



School of Education

**Handbook
For
MA Field Project/ Thesis
(O&L-655)**



**Master of Arts in
Organization & Leadership**

2015 - 2016

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INTRODUCTION

Purpose

The purpose of this booklet is to offer suggestions and guidelines for the development, preparation, and completion of a Master's field project/thesis that will fulfill the requirements of the University of San Francisco's degree program in Organization and Leadership. In order to accomplish this purpose, the booklet is divided into three main parts: (1) a general remarks and advice section, (2) a specific requirements section, and (3) an Appendix with examples of the appropriate documents required for acceptance of the field project/thesis.

In order to fulfill requirements for the Master of Arts degree, each student is required to develop, implement, and evaluate a field-based project or thesis.

The field project is of critical importance to the student because it provides opportunities for practical application of the student's management and leadership skills and because it provides an opportunity for gaining valuable experiences that may later greatly enhance job prospects. In addition, this experience provides the opportunity to demonstrate to local school district administration/ organization that the student is interested in becoming an administrator/ manager: that is, the experience can provide a great deal of "visibility" within the building, district, or organization.

Because practical experiences are so very important to the student's abilities and job prospects, students are encouraged to seek the most challenging project possible. The greater the challenge and complexity of the project, the more valuable the experience will be. The project should provide the opportunity to practice and exhibit all of the competencies required for the administrative credential, although some competencies will naturally receive more emphasis than others.

The master's thesis is a carefully argued scholarly paper of approximately 12,000 – 13,000 words (roughly 50 pages). It should present an original argument that is carefully documented from primary and/or secondary sources. The thesis must have a substantial research component and a focus that falls within the field of organization and leadership, and it must be written under the guidance of an advisor. As the final element in the master's degree, the thesis gives the student an opportunity to demonstrate expertise in the chosen research area.

The field project should result in a "product" needed by the school/ organization, the purpose of this paper is to describe the PROCESSES that you planned, implemented and evaluated; the "product". The finished product is to be included in the body of the final paper. In addition, students should remember that the project must involve a problem for which you, the

student, can take responsibility. Before beginning work on a project, students must have the proposed project approved by the USF Faculty Advisor.

SPECIFIC REQUIREMENTS

ON PREPARING THE FIELD PROJECT REPORT FORMAT

As a learning community of scholars, The University of San Francisco emphasizes the ethical responsibility of all its members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated. Violations of academic integrity include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Such violations will be dealt with severely by the instructor, and the dean. All papers are to be the student's own work. Failing to provide citations for the words or thoughts of another is considered plagiarism, and it is considered improper conduct subject to disciplinary action. Copying someone else's work is cheating, and so is allowing someone else to copy your work. Portraying someone else's ideas or words as your own is plagiarism. The School of Education has authorized the APA style manual. Please use the manual to help insure consistency and clarity in format and grammar. It is important that the essay be well written and without grammatical or typographical errors.

Whenever possible, avoid the use of first person (I, my). Use of the third person makes the paper sound more formal and professional.

DO NOT submit the paper in a folder that has a removable plastic spine as a binding: they are too unreliable and the danger of parts of your paper being lost is very great. A simple ring binder is acceptable, as is any binding that allows the paper to open flat when being read. Prepare and submit two (2) copies of the paper. One copy will be retained by the university and a signed approved copy will be returned to you.

The following is an outline of the basic sections of each chapter and a brief explanation of each section:

The format for reporting the project is that of a four chapter academic essay. The final report should include all of the following components.

1. Title and Approval page(s) (see sample(s) attached)
2. Table of Contents
3. Chapter I - Introduction and Explanation
4. Chapter II - Review of Related Literature
5. Chapter III – Activities
6. Chapter IV - Conclusions, Recommendations, Implications
7. Appendix
8. References

M.A. FIELD PROJECT ELEMENTS

Chapter I

Introduction

1. Purpose of the Project

In one or two sentences, state the purpose of the project. Explain exactly what the project is designed to accomplish. For example: “The purpose of this project is to document the activities and responsibilities undertaken in the management of Lincoln School’s regular and categorical budgets.”

