

Bakke Graduate University strengthens leaders who steward resources

with and for vulnerable people and places, by means of contextual,

Christian-based education innovatively delivered throughout the urban world.

**Professional Dissertation Evaluation**

**(5-Chapter Format)**

**Student’s Name:**

This form serves as the official approval by the supervisor or second reader of a BGU professional dissertation. Please mark the appropriate boxes below. If the dissertation work is inadequate for any areas indicated, please require your student to make the necessary revisions before you submit this form to the BGU Director of Doctoral Final Projects.

At the end of this form, please indicate if you approve this dissertation. If approved, the dissertation will be sent to the BGU Technical Reader for a final review of formatting and grammar issues. After the student has made final revisions based on recommendations from the technical reader, an Oral Review will be scheduled which will include the following people: student, supervisor, second reader, BGU representative, and members of the student’s Personal Learning Community (PLC).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Abstract** | | | | | |
| **5-Excellent 4-Good 3-Adequate 2-Weak 1-Inadequate** | **5** | **4** | **3** | **2** | **1** |
| There is a concise summary of   * project’s purpose, * transformational intervention approach, and * findings   (300 words maximum). |  |  |  |  |  |
| **Introduction Chapter 1** | | | | | |
| **5-Excellent 4-Good 3-Adequate 2-Weak 1-Inadequate** | **5** | **4** | **3** | **2** | **1** |
| *Introductory paragraph(s)* includes brief introduction to the issue being addressed, an indication of why the student is interested in the topic, and its relevance to the student’s context. |  |  |  |  |  |
| *Statement of the Problem* section (not more than 3 paragraphs) includes*:*   * concise summary statement of the issue being addressed, * at least three samples of studies documenting the existence of problem type, and * concluding statement on possible uniqueness of this project compared to other studies (a uniqueness may be that this type project has not previously been done in student’s context). |  |  |  |  |  |
| *Statement of Purpose* section includes:   * concise statement of objectives/goals of project specifically as related to problem, and * how the student met those goals through the dissertation project. |  |  |  |  |  |
| *Context of the Problem* includes:   * brief description of the project location, * possible organizations in the area working on the problem, * description of the people affected by the problem including their worldview, and * stakeholders/audience for the project. |  |  |  |  |  |
| *Definitions* sectioninclude key words and terms relevant to the project with documentation for each (should not include commonly understood words and phrases).  *Professional Conceptual Framework* includes:   * categories of professional knowledge and practice relevant to the project, * major proponents of these categories and practitioner models, and * how these concepts were applied in the project. |  |  |  |  |  |
| *Professional Conceptual Framework* includes:   * categories of professional knowledge and practice relevant to the project, * major proponents of these categories and practitioner models, and * how the student applied these concepts in the project. |  |  |  |  |  |
| The *Research Question* section includes:   * a primary research question that summarizes the purpose of the project, and * three to five supporting questions that helped answer the primary research question   (the questions are open-ended rather than closed-ended and are not the actual questions used in surveys, etc.) |  |  |  |  |  |
| *Definitions* sectionincludes:   * documented definitions of key concepts foundational to the project, * measurable definitions of the independent and dependent variables for quantitative studies, and * discussions organized alphabetically by the defined words. |  |  |  |  |  |
| *Hypotheses (Quantitative Research) / Assumptions (Qualitative Research)* section includes:   * hypotheses that were tested as related to independent/dependent variables for quantitative research or * assumptions that were held by the student on possible causes of the problem and solutions that were explored in the project as for qualitative research |  |  |  |  |  |
| *Researcher Role and Perspectives* section includes identification of researcher’s background, perspectives, and possible bias that may have influenced how data was collected and analyzed. |  |  |  |  |  |
| *Limitations* section includes:   * factors that were purposely delimited for the project’s scope and * limiting factors that were inherent in the project such as limited sample size, barriers to collecting data, limited funding, site issues, and the like. |  |  |  |  |  |
