



America's Sports University®

DOCTORAL PORTFOLIO MANUAL

UNITED STATES SPORTS ACADEMY

DOCTOR OF EDUCATION

IN

SPORTS MANAGEMENT

HONOR CODE FOR THE UNITED STATES SPORTS ACADEMY

By enrolling at the Academy, students join a global community of scholars who are committed to the pursuit of excellence in the instructional process. The Academy expects that all students will pursue their studies with integrity and honesty. Those students who choose not to do so are forewarned that academic integrity and honesty are taken seriously at the Academy. Any student caught in academic dishonesty, including but not limited to plagiarism and cheating, will be subject to disciplinary action, which may include dismissal from the program.

NOTICE TO ALL STUDENTS

The United States Sports Academy accepts students regardless of race, color, sex, national origin, religion, age, disability, or genetic information. Every effort has been made to include in the manual information that, at the time of printing, most accurately and pertinently mirrors the Academy within the context in which it is offered. However, the provisions of the Manual are subject to change by the Academy without prior notice and do not constitute a contract between any student and the Academy. As a private institution, the Academy explicitly reserves the right to judge whether it is in the best interest of the institution that a student be allowed to continue affiliation and may, for reasons deemed sufficient by the Academy itself, discontinue affiliation. By registering students concede to the Academy the right to require withdrawal whenever the Academy deems withdrawal necessary.

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PHILOSOPHY OF THE ACADEMY

The Academy believes that sports is an industry, as well as an academic discipline. The discipline of sports is based on a discernible set of ethical principles and a distinct body of knowledge. The role of the Academy in higher education is to prepare men and women who will be well grounded in the practices and theories of sports, health, and fitness for careers in the sports industry. In addition to a strong theoretical base of knowledge, the Academy also supports the provision of experiential education. Students are encouraged to study with leaders in their areas of interest through mentorships.

The Academy believes in encouraging students who are already professionally employed to pursue higher degrees and advanced training. This is accomplished by providing a flexible approach to course work, incorporating a number of delivery alternatives including distance learning. The Academy also offers continuing education to upgrade the skills of the practitioners in this country and abroad. Finally, the Academy believes that scholarly activity is an essential component of graduate education and it encourages faculty members and students to undertake research.

The Academy has a rich history and strong traditions of excellence. The staff and faculty are looking forward to continuing this history and these traditions and are counting on people such as you to make this vision a reality.

MISSION STATEMENT

The Academy is an independent, non-profit, accredited, special- mission sports university created to serve the nation and the world with programs of instruction, research, and service. The role of the Academy is to prepare men and women for careers in the profession of sports.

PURPOSE OF THE DOCTORAL PORTFOLIO

The Doctoral Portfolio serves several main purposes:

- It guides students through their program of study.
- It focuses students' interest and enhances their research skills leading towards the capstone experience, the dissertation.
- It serves as the comprehensive evaluation of students' learning.

The Portfolio goes beyond that which has been intended with comprehensive examinations with added features that focus on research, the foundation of doctoral study. When completed, the Portfolios will be clear academic portraits of candidates' interests, scholarly abilities, writing capabilities, independent and critical thinking, and research capabilities.

At the core of the Portfolio development is the concept of Success Orientation for candidates. It is a self-correcting project with numerous points of intervention to ensure candidate success. The Portfolio has been designed as a living document throughout the candidate's tenure. Candidates will work with a Portfolio Advisor, which will be assigned by the Academy.

PORTFOLIO OVERVIEW

In addition to completing course requirements, students will need to conduct independent research to complete Portfolio documents. It is important for students to monitor their progress of Portfolio submissions. A checklist is included in this manual and should be used as a roadmap for completion of Portfolio requirements. This manual contains information that students can use to help them complete Portfolio requirements.

PORTFOLIO ADVISOR

The Chief Academic Officer of the Academy will assign the Portfolio advisor. The Portfolio advisor will execute a review of the Portfolio at least once per term (Fall, Spring, and Summer). Students should understand that all portfolio assignments are tied to specific courses and each submission is graded by the course instructor. Once graded, the student then must submit the assignment into the Portfolio.