2. Statement of the Problem

This project was selected because it is believed that there is a problem or a specific need, and it is necessary to solve that problem or fill that need. In this section, the problem should be stated and relevant information presented regarding its background and current status. Following the example above, a statement such as “there has been no documentation of these activities” is not an adequate definition of the problem. The problem area is more likely to be job specifications, supervisory tasks, or personnel in the example given and should be delineated as an administrative problem.

3. Rationale

In this section, describe the rationale underlying the choice of this project as the one best way to solve the problem or need described above. The discussion should include:

- A. Why this problem was chosen?
Why is it important to the school to have it solved?
- B. A brief description of the project (the solution to the problem described above)
Why this particular solution was chosen?
Why do you think it will provide an important experience for you?
What will be your role?
What administrative tasks will you accomplish?

4. Project Location and Duration

This section should describe the general geographical location of the project site and give precise information to describe the school itself. Characteristics and demographics of the location should be included here. In addition, this is where the duration (length) of the project should be discussed.

5. Participants

There are usually two groups of participants in the project. This is the section in which they should be described.

- A. Describe those carrying out the project.
Be sure to include the following: role(s) of the participants, (duties, responsibilities, assignments, etc.)
- B. Describe those receiving services from the project. Include the following:
characteristics, numbers of participants, ages, positions, ethnicity, gender, socio-economic status, etc.

6. Objectives

This section should include a list of all the objectives to be completed in the project. Be sure to include objectives involving the planning, designing, implementation, and evaluation of the project. A well-stated objective should include the following:

- A. What is to be done?
- B. Who is to do it?
- C. When it will be done
- D. Where it will be done
- E. What evidence is acceptable to conclude that the objective has been carried out?

Some students in the past have found that a clear, simple way to include this information is by using a grid or chart.

7. Definition of Terms

Be sure to define all the important and unique terms that have been used up to this point in the essay and any that might be used later in the essay. Remember that while a term may be very familiar to you and others in your profession or district, the term may be unknown or used with a different meaning by readers of the essay.

Chapter II

Review of Related Literature

For some projects this chapter may be optional although it is indeed a rare case when there is truthfully no prior research nor any previous material of any kind on the selected topic. In most instances, there are at least board policies, copies of board resolutions, reports of committees or task forces, perhaps state frameworks or legislation, and even conversations with recognized authorities which need to be presented to establish support for your project's main theme.

The purpose is to concisely demonstrate your level of understanding; thus, a lengthy discussion or a multitude of references is not necessary. An adequate review, however, will contain key references and a competent review will detail any opposing points of view on the subject under investigation.

Chapter III

Activities of the Project

This chapter should provide a written account of the activities employed to accomplish the objectives. The chapter usually has two parts that detail everything that took place as a part of the project.

First, you should report any work that others may have done before you, to provide a background for your project. Very few projects operate in isolation so you will need to provide your readers with a brief description of the ideas and events that surround your project, especially how you became involved with the project.

Second, it is necessary to relate what was done to work towards each of the stated objectives. A chronological narrative of the events which you set in motion and the effects of each on the outcomes are expected in this section of the chapter. Also, included in this chapter are the actual materials prepared for this project (i.e. handbook, power point slides; workshop materials, etc.).

Chapter IV

Conclusions, Recommendations, and Implications

In this section, the student should be sure to make comments on two levels:

1. List conclusions, recommendations, and implications regarding the project and its implementation (present, past, and future).
2. List what you (the student) learned about your skills as a leader and manager.

Since most job interviews include a time for applicants to discuss strengths and weaknesses in terms of the abilities needed for the ion that is open, this section of the essay is of great importance because it will provide the student with the opportunity to "rehearse" information regarding his/her administrative strengths and weaknesses.

REMEMBER:

You CANNOT SAY TOO MUCH about how you applied your management skills, what you would change (or repeat) in your behaviors, and what you learned about managing people and situations.

