each analysis. Help with tables can be found in the *Presenting Your Data* text. Examples with descriptive data: Numbers: In reporting raw numbers, also provide percentages where appropriate. Means: also report standard deviation and range. (Also report median if highly skewed from the mean.)
- When subgroup sizes are widely different this can impact the inferential statistics results. Consult with statistics reference works and/or a statistician to identify when this is a problem and what follow-up analysis ought to be done. This impacts many of the basic tests, including: chi-square, t-test, post-hoc analysis, and correlations.
- Handling missing data: Consult with your chair or an experience statistician. In some cases this is not a major problem. For simple analysis you may just need to report the revised “n” for this test. In other cases, the group mean score can be plugged into the empty slots as an estimate. For more complicated analysis, get expert advice.

### Chi-square:

- In general, chi-squares can work well as long as there are at least 5 people in each cell. When some cells are blank, you run the risk of finding no significant difference when there really is one (Type I Error).
- Where significant differences are found, calculate effect sizes to help in reporting the magnitude of the differences between the groups.

### T-test:

- Design T-tests as one-tailed when precedent literature points to an expected difference. Otherwise, design as two-tailed.
- Report means, standard deviations, degrees of freedom, what t equals, and the alpha level.
- T-tests work well with small samples in identifying significant differences if any are present. However, groups of less than thirty can make identifying differences more difficult.
- Where significant differences are found, follow up by reporting the magnitude of the difference (effect size).

**ANOVA:**

- Report a table of means and standard deviations, and a table showing degrees of freedom. Where significant differences are identified, conduct post-hoc tests to identify where the differences are.
- Dissimilar size subgroups are not a major problem one-way between-subjects

ANOVA. It is more problematic when doing factorial designs such as multiple regression and factor analysis.

Note: ANOVAs are always two-tailed.

**Post-hoc Analysis:** - Depending on the nature of your study, you may want to use either Tukey or Scheffe. Consult with your dissertation committee to determine which is best for your study. In general, Tukey is better suited to exploratory studies because it can identify more issues that may be worth follow-up investigation. Scheffe is a more conservative test and may be better suited to research in areas that focus in on the most prominent differences and relationships.

**Correlations:**

- Report the “n,” what “r” equals, and the alpha level.
- Where significant relationships are found, follow up by reporting the strength of the relationship (r squared).
- Whether or not significant relationships are found, always examine the scattergrams of the analysis to see if there is a curvilinear relationship that may be impacting the results.
- When one or both factors have a restricted range, this will reduce the size of the correlation.
- Note: Be careful how many correlations you run. The more that are run, the higher the family-wise error rate. If you are running a lot, then using a multistage Bonferroni procedure is preferred.
- When one or both of the factors is not interval data, there are other tests besides the Pearson product moment correlation test that ought to be used. See Gall, Borg, and Gall, p. 428, for a representative list. Be sure you have identified and have used the correct test.

**Hypothesis Formulation Issues:**

- In general, when the precedent literature points to an expected relationship between certain factors, or difference between two or more populations, a positively stated hypothesis is preferred.
- If the precedent literature does not point to an expected relationship or difference, it may be preferable to pose a question of possible relationships or differences, and then state the hypotheses in the null form.

**Recommended Resources:**

Howell, D. (1997) *Statistical methods for psychology*, 4th Ed., Duxbury Press

A good advanced text that addresses a number of the questions raised in this session.

Tabachnick, B.G. & Fidell, L.S. (1996) *Using multivariate statistics*, 3<sup>rd</sup> Ed., Harper Collins.

A good reference for dealing with required sample sizes for various procedures; gives examples of what a results section should include following a given analysis.

- Hoyle, R. H. (1999). *Statistical strategies for small sample research*. Thousand Oaks, CA: Sage.
- Kanji, G. K. (1993). *100 statistical tests*. Thousand Oaks, CA: Sage.
- Minium, E. W. & Clarke, R. B. (1982). *Elements of statistical reasoning*. New York: John Wiley & Sons.
- Newton, R. R. & Rudestam, K. E. (1999). *Your statistical consultant: Answers to your data analysis questions*. Thousand Oaks, CA: Sage.
- Phillips, J. L. (1973). *How to think about statistics*. 6<sup>th</sup> ed. New York: W. H. Freeman and Company.
- Wagner, S. F. (1991). *Introduction to statistics*. New York: HarperCollins.

## APPENDIX F: RESEARCH RESOURCES (BOOKS &amp; EQUIPMENT)

**Research Resources Available in the Doctoral Programs Office**

The following resources are available either in the Doctoral Programs office, or in the Director's office, and may be used on campus by Ph.D. and Ed.D. students and by faculty involved in teaching and/or chairing Ph.D. and Ed.D. dissertation committees. Please sign them out with the Administrative Assistant. Over time, we hope to add to these resources those items that would be of the most help to our students and faculty in designing and carrying out quality research. The Biola University Library also has an extensive collection of materials on both quantitative and qualitative research. We strongly encourage students and faculty to consult those resources as well.