Email is an appropriate method to contact the Portfolio advisor with any questions or concerns.

In the event that the Portfolio advisor terminates with the Academy, a new advisor will be assigned.

TECHNOLOGICAL COMPONENTS

The Doctoral Portfolio is housed within the Academy's Learning Management System (LMS) Canvas. This shell mirrors the same elements of the courses students take at the Academy.

The title of the Portfolio shell can be found under the COURSES tab on the Canvas Dashboard.

ELEMENT OVERVIEW

The four sections of the Doctoral Portfolio are:

- I. Administrative
- II. Academic
- III. Summative Personal Narrative

All Portfolio submissions must include a title page in APA format. A sample title page may be found under the Resources link in the Welcome to the Course module in Canvas.

I. ADMINISTRATIVE ELEMENTS

The Doctoral Qualifying Essay

The Qualifying Essay is an integral part of the Portfolio self-evaluation process and lays the framework for both the analytical presentation of goals and the closing document of the Portfolio, the Summative Personal Narrative.

The Qualifying Essay takes the form of a narrative presenting candidates' (a) biography, (b) career plan, and (c) goals in pursuing the doctorate at the United States Sports Academy. The essay is evaluated by the Doctoral Admissions Committee. Committee members seek evidence reflected in the content of the essay regarding five requisite qualities and abilities including:

- motivation, maturity, judgment, and creativity;
- possession of sound personal and professional objectives;
- awareness of intellectual strengths as well as skills needing development;
- ability to express concepts and communicate meaning in concise writing; and
- proficiency in standard written English.

The Four Components of the Qualifying Essay

1. Biographical Component

The applicant's earlier learning experiences, both formal and informal, should be described in a concise narrative. The nature and general outcome of all prior study, sports management-related work experience, and participation in scholarly research (if any) should be briefly set forth for the admissions committee's consideration.

2. Career Plan Component

The need for doctoral-level education should be explained in terms of the applicant's goals for his or her career in sports management. This component of the essay should specify how doctoral study, in conjunction with the applicant's background and interests, will further those goals.

3. Goals in Pursuing the Doctorate

In this part of the essay, the applicant should briefly discuss why he or she wishes to enroll in doctoral study at the United States Sports Academy, including but not limited to (a) the applicant's reasons for selecting the Academy program rather than another doctoral program; (b) how doctoral study reflects, and may affect, the applicant's personal and professional interests, concerns, and choices; and (c) the particular goals anticipated to be attained through completion of the doctoral curriculum.

4. Initial Consideration of a Dissertation Topic

Doctoral studies culminate in an original research exploration resulting in a dissertation. The dissertation is the personal, individual contribution a doctoral student makes to the field of study.

With this in mind, it is imperative that a doctoral student express an initial general dissertation topic of personal interest. It is the dissertation which will forever identify the successful doctoral candidate as she or he progresses through a career with the designation, “Doctor.”

While the initial general topic may change in direction as the doctoral student progresses through the program, it will remain constant in substance.

In this Component, the Doctoral Applicant is to express that initial, original, individual topic toward which all doctoral studies will be directed.

Expanded and Analytical Presentation of the Qualifying Essay Goals

By analyzing and expanding on goals presented in the entrance essay, this assignment should be more introspective with respect to professional and dissertational goals. The need for doctoral-level education should be explained in terms of goals for a career in Sports Management. In addition to the expanded analysis of the entrance essay goals, the candidate should briefly discuss why he/she enrolled in doctoral study at the United States Sports Academy including, but not limited to:

- reasons for selecting the Academy program rather than another doctoral program.
- how doctoral study reflects, and may affect, personal and professional interests, concerns, and choices
- the particular goals anticipated to be attained through completion of the doctoral curriculum

Resume/Curriculum Vitae

Resume/curriculum vitae (CV) are an overview of a student’s life accomplishments, most specifically those which are relevant to the academic realm. A Resume/CV is a living document which reflects the developments in an individual’s career, and thus should be updated frequently.