M.A. MASTER’S THESIS

What is a Thesis?

A thesis is an individual work that is creative, scholarly, and from independent research. The research usually includes a review of literature to delineate a problem or gap in knowledge, statement of objectives, formulation of hypotheses, explanation of methods, collection and analysis of data, report of results, and discussion of conclusions. An abstract, or summary that restates the problem, objectives, methods, results, and conclusions (on a separate page following the title page), is also required. The thesis is reviewed by the student’s thesis advisor and must meet standards of quality and quantity.

Objectives of a Thesis

A thesis gives students the opportunity to develop their creative abilities in one or more of the following activities:

- the definition and understanding of environmental issues;
- the development of new knowledge, design and management strategies to address such issues;
- the understanding of the structure and function of biophysical and socio-behavioral systems, and their relationship to environmental issues.

PREPARING A THESIS PROPOSAL

1. the title of the research,
2. introduction,
3. review of relevant literature,
4. statement of research questions or hypotheses,
5. description of the research approach or methodology,
6. discussion of the approach for analyzing results, and
7. formulation of conclusions.

A formal written thesis proposal must be prepared. This is done with guidance from the thesis advisor. Regardless of format or style, the proposal must include at least seven elements:

M.A. THESIS ELEMENTS

The thesis also follows the format of the standard four-chapter academic essay or research paper. Brief explanations of the suggested sections of the thesis follow.

Title Page
Signature/Approval Page
Table of Contents
List of Tables (if needed)
List of Figures (if needed)
Acknowledgment (optional)
Abstract (optional)

Chapter I -Introduction

- Statement of the Problem
- Background and Need for the Study
- Purpose of the Study
- Research Questions/Hypotheses
- Limitations of the Study
- Significance of the Study
- Definition of Terms (optional)

Chapter II - Review of the Literature

- Introduction
- Review of the Literature (with the appropriate headings and sub-headings)
- Summary

Chapter III: Methodology

- Restatement of Purpose
- Research Design
- Population and Sample
- Instrumentation
- Researcher's Background
- Human Subjects Approval
- Data Collection
- Data Analysis

Chapter IV - Results

- Introduction
- Findings
- Summary

Chapter V – Discussion, Conclusions, and Recommendations

- Discussion
- Conclusions
- Recommendations

References (or Bibliography)

Appendix (or Appendixes) (if needed)

TABLE OF CONTENTS

This section lists all the contents of the thesis including the appendix (es). There is one numbering system for the chapters and the appendix (es).

ACKNOWLEDGMENT

In this section the student thanks family, friends, and others who have been helpful in the preparation of the thesis. It is recommended that this not exceed one page.

ABSTRACT

An abstract is a summary of the thesis consisting or not more than 350 words. It includes the statement of the problem, purpose of the study, methodology, results, and conclusions. Examples of abstracts are available in APA journals and dissertations which can be obtained from the library.

CHAPTER I INTRODUCTION

Statement of the Problem

This section gives a general overview of the area/focus of the study. It introduces the problem that the study addresses or that motivates the study and presents relevant information showing why this problem is important to examine. It underscores the problem by stating what is known, identifying the gaps in the knowledge, and suggesting how that gap could be filled.

Background and Need for the Study

This section presents background information and related literature that support the need for the study. Research articles, books, and educational and government documents are just a few of the sources of information that can be cited to support the study. Some of these citations are reviewed or discussed in greater depth in Chapter II.

Purpose of the Study

This section establishes the central intent and direction of the study and states in specific terms what the study aims to do and accomplish.

Research Questions/Hypotheses

The section presents the questions that the study attempted to answer and hypotheses tested. It restates the purpose of the study in the form of questions and/or hypotheses, generally no more than three to five.

Theoretical Rationale

The rationale describes a model, theory, or theories that provide the theoretical bases for the investigation. It may also present information from other empirical studies about the problem.