**APA Style & Reference**

American Psychological Association. (1994). *Publication manual of the American Psychological Association*. 5<sup>th</sup> edition. Washington, DC: American Psychological Association.

American Psychological Association. (2001). *Publication Manual of the American Psychological Association*. 5th edition. Washington, DC: American Psychological Association.

Nicol, A. A. M. & Pexman, P. M. (1999). *Presenting your findings: A practical guide for creating tables*. Washington, DC: American Psychological Association.

Shields, Bruce A. (2003). *Writing papers APA-style*. Thomson Learning Custom Publishing.

Szuchman, Lenore T. (2002). *Writing with style*. Belmont, CA. Wadsworth/Thomson.

*The American Heritage Dictionary* (1985) Boston, MA: Houghton Mifflin Company

**Dissertation Writing**

Bolker, J. (1998). *Writing your dissertation in fifteen minutes a day: A guide to starting, revising, and finishing your doctoral thesis*. New York: Henry Holt and Company.

Bryant, Miles T. (2004). *The portable dissertation advisor*. Thousand Oaks, CA: Corwin Press.

Castetter, William B. & Heisler, Richard S. (1988) *Developing and Defending a Dissertation Proposal*. Philadelphia, PA: University of Pennsylvania Graduate School of Education

Cone, J. D. & Foster, S. L. (1993). *Dissertations and theses from start to finish: Psychology and related fields*. Washington, DC: American Psychological Association.

Davis, G. B. & Parker, C. A. (1997). *Writing the doctoral dissertation: A systematic approach*. Hauppauge, NY: Barron's Educational Series.

- Dunleavy, Patrick. (2003) *Authoring a Ph.D.: How to plan, draft, write and finish a doctoral thesis or dissertation*. New York. MacMillan.
- Gardner, D. C. & Beatty, G. J. (1980). *Dissertation proposal guidebook: How to prepare a research proposal and get it accepted*. Springfield, IL: Charles C. Thomas.
- Glatthorn, Allan A. (1998). *Writing the Dissertation: A Manual for Doctoral Students*. Philadelphia, PA: University of Pennsylvania Graduate School of Education
- Glatthorn, Allan A. (1984). *Writing the winning dissertation: A step-by-step guide*. Thousand Oaks, CA. Corwin Press, Inc
- Harris, R. A. (2001). *The plagiarism handbook*. Los Angeles, CA: Pyczak Publishing.
- Kiernan, Vincent (2005) *Writing Your Dissertation With MS Word: A step-by-step guide*. Alexandria, VA. Mattily Publishing
- Long, T. J., Convey, J. J. & Chwalek, A. R. (1985). *Completing dissertations in the behavioral sciences and education*. San Francisco: Jossey-Bass.
- Madsen, D. (1992). *Successful dissertations and theses: A guide to graduate student research from proposal to completion*. 2<sup>nd</sup> ed. San Francisco: Jossey-Bass.
- Mertler, C. A. & Vannatta, R. A. (2001). *Advanced and multivariate statistical methods*. Los Angeles, CA: Pyczak Publishing.
- Ogden, E. H. (1993). *Completing your doctoral dissertation or master's thesis: In two semesters or less*. Lancaster, PA: Technomic Publishing Company.
- Roberts, Carol M. (2004). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation*. Thousand Oaks, CA: Corwin Press.
- Rudestam, K. E. & Newton, R. R. (1992). *Surviving your dissertation: A comprehensive guide to content and process*. Newbury Park, CA: Sage.
- Thomas, R. Murray. (2003). *Blending qualitative and quantitative research methods in theses and dissertations*. Thousand Oaks, CA: Corwin Press, Inc.
- Zerubavel, E. (1999). *The clockwork muse: A practical guide to writing theses, dissertations, and books*. Cambridge, MA: Harvard University Press.

### **General Research Overview and Design**

- Anderson, Terry and Kanuka, Heather. (2003). *e-Research methods, strategies, and issues*. Boston. Pearson Education, Inc.
- Ayers, David J. (2002). *Experiencing social research*. Wadsworth Group.
- Best, J. W. and Kahn, J. V. (2003). *Research in education*. Boston, MA: Allyn and Bacon.