The most noticeable difference between resumes and CVs is the length. The student’s resume should concisely present the relevant information pertaining to educational and career accomplishments. The goal of the CV is to construct a scholarly identity, thus reflecting ability as a teacher, researcher, and publishing scholar within the discipline.

One of the most important things to remember when developing a Resume/CV is that there is not one standard format. There are different emphases in each discipline, and a good Resume/ CV is one that emphasizes the points that are considered to be most important in a specific discipline conforming to standard conventions within that discipline.

A good place to start is to find as many examples as possible of resumes and CVs of people within the student’s discipline. Students should take advantage of the Internet to find examples within their discipline. Remember resumes and CVs should be updated on a continuing basis.

The Resume/CV submitted to the Portfolio should not include personal or professional references. Instead, just state “References available upon request.”

II. ACADEMIC ELEMENTS

All portfolio documents submitted must include an academy title page in APA format (see the Resources Tab in the LMS for an example.)

General Sport Management Core

The General Sport Management Core area courses serve as the foundation of the Doctoral program of study. The readings, assignments, and content within these courses will provide an academic basis for future thought, research, and interest in the student's career. The following submissions are to be made to the Portfolio:

SAM 743 Advanced Studies in Sports Management	Unit 2 Assignment, Part A
SAM 660 Financial Aspects of Sports	Unit 2 Assignment, Part A
SAM 730 Sports Leadership Principles	Unit 2 Assignment, Part A
SAB 634 Ethics in Sports	Unit 3 Assignment
SAM 786 Legal Aspects in Sports	Unit 2 Assignment, Part A

Research Core

The Portfolio will include submissions from the Research Core courses. Research is a critical component of graduate work. The dissertation will also be included as the keystone assignment of a Doctoral program. The dissertation combines research, analytical thought, statistical analysis, and synthesis of ideas to form a research base for your future career. The following submissions will be made to the Portfolio in the Research Core area:

SAR 674 Research Statistics in Sports	Unit 6, Final Course Project
SAR 776 Research Methodologies	Unit 2 Assignment, Part B
SPT 799 Dissertation	Abstract from approved dissertation

Transfer Credit (Portfolio Assignments)

NOTE: Students who receive transfer credit for courses which have a portfolio submission (as shown above) must complete that portfolio assignment and should consult their Portfolio Advisor for instructions.

III. SUMMATIVE PERSONAL NARRATIVE

The Summative Personal Narrative reflects students' experience in the Doctoral program at the Academy. This submission should be an honest, introspective analysis of students' work through the program and evaluate the goals that were set in the entrance essay and further analyzed in the expanded document. The introduction of the paper should engage the reader and provide an overview of the purpose of the Portfolio. Students should provide an in-depth discussion on how the goals that were set prior to entering the program were met. Overall, this paper should show students' professional evolution as it relates to the goals and the overall program.

PORTFOLIO CHECKLIST

The Portfolio checklist is designed to help students track the documents they submit to the Portfolio shell. Students should check each item as it is completed. For their protection, students should copy any materials submitted to the Portfolio and maintain a file of those documents. It is also a good idea to keep records of correspondence with professors and with other Academy staff regarding Portfolio elements.

Administrative Elements

Goals: 3 and 4

1. Qualifying Essay
2. Curriculum Vitae

Date Submitted

Academic Elements

Goals: 1, 2, 3, and 5

Sport Management General Core

SAM 743 Advanced Studies in Sports Management

Unit 2 Assignment – Part A

SAM 660 Financial Aspects of Sports

Unit 2 Assignment – Part A

SAM 730 Sports Leadership Principles

Unit 2 Assignment – Part A

SAB 634 Ethics in Sports

Unit 3 Assignment

SAM 786 Legal Aspects of Sports

Unit 2 Assignment – Part A

Research Core

SAR 674 Research Statistics in Sports

Unit 6, Final Course Project

SAR 776 Research Methodologies

Unit 2 Assignment – Part B

SPT 799 Dissertation

Abstract from approved dissertation

Mentorship

SPT 798 Doctoral Degree Mentorship

Personal Narrative

Goal: 4

Summative Personal Narrative

NOTE: Students who receive transfer credit for courses which have a portfolio submission (as shown in the list above) must complete that portfolio assignment and should consult their Portfolio Advisor for instructions.