Limitations of the Study

This section points out the limitations and/or weaknesses of the study; for example, the extent to which the findings would be generalized due to limitations in the population sample, time, place, and instrumentation.

Significance of the Study

This section describes the theoretical and practical significance of the study for select audiences such as researchers, practitioners, and policy makers.

Definition of Terms

This section defines all the important or key terms used in the thesis. Citations, which are an important part of this section, include information about specific sources that either provided the definitions or background information used to support or create the definitions. Whatever format is used for the definitions, consistency should be observed. Terms are arranged in alphabetical order.

CHAPTER II REVIEW OF THE LITERATURE

The purpose of the review of the literature is two-fold: (a) to demonstrate the student's level of understanding related to the study and (b) to provide background to the study. A typical master's thesis examines in depth a minimum of 10 current articles on research conducted within the past 7-10 years.

Introduction

The introductory paragraph or paragraphs usually begin(s) with a restatement of the purpose of the study to help set the context of the review of the literature. It then introduces the contents of the literature review by identifying the major themes or sections of the chapter and describing their contents.

Review of the Literature

This section discusses in depth selected literature relevant to the study. The review is organized according to the themes identified which are used as headings and sub-headings.

Summary

The chapter ends by summarizing the literature reviewed, pointing out the gaps in the literature in order to emphasize the importance of the study, and connecting the literature to the research reported in the thesis.

CHAPTER III METHODOLOGY

This chapter describes how the study was carried out, including the following elements as appropriate: research method or approach, research setting, sample or participants, pilot study, instruments, data collection, and data analysis. It also explains how the human subjects were protected. The instruments can be described in this section but the actual instruments belong to the appendix.

CHAPTER IV RESULTS

This chapter presents the findings or outcomes of the study, but not the conclusions. Data are presented primarily in narrative form and secondarily in tabular and graphic forms. The chapter maybe organized according to the research questions stated in Chapter I.

CHAPTER V DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Discussion

This section discusses the findings reported in Chapter III. The discussion focuses on what the findings mean and connects them to the literature reviewed in Chapter II.

Conclusions

This section presents the conclusions based on the most important findings of the study, mentioning the most important first.

Recommendations

This section offers two types of recommendations: (a) future research studies that may be carried out to advance the work begun in this investigation and (b) educational practices and actions that may be taken based on the study outcomes. Overstating the implications of the findings is avoided by using words as “appears,” “seems,” “may,” “or “could.”

REFERENCES

This section lists in alphabetical order all the references cited in the thesis.

APPENDIX (ES)

This includes all the documentation related to the study, such as instruments, interview transcripts, data charts, etc. Page numbers in the appendix (es) are a continuation of those in the main body of the thesis.

HUMAN SUBJECTS PROTECTION: IRBPHS POLICIES AND PROCEDURES

All students carrying out research that involves human subjects, including students matriculated for the master’s degree, must secure approval from the Institutional Review Board for the Protection of Human Subjects (IRBPHS) prior to carrying out any research. You must apply for IRB approval on the USF IRB website. Basic information from the USF IRBPHS manual are cited below (www.usfca.edu/humansubjects/):

Office: School of Education, Room 017, Counseling Psychology Department
2130 Fulton St. San Francisco, CA 94117
(415) 422-6091, (415) 422-5528-fax; irbphs@usfca.edu; Dr. Terrence Patterson, Chair

Purpose:

Safeguard the physical, social, and emotional well-being of individuals from whom information is obtained by USF researchers, whether through dissertations or theses

Principles in Protecting Subjects:

Full disclosure of all aspects of the research process, *confidentiality* of research data

Mandate:

Safeguard the rights and welfare of human subjects in research activities under the authority of USF (Review all research under the aegis of USF in compliance with federal regulations regarding the protection of human subjects in research)

Charge:

Review and make decisions on all protocols for research involving human subjects

Primary Responsibility:

Protect human subjects from undue risk and deprivation of personal rights and dignity

Principles of Ethical Research

1. *Respect for Persons: The Voluntary Participation of Subjects*
Researchers should obtain the informed consent of all human subjects invited to participate.
2. *Beneficence: The Risk-Benefit Ratio*
The risk of harm to subjects should be the least possible and that benefits to the subjects and importance of knowledge to be gained should outweigh risk as to warrant a decision to allow this.
3. *Justice: The Fair Selection of Research Subjects*
Selection of human subjects should be fair and equitable and that the risks and benefits of research should be distributed among subjects fairly and equitably, with particular concern for subjects whose personal status or condition places them in a vulnerable status.