| *Transformational Significance* section includes:   * the social significance of the project, and * how the project is intended to improve people’s lives, communities, organizations, and other cultural matters. |  |  |  |  |  |
| *Summary* paragraph highlights chapter ideas and provides transition to next chapter. |  |  |  |  |  |
| **Literature Review Chapter 2** | | | | | |
| **5-Excellent 4-Good 3-Adequate 2-Weak 1-Inadequate** | **5** | **4** | **3** | **2** | **1** |
| *Introductory paragraph* restates the project purpose and lists the main subheadings for the chapter. The chapter is organized with subheadings that relate to the professional conceptual framework of the project along with possibly other relevant topics. |  |  |  |  |  |
| 1. The chapter includes two *required sections*: a) Transformational Theory Principles related to the project including Transformational Leadership Perspectives, b) Biblical Foundations for the Project. |  |  |  |  |  |
| 1. The chapter is *organized thematically* with relevant literature compared and analyzed in each section, rather than a “book report” style. |  |  |  |  |  |
| 1. Chapter includes good representation of literature *generated within the student’s context*. |  |  |  |  |  |
| 1. The sections show *good integration* of relevant conceptual models, practioners models, and biblical principles. |  |  |  |  |  |
| 1. There is a *summary paragraph* showing chapter highlights with transition to next chapter |  |  |  |  |  |
| **Research Methodology Chapter 3** | | | | | |
| **5-Excellent 4-Good 3-Adequate 2-Weak 1-Inadequate** | **5** | **4** | **3** | **2** | **1** |
| Chapter begins with an *introductory paragraph* indicating the purpose of the research and the primary research question being answered. |  |  |  |  |  |
| *Research Design* section*:*   * identifies and defines the primary research method used for the empirical research phase of the project (quantitative, qualitative, or mixed methods) using relevant sources on research methodology to describe this method; * compares this method to other methods to describe why it was best suited to answer the research questions; * for *quantitative* or *mixed-methods* approach, there is discussion of why the independent and dependent variables were selected, how the design served to test hypotheses, and how the design was useful in answering the research questions; and * for *qualitative research*, there is discussion of the student’s preliminary assumptions, how the research approach did or did not support these assumptions, and how the design was useful in answering the research questions. |  |  |  |  |  |
| *Sampling methods* section includes:   * definition of the selected sampling method based on respected sources in research methodology with rationale for selecting this method, * indication of how representative the sample is or is not of the population being studied based on the particular research method used, * selection criteria for the sample, * size of total population being studied, and * size and demographic information regarding the members of the sample (only demographic information that was used for implementing the required research can be collected). |  |  |  |  |  |
| *Data-Gathering and Analysis Methods* sections include the following options:   * for a *quantitative approach*, there are detailed descriptions of the step-by-step procedures used to measure and analyze variables and test hypotheses by means of one or more standardized instruments, or * for a *qualitative approach*, there are detailed descriptions of the step-by-step procedures used to explore assumptions and research questions using triangulation of data-gathering methods (such as theme analysis using grounded theory), or * for a *mixed-methods approach,* there are detailed descriptions of the step-by-step procedures used to implement the quantitative and qualitative phases of the research with rationales of why the mixed method was used. |  |  |  |  |  |
| *Evaluation* section includes methods used to evaluate   * reliability (how researcher procedures or other factors may skew results), * validity (the accuracy of results as perceived by the researcher and participants), and * generalizability (to what level the results are representative of a population studied). |  |  |  |  |  |
| *Ethical Issues section* includes   * steps taken to insure protection and confidentiality for each participant in the project, * description of any consent forms used, and * identification of any vulnerable populations involved and/or sensitive information researched, which requires approval from the BGU Institutional Research Board (IRB). |  |  |  |  |  |
| The *transformational intervention strategy* section includes a description of the strategy and how it relates to the defined problem. It should be indicated that a more detailed description of the actual results of implementing the strategy are included in the Findings and Results chapter 4. |  |  |  |  |  |