ARTICLE CRITIQUE

When writing an article critique, students should analyze the reading, identify their personal reaction to it, and develop a clear, concise explanation of support for their reaction. Knowledge of the discipline in which they are working is the basis on which students build the explanation.

- Read the entire article and identify the author's main point. The goal is to understand what the author wants readers to understand.
- In your own words, summarize the article using just one or two sentences. The summary should be an extract of the main points the author has emphasize in his/her article and not a quotation.
- After summarizing the article, the next step is to evaluate the article. Students should analyze how the author has supported his or her ideas. Are there examples, facts, or opinions? What is the author's bias? Are opposing arguments addressed competently? Is the author's main point convincing? Why or why not? Should the information be incorporated into personal and career pursuits or be rejected? Why or why not? (Students may agree with some points and disagree with others).

*Remember don't copy the author's words in the summary as it is plagiarism and plagiarism is termed as academic dishonesty. (For questions regarding plagiarism see tutorial 2.8 in the ACCESS program and Section 8 of the Doctoral Academic Catalog).

SOME KEY WORDS TO USE IN A CRITIQUE			
evidence	statistics	logical appeals	reasonable
facts	expert opinions	relevant	logical
opinions	emotional appeals	representative	fallacies
examples	ethical appeals	accurate	flawed

UNITED STATES SPORTS ACADEMY

THE RELATIONSHIP BETWEEN COACHES' LEADERSHIP STYLE AND BURNOUT

Assignment for

Doctoral Portfolio
SAM 634 Ethics in Sports
Professor: Dr. Academy

Student Name
Month Year

Dale, J., & Weinberg, R. (1989). The relationship between coaches' leadership style and burnout. *Sport Psychologist*, 3(1), 1-13. Retrieved July 21, 2009, from SPORTDiscus with Full Text database.

The research by Judy Dale and Robert Weinberg combines the study of leadership in coaching with that of burnout in the human services work environment, in which coaching can easily be classified. With the increased emphasis on winning, and the increased amount of money involved in all levels of sports, asking this question is logical.

The first purpose of the study was to investigate the relationship between perceived levels of burnout by coaches and the perceived leadership style of coaches by their student-athletes. The second purpose of the study was to see if there was a relationship between burnout and a set of demographic characteristics; years of coaching service, gender, and marital status. The study looked at 502 coaches in high school or college positions in both private and public institutions. Two instruments were used to collect data. The Maslach Burnout Inventory was used to collect data on the leader's level of burnout and the Leadership Behavior Description Questionnaire was used to measure the leadership style of the coaches.

The data was analyzed for each of the proposed questions. First the demographic data was examined with a one-way analysis of variance to identify the significant relationship with burnout. This was an appropriate choice for analyzing the potential differences between the three demographic classifications and the six subscales of the stress instrument. Then the relationship of leadership to burnout was analyzed through multivariate analysis of variance and correlations, to look for the significant relationships between the explanatory variables (leadership styles) and the response variable, (burnout).

The findings show that coaches are not as burned-out as other professions, consistently falling below the average burnout scores. The study also found that coaches classified in the consideration style were consistently more burned-out than coaches who were in the initiating style. On the demographic examination no difference was found between males and females, but a significant difference was found between married coaches and single coaches. Married coaches were more stressed out than single coaches.

The study is hampered by several things. First, mixing collegiate and high school coaches in this study weakens the results, as the working environments are vastly different. In addition, some form of

control for years of coaching experience should have occurred. The authors point out in their discussion that age and years of experience might have played a role in the findings. It is logical that the longer one coaches the more an accumulation of factors might lead to burnout.