Whose Research Must Be Reviewed

All research involving human subjects on and off campus by any individual affiliated with USF (students, faculty, administrators, and staff)

Definition of Research

A systematic investigation, designed to develop or contribute to generalizable knowledge (research development, testing and evaluation, pilot studies, screening tests, reliability and validity studies)

Definition of Human Subject

A living person about whom a researcher obtains (a) data through intervention or interaction with the person or (b) identifiable private information (observations, interviews, or private records)

Definition of USF Affiliation

Research (a) paid for by USF or with funds administered by USF, (b) conducted as part of an individual's progress toward a degree to be awarded by USF, and (c) conducted by a USF faculty member or employee in the course of their employment at USF

What Student Research Does Not Include

1. Classroom or instructional demonstration

2. Surveys for evaluating the performance of faculty, staff, and students or other studies solely for institutional use
3. Student coursework or undergrad honors theses, unless they are potentially to be made available to the public or used by other researchers

Note: Faculty members who assign or supervise the above are responsible for educating students regarding the well-being of subjects.

Timeline

IRBPHS approval must be obtained before any data are collected but after the supervising faculty has approved the research plan (faculty signature indicates advisor approval).

Applications

You must apply online on the IRB website.

REFERENCE CITATIONS

In the Text (APA, 2010)

Always credit the source whether paraphrasing or quoting an author directly. For every reference cite the author's surname and year of publication. Within a paragraph, you need not indicate the year in subsequent references to a study as long as the study cannot be confused with other studies mentioned in the document. Always indicate the page or paragraph number for quotations. For electronic sources that do not provide page numbers, cite the paragraph number preceded by the symbol ¶ or the abbreviation "para." If the author's surname and date are not stated in the sentence, enclose them in parentheses. Examples:

In 1983, Smith compared reaction times...
Smith (1983) compared reaction times...
A 1983 study (Smith) compared reaction times...
In a recent study of reaction times (Smith, 1983)...

For works with two authors, cite both authors every time the reference appears. For works with three, four, or five authors, cite all the authors the first time the reference is mentioned; in subsequent references, cite only the surname of the first author followed by "et al." (not italicized and with a period after "al"). For works with six or more authors, mention only the first author followed by et al.

Punctuations differ in placement depending on whether the quoted material falls in the middle or end of a sentence or text. Enclose a short quotation (less than 40 words) with double quotation marks and incorporate it into the text with the page number(s) in parentheses after the quotation marks before the period or final punctuation mark. Set a long quotation (40 or more

words) as an indented block, single-spaced, and without quotation marks. Put the page number or numbers in parentheses after the final punctuation mark.

Identify the original source but give the citation only for the secondary source; for example, if Cummins' work is cited in Krashen's work and you did not read the original work cited, give the citation for Krashen's work and list this in the References. Examples:

Text Citation:

Cummins (as cited in Krashen, 1996)

Reference List Citation:

Krashen, S. (1996). *Under attack: The case against bilingual education*. Culver City, CA: Language Education Associates.

In the Reference List (APA, 2010)

Include a reference or bibliography at the end of the field project/thesis. The word REFERENCES or BIBLIOGRAPHY appears at the top of the page. All references mentioned in the text must be included in the reference list; conversely, each entry in the list must be cited in the text. The REFERENCES lists only sources cited in the text while the BIBLIOGRAPHY lists sources cited and other used or recommended references.