- Booth, W. C., Colomb, G. G. & Williams, J. M. (1995). *The craft of research*. Chicago: The University of Chicago Press.
- Bradley, J. E. & Muller, R. A. (1995). *Church History*. Grand Rapids, MI. Wm. B. Eerdmans Publishing Co.
- Creswell, J. W. (1994). *Research design: Qualitative & quantitative approaches*. Thousand Oaks, CA: Sage.
- Fraenkel, Jack R. & Wallen, N. E. (2006). *How to design and evaluate research in education*. New York. McGraw Hill.
- Gall, Borg, and Gall. (1996). *Educational Research*. New York. Longman Publishers.
- Galvan, Jose L. (2006). *Writing literature reviews*. Glendale, Ca. Pyrczak Publishing.
- Howell, M. & Prevenier, W. (2001). *An Introduction to Historical Methods*. New York. Cornell University Press.
- Jaeger, R. M. (ed.). (1988). *Complementary methods for research in education*. Washington, DC: American Educational Research Association.
- Kennedy, Craig H. (2005) *Single-case designs for educational research*. Boston, MA. Pearson Education, Inc (Allyn & Bacon).
- Kline, Rex B. (2004) *Beyond significance testing*. Washington, DC. American Psychological Association.
- Mason, E. J. & Bramble, W. J. (1997). *Research in education and the behavioral sciences: Concepts and methods*. Dubuque, IA: Brown & Benchmark Publishers.
- Meltzoff, J. (1998). *Critical thinking about research*. Washington, DC: American Psychological Association.
- Patten, M. L. (2005). *Understanding research methods: An overview of the essentials*. 5th ed. Los Angeles. Pyrczak Publishing.
- Patten, M. L. (2000). *Understanding research methods: An overview of the essentials*. Los Angeles: Pyrczak Publishing.
- Patten, M. L. (2005). *Proposing Empirical Research* 3<sup>rd</sup> Ed. Los Angeles: Pyrczak Publishing.
- Patten, M. L. (2002). *Educational and Psychological Research* 3<sup>rd</sup> Ed. Los Angeles: Pyrczak Publishing.

Pyrczak, Fred. (2005). *Evaluating research in academic journals*. 3rd ed. Glendale, CA: Pyrczak Publishing.

Schutt, Russell K. (2000) *Investigating the social world*. Pine Forge Press.

Verdugo, Estabrook D. (1998) *Practical problems in research methods*. Los Angeles: Pyrczak.

Wiersma, William & Jurs, Stephen G. (2005) *Research methods in education*. Boston, MA. Pearson Education, Inc. (Allyn & Bacon)..

### **Literature Review**

Fink, A. (1998). *Conducting research literature reviews: From paper to the internet*. Thousand Oaks, CA: Sage.

Galvan, Jose L. (1999) *Writing literature reviews*. Los Angeles. Pyrczak Publishing.

Girden, E. R. (1996). *Evaluating research articles: from start to finish*. Thousand Oaks, CA: Sage.

Pyrczak, F. (1999). *Evaluating research in academic journals*. Los Angeles, CA: Pyrczak Publishing.

### **Statistics**

Almer, Ennis C. (2000). *Statistical Tricks and Traps: An Illustrated Guide to the Misuses of Statistics*. Los Angeles, CA: Pyrczak Publishing.

Coladarci, Cobb, Minium, Clarke. (2003). *Fundamentals of statistical reasoning in education*. New Jersey. Wiley Jossey-Bass.

Cronk, Brian C. (2006) *How to Use SPSS: A Step-by-Step Guide to Analysis and Interpretation* Glendale, CA Pyrczak Publishing

Davis, J. A. (1985). *The logic of causal order*. Sage University Paper series on Quantitative Applications in the Social Sciences, series no. 07-005. Beverly Hills, CA: Sage.

George, D. and Mallery, P. (2003). *SPSS for windows step by step*. Boston, MA: Allyn and Bacon.

Frankfort-Nachmias, Chava & Leo-Guerrero, Anna (2006) *Social Statistics for a Diverse Society* Thousand Oaks, CA : Pine Forge

Holcomb, Z. C. (2002). *Interpreting basic statistics*. Los Angeles, CA: Pyrczak Publishing.

Holcomb, Z. C. (2006). *SPSS Basics*. Los Angeles, CA: Pyrczak Publishing.

Hoyle, R. H. (1999). *Statistical strategies for small sample research*. Thousand Oaks, CA: Sage.