In the discussion the authors did provide a number of quality suggestions for coaches to use to prevent burnout, and this adds to the value of the article. The statistical procedures were good, but stepwise regression might have been used with age and years of experience as control variables.

Future research should look at the cumulative effect of job stressors and how they relate to burnout. Research should also try to examine the aspects of the off-season that might lead some coaches to recover and regenerate, thus avoiding burnout, while others do not recover and regenerate the necessary energy to avoid burnout.

ADDENDUM A: DOCTORAL ENTRANCE ESSAY RUBRIC
(page 1 of 2)

CRITERION	COMMENTS	SCORE
BEGINNING OF THE QUALIFYING ESSAY (INTRODUCTION)		
Exceptional Level 4	<ul style="list-style-type: none"> ▪ an exceptionally interesting lead that hooks the reader, is well-ordered, and presents a compelling thesis ▪ an exceptional beginning that incorporates one or more of the three essay components (biography, career plan, goals in pursuing the doctoral degree) 	
Proficient Level 3	<ul style="list-style-type: none"> ▪ an interesting, orderly, proficient introduction with an effective thesis ▪ a proficient beginning that incorporates one or more of the three essay components (biography, career plan, goals in pursuing the doctoral degree) 	
Adequate Level 2	<ul style="list-style-type: none"> ▪ an adequate beginning showing a clear enough progression and an adequate thesis ▪ adequately incorporates one or more of the three essay components (biography, career plan, goals in pursuing the doctoral degree) 	
Weak Level 1	<ul style="list-style-type: none"> ▪ a weak, unfocused beginning without a thesis ▪ a beginning that seems not to address any of the three essay components (biography, career plan, goals in pursuing the doctoral degree) 	
Score Earned: Introduction		
MIDDLE OF THE QUALIFYING ESSAY (BODY)		
Exceptional Level 4	<ul style="list-style-type: none"> ▪ an exceptionally illustrative, convincing series of examples supporting the thesis, through which ideas are developed in a firmly logical sequence ▪ exceptionally skillful use of transitions between topics and paragraphs 	
Proficient Level 3	<ul style="list-style-type: none"> ▪ a pertinent series of examples supporting the thesis, through which ideas are proficiently developed in logical sequence ▪ proficient use of transitions between topics and paragraphs 	
Adequate Level 2	<ul style="list-style-type: none"> ▪ adequate examples are provided that tend to support the thesis ▪ ideas proceed logically, overall, but some gaps in logic are present ▪ transitions between topics and paragraphs are used adequately 	
Weak Level 1	<ul style="list-style-type: none"> ▪ supporting ideas or examples are weak and fail to create a logical argument for any thesis that is offered 	
Score Earned: Body		
END OF THE QUALIFYING ESSAY (CONCLUSION)		
Exceptional Level 4	<ul style="list-style-type: none"> ▪ an effective summary and at the same time an exceptionally skillful furthering of the thesis that advances the discussion into a new and perhaps broader context 	
Proficient Level 3	<ul style="list-style-type: none"> ▪ a proficient summary of the entire essay that meaningfully links the final paragraph to the first paragraph or suggests some implication of the argument 	
Adequate Level 2	<ul style="list-style-type: none"> ▪ an adequate summary of much of the essay that reiterates the thesis or suggests some implication of the argument 	
Weak Level 1	<ul style="list-style-type: none"> ▪ absent or weak summary of the essay creating an overly abrupt cessation of discussion 	
Score Earned: Conclusion		

ADDENDUM A: DOCTORAL ENTRANCE ESSAY RUBRIC
(page 2 of 2)