Citations in the text and entries in the references or bibliography must be identical and accurate. Each entry in the list usually includes these elements: author (last name and initials of first and middle names), year of publication, title, and publication information. To ensure completeness and accuracy, check each reference against the original publication. All article and book titles appear as a sentence; i.e., only the first word and proper nouns are capitalized. The word following a colon in the title is also capitalized. Titles of journals are capitalized as they appear on the title page of the journals. There are no quotation marks in the titles of articles. Titles of books and journals are set in italic, not underlined. All entries in the references or bibliography should have a hanging indent and are single-spaced within references and double-spaced between references.

Examples:

Paivio, A. (1975). Perceptual comparisons through the mind's eye. *Memory & Cognition*, 3, 635-647.

Becker, J., & Seligman, C. (1981). Welcome to the energy crisis. *Journal of Social Issues*, 37(2), 1-7.

Gardner, H. (1981, December). Do babies sing a universal song? *Psychology Today*, 70-76.

Bernstein, T. M. (1965). *The careful writer: A modern guide to*

English as a second language. New York: Antheneum.

Arrange all entries alphabetically according to the surname of the author (the first if more than one). Single author entries precede multiple-author entries beginning with the same surname.

Kaufman, J. R. (1981)...
Kaufman, J. R., & Cochran, D. F. (1982)...

Arrange references by the same author(s) according to the year of publication, beginning with the earliest.

Kaufman, J. R., & Jones, K. (1977)...
Kaufman, J. R., & Jones, K. (1980)...

Arrange references by the same author(s) with the same publication date alphabetically according to the title (excluding A or The). Add the lower case letter a, b, c and so on to the year in parentheses.

Kaufman, J. R. (1980a). Control...
Kaufman, J. R. (1980b). Roles of...

Arrange references with the same first author and different second or third authors alphabetically according to the surname of the second author, and so on.

Kaufman, J. R., Jones, K., & Cochran, D. F. (1982)...
Kaufman, J. R., & Wond, D. F. (1978)...

Arrange references by different authors with the same surname alphabetically according to the first initial.

Mathur, A. L., & Wallston, J. (1999).
Mathur, S. E., & Ahlers, R. J. (1998).

For works with multiple authors, list the surnames and initials of the first six authors and use "et al." to indicate the remaining authors.

Example:

Wolchik, S.A., West, S. G., Sandler, I. N., Tein, J., Coatsworth, D.,
Lengua, L, et al. (2000). An experimental evaluation of theory-
based and mother-child programs for children of divorce. *Journal
of Consulting and Clinical Psychology*, 68, 843-856.

The master's thesis is a carefully argued scholarly paper of approximately 12,000 – 13,000 words (roughly 50 pages). It should present an original argument that is carefully documented from primary and/or secondary sources. The thesis must have a substantial research component and a focus that falls within arts and science, and it must be written under the guidance of an advisor.

As the final element in the master's degree, the thesis gives the student an opportunity to demonstrate expertise in the chosen research area. Internet Resources on the APA Style

1. Using the APA Format

<http://www.apastyle.org/>

<http://owl.english.purdue.edu/owl/resource/560/01>

2. APA Research Style Crib Sheet

<http://www.wooster.edu/psychology/apa-crib.html>

3. Citation Styles

<http://www.bedfordstmartins.com/online/citex.html>

<http://www.lib.berkeley.edu/instruct/guides/citations.html>

4. APA Style for Electronic References

<http://apastyle.org/eleceref.html>

<http://www.library.ucla.edu/yrl/referenc/citing.htm>

<http://www.mlb.ilstu.edu/ressubj/subject/intrnt/apa.htm>

Appendices

A. Sample Project Approval Page

TITLE (Centered)

A Project for EDOL 655
Presented to the Faculty of the School of Education of the
University of San Francisco

In partial fulfillment of the requirements of
the degree of

MASTER OF ARTS
in
Organization and Leadership

by
(Student's Name)

(Semester during which you registered for the project)