| *Summary* section provides highlights of the chapter and includes a transition sentence introducing next chapter. |  |  |  |  |  |
| **Findings and Results Chapter 4** | | | | | |
| **5-Excellent 4-Good 3-Adequate 2-Weak 1-Inadequate** | **5** | **4** | **3** | **2** | **1** |
| *Results of empirical research* includes the following components.   * There is a good use of tables, charts, graphs, and other forms to clearly display the results of the data tabulations. * For *quantitative studies*, there is detailed discussion regarding results of measuring of variables, testing of the hypotheses, understating of possible trends of thinking among the participants, and answering of the research questions. * For *qualitative studies*, there are detailed descriptions of the themes that emerged as related to the perceptions of project participants, how the research answered the research questions, and tentative hypotheses reached regarding the defined problem and solutions. * For a *mixed-methods studies*, there is detailed discussion of the quantitative and qualitative data and how it was used to test hypotheses, how the data answers research questions, and the tentative conclusions regarding the defined problem and possible solutions. |  |  |  |  |  |
| *Results of evaluating the empirical research* include accurate and detailed descriptions using the criteria of reliability, validity, and generalizability. |  |  |  |  |  |
| *Results of the transformational intervention strategy* includes   * a clear description of the strategy used, * detailed descriptions of action steps used to implement the strategy in a realistic time frame, * an evaluation of how the participants perceived the strategy using charts, tables, graphs, or other forms to display results, and * descriptions of how the student will follow up and monitor the ongoing progress of addressing the problem through this transformation strategy and possibly others. |  |  |  |  |  |
| *Summary paragraph* includes highlights of the findings and a transition into the next chapter. |  |  |  |  |  |
| **Discussion Chapter 5** | | | | | |
| **5-Excellent 4-Good 3-Adequate 2-Weak 1-Inadequate** | **5** | **4** | **3** | **2** | **1** |
| *Discussion* chapter includes:   * summary of findings in terms of how well they answered the research questions, * summary of the effectiveness of the transformational strategy as related to addressing the problem defined in the project, * summary of validity and trustworthiness of the project, * significance and implications such as  -personal/professional/cultural insights  -theological insights  -effective communication strategies discovered  -replicability of the project  -role of the student’s PLC, * recommendations & specific future action steps.   The discussion chapter begins with an introductory paragraph and ends with a concluding statement summarizing the project. |  |  |  |  |  |
| **Reference List** | | | | | |
| The Reference List includes at least 50 sources and, whenever possible, includes a good representation of literature from the student’s country and context. The Reference List should be in correct APA format (the BGU technical reader will check this issue). |  |  |  |  |  |
| **Mechanics of Writing** | | | | | |
| **5-Excellent 4-Good 3-Adequate 2-Weak 1-Inadequate** | **5** | **4** | **3** | **2** | **1** |
| Chapters are logically organized using relevant subheadings, introductory and summary statements, and a professional writing format. The APA format is required for all students unless they had started the dissertation process using the Turabian style, which was previously acceptable. |  |  |  |  |  |
| There is evidence of critical thinking with logical academic arguments that include claims, reasons, reliable documentation, and discussion of opposing claims utilizing culturally relevant sources from expert scholars and practitioners. |  |  |  |  |  |
| The writing uses correct grammar, punctuation, and spelling with well-organized sentences that clearly communicate intended meaning. |  |  |  |  |  |
| There is appropriate documentation throughout the project using reliable sources with no plagiarism. |  |  |  |  |  |
| **Professional Standards** | | | | | |
| **5-Excellent 4-Good 3-Adequate 2-Weak 1-Inadequate** | **5** | **4** | **3** | **2** | **1** |
| Discussion of data demonstrates ethical protection of human subjects. |  |  |  |  |  |
| Overall focus of the project demonstrates the culmination and results of the student’s educational process at BGU with practical, culturally relevant implementation of holistic, transformational leadership principles. |  |  |  |  |  |

Do you approve this dissertation to be sent to the BGU Technical Reader based on at least adequate work having been done by the student? \_\_\_\_Yes \_\_\_\_No

Electronic Signature of Supervisor or Second Reader (or simply type your name here):

***Supervisor:***

***Second Reader:***

***Date:***