CRITERION	COMMENTS	SCORE
USE OF STANDARD WRITTEN ENGLISH		
Exceptional Level 4	<ul style="list-style-type: none"> ▪ each sentence is exceptionally well- composed: grammatical, utterly clear, properly punctuated, and characterized by economy of expression ▪ a strong variety of apt sentence structures is used 	
Proficient Level 3	<ul style="list-style-type: none"> ▪ most sentences are proficient: grammatical, clear, properly punctuated, and usually concise ▪ a variety of sentence structures is evident 	
Adequate Level 2	<ul style="list-style-type: none"> ▪ sentences include occasional grammatical and/or punctuation errors but remain adequately clear ▪ some variation of sentence structure 	
Weak Level 1	<ul style="list-style-type: none"> ▪ numerous grammatical and punctuation errors and misuse of words make comprehension difficult ▪ command of sentence structure is absent 	
Points Earned: Use of Standard English		
USE OF PRESCRIBED FORMAT AND EDITORIAL STYLE		
Exceptional Level 4	<ul style="list-style-type: none"> ▪ all spelling is correct ▪ exceptional command of APA editorial style is evident ▪ essay is double- spaced in 12-point font and includes the prescribed title page 	
Proficient Level 3	<ul style="list-style-type: none"> ▪ all spelling is correct ▪ proficient command of APA editorial style is evident, with only minor errors ▪ essay is double- spaced in 12-point font and includes the prescribed title page 	
Adequate Level 2	<ul style="list-style-type: none"> ▪ occasional spelling errors ▪ command of APA editorial style is adequate but imperfect ▪ essay is double- spaced in 12-point font and includes the prescribed title page 	
Weak Level 1	<ul style="list-style-type: none"> ▪ numerous spelling errors ▪ use of capitalization, punctuation, abbreviations, italics, numerals, headings, and other conventions flouts guidelines in APA Publication Manual ▪ incorrect format and/or lack of proper title page 	
Points Earned: Use of Prescribed Format and Editorial Style		

ADDENDUM B: DOCTORAL ARTICLE CRITIQUE RUBRIC

CRITERION	COMMENTS	POINT RANGE
SOURCE RELEVANCE		
Exceeds Standards	Selected source is highly relevant to <i>doctoral</i> course issues and themes; source is five years old or less; source presents significant <i>doctoral</i> level information.	30-27
Above Average Standards	Selected source is clearly relevant to <i>doctoral</i> course issues and themes; source is five years old or less; source presents relevant <i>doctoral</i> level information.	26-24
Meets Standards	Selected source is relevant to <i>doctoral</i> course issues; source is five years old or less; information in source is <i>doctoral</i> level.	23-21
Standards Minimally Met	Relevance of selected source somewhat reflects <i>doctoral</i> course issues; source is older than five years; source may be <i>doctoral</i> level, but not obviously so.	20-7
Standards Not Met	Selected source is not relevant to <i>doctoral</i> course issues; source is older than five years; source is not <i>doctoral</i> level information.	6-0
Points Earned: Source Relevance		30-0
SOURCE CRITIQUE		
Exceeds Standards	Critique and assessment strongly and clearly present evidence of and indicate reliability of the source at the <i>doctoral</i> level; critique and assessment of source articulates vital and significant issues related to <i>doctoral</i> level course; critique and assessment are presented on <i>doctoral</i> level model.	30-27
Above Average Standards	Critique and assessment clearly present evidence of and indicate reliability of the source; critique and assessment articulate significant issues on the <i>doctoral</i> course level; critique and assessment indicate <i>doctoral</i> level work.	26-24
Meets Standards	Critique and assessment present evidence of reliability of the source; critique and assessment of source articulate issues on the <i>doctoral</i> course level; critique and assessment are on <i>doctoral</i> level.	23-21
Standards Minimally Met	Evidence and reliability of the source are alluded to in the critique and assessment; critique and assessment of the source address issues on the <i>doctoral</i> course level; critique and assessment may be <i>doctoral</i> level, but not clearly so.	20-7
Standards Not Met	Critique and assessment of source present no evidence of reliability; critique and assessment do not address issues on the <i>doctoral</i> course level; critique and assessment are not <i>doctoral</i> level.	6-0
Points Earned: Source Critique		30-0
ANALYSIS OF CRITIQUE		
Exceeds Standards	Critique is rigorous, critical and perceptive; is presented according to exact APA Guidelines; exhibits <i>doctoral</i> level analysis; exemplary higher order inquiry consistent with <i>doctoral</i> level analysis.	40-36
Above Average Standards	Critique is critical and perceptive; follows APA Guidelines; critique is a <i>doctoral</i> level presentation; higher order inquiry representative of <i>doctoral</i> level analysis.	35-32
Meets Standards	Critical analysis is indicated; APA Guidelines followed; has elements of <i>doctoral</i> work; <i>doctoral</i> level critical inquiry indicated.	31-28
Standards Minimally Met	Critical analysis is present; follows some APA Guidelines; <i>doctoral</i> level analysis; no strong indication of <i>doctoral</i> level critique; exhibits inconsistent critical inquiry.	27-9
Standards Not Met	Critical analysis is not present; APA Guidelines not met; <i>doctoral</i> level critical inquiry is absent; not indicative of <i>doctoral</i> level work.	8-0
Points Earned: Analysis of Critique		40-0
TOTAL POINTS EARNED		100-0