APPROVED:

(Faculty Advisor)

(Date)

B. Sample Project Approval Page

This project, written by
(Student's Name)
University of San Francisco
(Date Submitted)

under the guidance of the project committee,
and approved by all its members,
has been accepted in partial fulfillment
of the requirements for the degree

MASTER OF ARTS

In

Organization and Leadership

(Instructor)

(Faculty Advisor)

(Date)

C. Sample Cover Page for Thesis

The University of San Francisco

TITLE (Centered)

A Thesis
Presented to the Faculty of the School of Education of the
University of San Francisco

In partial fulfillment of the requirements for the degree of

MASTER OF ARTS
in
Organization and Leadership

By
(Student's Name)

(Semester during which you registered for the project)

This thesis, written by
(Student's Name)
University of San Francisco
(Date Submitted)

under the guidance of the project committee,
and approved by all its members,
has been accepted in partial fulfillment
of the requirements for the degree

MASTER OF ARTS

In

Organization and Leadership

(Instructor)

(Faculty Advisor)

(Date)

OL Field Project Rubric

Levels/Criteria	Unacceptable	Improved	Acceptable	Meets Expectations	Score/Level
Chapter I - Introduction	Subsections missing and/or inconsistent in connecting content; content demonstrates no understanding of connection of problem to project	Connection across subsections is vague; the connection between the problem/need and project is not clear	Subsections are linked but lack depth; reader has clear picture of problem/need and how project addresses problem/need	All subsection are link; information flows and builds so reader has clear picture of the problem/need and how the project addresses the problem	
Chapter II - Review of the Literature	Review is unfocused and unclear; little or no link between articles reviewed and project	Review of research articles inconsistent; lacks connects across all research articles; key points missing	6-8 current research articles; clear and consistent review of articles connects research across studies as well as to project	8-10 current research articles; clear and consistent review of articles connects research across studies as well as to project	
Chapter III - Purpose of the Project	No connection of project to research; author's expertise missing; limited or no connection to problem/need	Lacks connection of research to purpose of project; author's expertise missing; Vague connection to problem/need	Explanation of purpose of project is clear but lacks link to the research and/or current problem/need; Author's expertise vague	Clear and consistent explanation of the purpose of the project, linked to the research, author's expertise, and a current problem/need.	
Chapter IV - Evaluation, Conclusions, Recommendations	Subsections unclear or missing; no reflection or	Response to subsections short, lack of depth; no	Clear response to each subsection; Conclusions and recommendations	Clear and Consistent response to each subsection;	

Levels/Criteria	Unacceptable	Improved	Acceptable	Meets Expectations	Score/Level
	analysis of application of project in field.	demonstration of reflection or clear understanding of application of project	demonstrate understanding of ability to analyze application of project in current situations to answer problem/need	Conclusions and recommendations demonstrate professional reflection and understanding of ability to think beyond project to future application(s)	
References	No references or incorrect references; references not in APA style	Few references or some incorrect references; references not in APA style	References indicate minimal research; references in APA style	Use of references indicate substantial research; references in APA styles	
FIELD PROJECT	Project consists of materials already available; no professional application.	Project repeats current materials available to the profession; minimal professional application beyond completion of project/degree	Creative response to problem; Demonstrates professional application for author beyond completion of project/degree	Contribution to profession; creative; Demonstrates profession applications for author beyond completion of project/degree	
Mechanics (Field Project)	Frequent errors in spelling, grammar, and punctuation	Errors in grammar and punctuation, but spelling has been proofread	Occasional grammatical errors. Spelling has been proofread.	Nearly error-free. Reflects thorough proofreading for grammar and spelling;	
Grammar (Field Project)	Multiple grammatical and stylistic errors	Some errors in grammar and/or format that do not interfere with clarity	Few grammatical and/or stylistic errors	Nearly error-free which reflects clear understanding and thorough proofreading	
Organization	Unfocused	Somewhat	Logical	Careful and	

Levels/Criteria	Unacceptable	Improved	Acceptable	Meets Expectations	Score/Level
(Field Project)	and unclear	unfocused and/or unclear	organization of ideas	relevant organization of ideas	
Final Draft/Publication	Final draft shows little evidence of editing and revision. Writer takes little pride in published work.	Final draft shows some evidence of editing and revision. Writer takes some pride in published work.	Final draft shows clear evidence of editing and revision. Writer takes pride in published work.	Final draft shows clear evidence of thoughtful editing and revision. Writer takes exceptional pride in published work.	