- Huff, D. (1954). *How to lie with statistics*. New York: W. W. Norton & Company.
- Kanji, G. K. (1993). *100 statistical tests*. Thousand Oaks, CA: Sage.
- Knapp, T. R. (1996). *Learning statistics through playing cards*. Thousand Oaks, CA: Sage.
- Lewis-Beck, M. S. (1989). *Applied regression: An introduction*. Sage University Paper series on Quantitative Applications in the Social Sciences, series no. 07-022. Beverly Hills, CA: Sage.
- Mertler, C. A. & Vannatta, R. A. (2001). *Advanced and multivariate statistical methods*. Los Angeles. Pyrczak Publishing.
- Mertler, C. A. & Vannatta, R. A. (2005). *Advanced and multivariate statistical methods*. Glendale, CA: Pyrczak Publishing.
- Minium, E. W. & Clarke, R. B. (1982). *Elements of statistical reasoning*. New York: John Wiley & Sons.
- Newton, R. R. & Rudestam, K. E. (1999). *Your statistical consultant: Answers to your data analysis questions*. Thousand Oaks, CA: Sage.
- Pyrczak, Fred (2003) *Making Sense of Statistics*. Los Angeles, CA, Pyrczak Publishing
- Phillips, J. L. (1973). *How to think about statistics*. 6<sup>th</sup> ed. New York: W. H. Freeman and Company.
- Salkind, Neil J. (2000) *Statistics for people who (think they) hate statistics*. Thousand Oaks, CA. Sage Publications.
- Shannon, David . & Davenport, Mark A. (2001). *Using SPSS to solve statistical problems: A self-instruction guide*. Saddle River, NJ: Merrill Prentice Hall.
- Wagner, S. F. (1991). *Introduction to statistics*. New York: HarperCollins.
- Qualitative Research Design and Analysis**
- Berg, Bruce L. (2001). *Qualitative research methods for the social sciences*. Needham Heights, MA. Pearson Education Company
- Bogdan, R. C. and Biklen, S. K. (1982). *Qualitative research for education*. Boston, MA: Allyn and Bacon.
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.
- Hammersley, M. & Atkinson, P. (1983). *Ethnography: Principles in practice*. New York: Tavistock.

- Meloy, J. M. (2002). *Writing the qualitative dissertation*. 2<sup>nd</sup> ed. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Miles, M., & Huberman, M. S. (1994). *Qualitative data analysis: An expanded sourcebook*. 2<sup>nd</sup> ed. Thousand Oaks, CA: Sage.
- Milinki, Andrea K. (1999). *Cases in qualitative research*. Los Angeles. Pyrczak.
- Piantanida, M. & Garman, N. B. (1999). *The qualitative dissertation: A guide for students and faculty*. Thousand Oaks, CA: Sage.
- Seale, C. (1999). *The quality of qualitative research*. Thousand Oaks, CA: Sage
- Spradley, J. P. (1979). *The ethnographic interview*. New York: Holt, Rinehart, and Winston.
- Strauss, A. & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Thousand Oaks, CA: Sage.
- Strauss, A. L. (1985). *Qualitative analysis for social scientists*. Cambridge: Cambridge University Press.
- Thomas, R. Murray (2003) *Blending qualitative & quantitative research methods in theses and dissertations*. Thousand Oaks, CA: Sage.

### **Focus Group Method**

- Krueger, R. A. (1994). *Focus groups: A practical guide for applied research*. 2<sup>nd</sup> ed. Thousand Oaks, CA: Sage.
- Morgan, D. L. (ed.). (1993). *Successful focus groups: Advancing the state of the art*. Newbury Park, CA: Sage.
- Morgan, D. L. (1988). *Focus groups as qualitative research*. Qualitative Research Methods Series, no. 16. Newbury Park, CA: Sage.
- Stewart, D. W. & Shamdasani, P. N. (1990). *Focus groups: theory and practice*. Applied Social Research Methods Series, vol. 20. Newbury Park, CA: Sage.
- Vaughn, S., Schumm, J. S., & Sinagub, J. (1996). *Focus group interviews in education and psychology*. Thousand Oaks, CA: Sage.

### **Survey Methods Research**

- Fink, A. & Kosecoff, J. (1985). *How to conduct surveys: A step-by-step guide*. Newbury Park, CA: Sage.

Fowler, Jr., F. J. (1993). *Survey research methods*. Applied Social Research Methods Series, vol. 1. Newbury Park, CA: Sage.

Fowler, Jr., F. J. & Mangione, T. W. (1990). *Standardized survey interviewing: Minimizing interviewer-related error*. Applied Social Research Methods Series, vol 18. Newbury Park, CA: Sage.

Glynn, John. (2003). *Commentary & Reference Survey: A comprehensive guide to biblical and theological resources*, Grand Rapids, MI: Kregel.

Hood Jr., R. W. (1999) *Measures of Religiosity*. Birmingham, AL. Religious Education Press.

Lee, E. S., Forthofer, R. N. & Lorimor, R. J. (1989). *Analyzing complex survey data*. Sage University Paper series on Quantitative Applications in the Social Sciences, series no. 07-071. Beverly Hills, CA: Sage.

### **Research Topical Index**

#### **Asian-Americans**

Kwon, H. & Kim, S. (1993). *The emerging generation of Korean-Americans*. Seoul, Korea: Kyung Hee University Press.

#### **Children**

Greig, A. & Taylor, J. (1999). *Doing research with children*. Thousand Oaks, CA: Sage.

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### **Research Equipment Available for Check-Out In the Doctoral Office**

- ❖ Video camera
- ❖ Digital camera
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- ❖ Transcriber
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