ADDENDUM C: DOCTORAL FINAL CLASS PAPER RUBRIC
(two pages)

CRITERION	COMMENTS	POINT RANGE
INTRODUCTION		
Exceeds Standards	Exceptional and engaging introduction indicative of <i>doctoral</i> level analysis; compels interest; clearly presents topic and subtopics in sequential order; central thesis is clear, arguable, and well developed.	20-18
Above Average Standards	Engaging introduction of <i>doctoral</i> level analysis; induces interest; clearly states topic and subtopics in sequential order; central thesis is clear and well developed.	17-16
Meets Standards	Proficient introduction on the <i>doctoral</i> level; states topic and all subtopics in obvious order; clear and well developed.	15-14
Standards Minimally Met	Adequate introduction for <i>doctoral</i> level analysis; presents topic and subtopics; somewhat clear and developed.	13-5
Standards Not Met	Unclear introduction of topic and subtopics; no clear central thesis; lacks an arguable and defensible position; not <i>doctoral</i> level analysis.	4-0
Points Earned: Introduction		20-0
QUALITY OF INFORMATION/EVIDENCE		
Exceeds Standards	Paper is exceptionally well researched with <i>doctoral</i> level rigor; extremely detailed; well documented; accurate data; critical evidence presented from a wide variety of significant sources.	20-18
Above Average Standards	Paper is exceptionally researched at the <i>doctoral</i> level; fully detailed; well documented; accurate data; critical evidence from a variety of significant sources.	17-16
Meets Standards	Paper is researched and detailed at the <i>doctoral</i> level; adequate documentation; critical evidence from a variety of sources.	15-14
Standards Minimally Met	Most aspects of paper are researched at the <i>doctoral</i> level; accurate evidence provided from limited sources.	13-5
Standards Not Met	Support of topic limited; lacks research, details, and accurate evidence; not <i>doctoral</i> level.	4-0
Points Earned: Quality of Information/Evidence		20-0
SUPPORT OF IDEAS		
Exceeds Standards	Exceptional and consistent justification provided for all positions and propositions; clearly exhibits <i>doctoral</i> level analysis and support; arguments made and positions taken are well supported with appropriate citation.	40-36
Above Average Standards	Consistent justification provided for all positions and propositions; exhibits <i>doctoral</i> level analysis and support; arguments made and positions taken are adequately supported with appropriate citation.	35-32
Meets Standards	Indicates relative and consistent rationale for most statements and propositions; adequate support for positions taken; support analysis indicates <i>doctoral</i> level.	31-28
Standards Minimally Met	Some rationale provided for statements and arguments made; some support for positions taken; <i>doctoral</i> level work is met.	27-9
Standards Not Met	Support for rationale provided is limited; not <i>doctoral</i> level analysis.	8-0
Points Earned: Support of Ideas		40-0
SEQUENTIAL DEVELOPMENT OF IDEAS		
Exceeds Standards	Exceptionally well developed sequence of distinct and logical propositions; exceptional transitions from concept to concept; perceptions and notions follow from solid logic exemplary of <i>doctoral</i> level analysis.	40-36
Above Average Standards	Clearly developed sequence of obvious and logical propositions; exceptional transitions from concept to concept; perceptions and notions follow from solid logic exhibiting <i>doctoral</i> level analysis.	35-32
Meets Standards	Adequately developed sequence of clear and logical propositions; concepts follow logically; <i>doctoral</i> level analysis.	31-28
Standards Minimally Met	Some clear and logical sequential development of concepts; adequate transitions; some <i>doctoral</i> level analysis.	27-9
Standards Not Met	No clear and logical development of ideas; not <i>doctoral</i> level.	8-0
Points Earned: Sequential Development of Ideas		40-0