OL Thesis Rubric

Levels/Criteria	Unacceptable	Improved	Acceptable	Meets Expectations	Score/Level
Chapter I - Introduction	Subsections missing and/or inconsistent in connecting content; demonstrates no understanding of connection of problem to project	Connection across subsections is vague; the connection between the problem/need and project is not clear	Subsections are linked but lack depth; reader has clear picture of problem/need and how project addresses problem/need	All subsection are link; information flows and builds so reader has clear picture of the problem/need and how the project addresses the problem	
Chapter II - Review of the Literature	Review is unfocused and unclear; little or no link between articles reviewed and project	Review of research articles inconsistent; lacks connects across all research articles; key points missing	6-8 current research articles; clear and consisten4nt review of articles connects research across studies as well as to project	8-10 current research articles; clear and consistent review of articles connects research across studies as well as to project	
Chapter III - Methodolgy	No connection of project to research; author's expertise missing; limited or no connection to problem/need	Lacks connection of research to purpose of project; author's expertise missing; Vague connection to problem/need	Explanation of purpose of project is clear but lacks link to the research and/or current problem/need; Author's expertise vague	Clear and consistent explanation of the purpose of the project, linked to the research, author's expertise, and a current problem/need.	
Chapter IV - Findings	Subsections unclear or missing; no reflection or	Response to subsections short, lack of depth; no	Clear response to each subsection; Conclusions and recommendations	Clear and Consistent response to each subsection;	

Levels/Criteria	Unacceptable	Improved	Acceptable	Meets Expectations	Score/Level
	analysis of application of project in field.	demonstration of reflection or clear understanding of application of project	demonstrate understanding of ability to analyze application of project in current situations to answer problem/need	Conclusions and recommendations demonstrate professional reflection and understanding of ability to think beyond project to future application(s)	
References	No references or incorrect references; references not in APA style	Few references or some incorrect references; references not in APA style	References indicate minimal research; references in APA style	Use of references indicate substantial research; references in APA styles	
FIELD PROJECT	Project consists of materials already available; no professional application.	Project repeats current materials available to the profession; minimal professional application beyond completion of project/degree	Creative response to problem; Demonstrates professional application for author beyond completion of project/degree	Contribution to profession; creative; Demonstrates profession applications for author beyond completion of project/degree	
Mechanics (Field Project)	Frequent errors in	Errors in grammar and	Occasional grammatical	Nearly error-free. Reflects	

Levels/Criteria	Unacceptable	Improved	Acceptable	Meets Expectations	Score/Level
Grammar (Field Project)	spelling, grammar, and punctuation	punctuation, but spelling has been proofread	errors. Spelling has been proofread.	thorough proofreading for grammar and spelling;	
	Multiple grammatical and stylistic errors	Some errors in grammar and/or format that do not interfere with clarity	Few grammatical and/or stylistic errors	Nearly error-free which reflects clear understanding and thorough proofreading	
Organization (Field Project)	Unfocused and unclear	Somewhat unfocused and/or unclear	Logical organization of ideas	Careful and relevant organization of ideas	
	Final draft shows little evidence of editing and revision. Writer takes little pride in published work.	Final draft shows some evidence of editing and revision. Writer takes some pride in published work.	Final draft shows clear evidence of editing and revision. Writer takes pride in published work.	Final draft shows clear evidence of thoughtful editing and revision. Writer takes exceptional pride in published work.	
Final Draft/Publication					