CONCLUSION		
Exceeds Standards	Excellent summation of concepts presented; conclusions follow logically from propositions presented; conclusions prompt further inquiry; analysis is exemplary <i>doctoral</i> level work.	40-36
Above Average Standards	Outstanding summation of concepts presented; conclusions follow logically from propositions presented; conclusions urge further inquiry; analysis is <i>doctoral</i> level work.	35-32
Meets Standards	Good summation of concepts; conclusions follow from propositions; concepts presented can lead to further inquiry; <i>doctoral</i> level analysis.	31-28
Standards Minimally Met	Adequate summation of concepts; conclusions imply further inquiry; approaches <i>doctoral</i> level analysis.	27-9
Standards Not Met	Not <i>doctoral</i> level inquiry; summation does not follow logically from propositions; no indication of further inquiry.	8-0
Points Earned: Conclusion		40-0
LANGUAGE USAGE – SYNTAX, GRAMMAR, PUNCTUATION, SPELLING		
Exceeds Standards	Composition exceptionally well-constructed; clear, comprehensive, concise and understandable writing; consistent proper exhibit of syntax, grammar, punctuation, and spelling; exemplary <i>doctoral</i> level writing.	20-18
Above Average Standards	Composition well-constructed; clear and understandable writing; consistent appropriate use of syntax, grammar, punctuation, and spelling; obvious <i>doctoral</i> level writing.	17-16
Meets Standards	Composition is clear and understandable; consistently use of proper grammar, syntax, and punctuation; some misspellings; <i>doctoral</i> level writing indicated.	15-14
Standards Minimally Met	Composition presents some obvious errors in grammar, syntax, punctuation, and spelling; adequate <i>doctoral</i> level writing.	13-5
Standards Not Met	Composition exhibits inconsistent grammar, syntax, punctuation, and spelling throughout; not <i>doctoral</i> level writing.	4-0
Points Earned: Language Usage – Syntax, Grammar, Punctuation, Spelling		20-0
APA FORMAT-CITATIONS, REFERENCES, AND PAPER STRUCTURE		
Exceeds Standards	Consistent listing of citations properly entered; citations strictly adhere to APA guidelines; numerous and varied sources included; proper attribution of concepts always noted; primary references are generated from peer-reviewed, professional journals, noted texts, and recognized authorities in the field; formatting is completely correct and exemplary of <i>doctoral</i> level research.	20-18
Above Average Standards	Consistent listing of citations; citations follow APA guidelines; numerous and varied sources included; proper attribution of concepts always noted; primary references are generated from appropriate sources; formatting is correct and represents <i>doctoral</i> level research.	17-16
Meets Standards	Consistent listing of citations properly entered according to APA guidelines; varied sources included; attribution always given for the ideas of others; primary references generated from appropriate sources; correct formatting followed; indicates <i>doctoral</i> level research.	15-14
Standards Minimally Met	Listing of citations largely follows APA guidelines; appropriate credit generally given for the ideas of others; references mostly generated from related sources; some obvious formatting errors; <i>doctoral</i> level research.	13-5
Standards Not Met	Many improper listing of citations; inconsistent credit given for the ideas of others bordering on plagiarism; primary references not generated from appropriate sources; poor formatting; not <i>doctoral</i> level research.	4-0
Points Earned: APA Format		20-0
TOTAL POINTS EARNED		200-0