

# Guidelines for the Preparation of Theses, Specialist Projects, and Dissertations

Graduate College  
Kalamazoo, Michigan  
2024 Edition



## Preface

All graduate students at Western Michigan University who must submit a master's thesis, specialist project, or doctoral dissertation to the Graduate College as part of their degree requirements must comply with the University's guidelines for the preparation of these manuscripts. This manual explains those format and style requirements, and illustrates them through instructions and sample documents.

This version of the *Guidelines for the Preparation of Theses, Specialist Projects, and Dissertations* allows for flexibility in the choice of formatting styles used in this manual. Students are responsible for satisfying all requirements for the thesis or dissertation and the style guide that are particular to their department, in addition to those requirements put forth by the Graduate College, as detailed in this manual. In matters in which there is a conflict between the requirements of this manual and those of the academic department's style manual, this manual will take precedence. In matters that are not addressed by this manual, e.g., style of citations and bibliography, the department's style manual should be followed.

The student and his/her doctoral, specialist project, or thesis committee are responsible for the accuracy of the content of the manuscript submitted, and should proofread and edit the manuscript carefully for correct syntax, grammar, spelling, punctuation, reference, and adherence to University guidelines. In other words, the manuscript you submit must be error-free, clean, and ready for publication. The Graduate College reserves the right to reject and/or correct theses, specialist projects, and dissertations that contain errors or that do not follow format and style guidelines.

## Academic Integrity

The University's definition of plagiarism is the use of someone else's language, ideas, or other material without making the source(s) evident in situations where there is a legitimate expectation of original work. Plagiarism does not occur when efforts to promptly identify sources by making source use apparent to the audience of the submitted material are obvious. Plagiarism may not necessarily include mistakes in citation style.

Dissertations, specialist projects, and theses are expected to be prepared with integrity and authenticity. Plagiarism occurs when a writer deliberately uses someone else's material without identifying and acknowledging its source. Plagiarism, falsification of data, or other research misconduct may result in a thesis, specialist project, or dissertation being rejected.

To a significant degree, the reputation of the University's graduate programs are measured by the quality and veracity of the dissertations, specialist projects, and theses developed at this institution, as they provide permanent, tangible evidence of the scholarly achievements and standards of the author, the advisor, and Western Michigan University.

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## Basic Requirements

### Word Processing

Of the most widely available word-processing programs, Microsoft® Word is highly recommended for use in preparing an electronic thesis, specialist project, or dissertation. Highly technical or specialized programs, such as LaTeX may be used if appropriate, but please check with your advisor.

**The following regulations must be observed when preparing your electronic manuscript:**

- For your text, select and use consistently a professional looking font in minimum size of 12 point.
- **The same font should be used for all text, headings, page numbers, table titles, and figure captions.**
  - A smaller font size or type, but no less than point 9, may be appropriate for footnotes, tables, figures, and other material outside of the main text.
- The final product of your manuscript will be submitted electronically, in the form of a PDF.
  - Western Michigan University will be working towards accepting Electronic Thesis/Dissertation (ETD) submissions via ProQuest.

### Editing/Formatting Services

The Graduate College website provides information on word processing and editing services available to graduate students. All arrangements, including the financial aspect, are handled between the word processor and the student. When hiring someone to prepare the final version of your manuscript, be sure to specify all terms. Agree on such things as a time frame for completing (including corrections), whether or not editing and correction will be expected, specific fees per page, and whether fees agreed upon cover corrections until final approval by the Graduate College.

## Pagination and Margins

### Pagination and Order

**Front Matter** is in the following order (first numbered page must be page ii):

(Note: Page numbers are expressed in lower case consecutive Roman numerals i.e., ii, iii, iv...)

- **Abstract:** no page number
- **Title page:** no page number
- **Copyright page:** no page number
- **Acknowledgements:** optional, must have page number (lower case Roman numeral start here, ii)
- **Table of Contents:** must have page number
- **List of Tables, List of Figures, etc.:** Mandatory when there are more than one; must have page number
- **List of Abbreviations, List of Acronyms, List of Equations:** optional, must have page number

### Body of the Manuscript

- The main text, illustrations, appendices, and bibliography are considered the body of the manuscript.
- Begin the pagination at Arabic numeral 1 and continue consecutively to the end of the manuscript, including the appendices and the bibliography.

### Placement of Page Numbers

- The page number placement is bottom center or upper right-hand corner, and is at least  $\frac{3}{4}$ " from the edge of the page.
- Font must match text exactly in style and size.

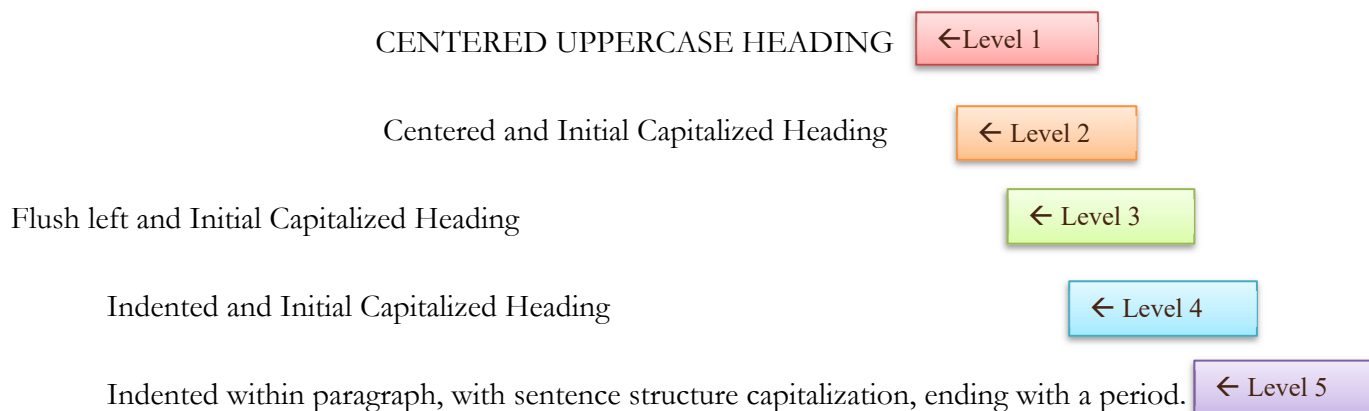
### Margins

- The margins of the manuscript must be 1" all the way around the page for the entire document.
- The top margin and page number placement of each new chapter or major section (major sections generally begin with a heading in all capital letters) may be different from that of subsequent pages in that chapter.
- The Front Matter has certain pages that have a special 1.75" or 1.25" top margin. Follow the directions for those pages in the WMU Formatting Guidelines, and email us for tip sheets if you are unsure as to how to set up the formatting for these pages.

## Headings

- Careful organization is needed to reflect a logical development of the research project.
- Most manuscripts are organized by chapters although a structured organization can exist without the use of the specific heading CHAPTER.
- Also, each chapter or major section may be subdivided by second-, third-, and occasionally fourth- and fifth-level headings to emphasize specific aspects of the discussion.
- When subdividing a section, always advance directly to the next level of heading; do not skip any levels.
- The appearance of the levels of headings used should follow your department's style manual, and should be consistent throughout the entire manuscript.
- The wording of the Table of Contents and the text of the headings must be identical.
  - First- and second-level headings should be listed in the Table of Contents, and it is recommended that third-level headings also appear.
- Capitalization of the first letter of each word in headings (except articles, conjunctions, and prepositions that are less than 4 letters in length such as *a, an, and, but, by, for, of, the*, etc.) is optional.
- **Capitalization in headings must be consistent throughout the manuscript.**
- **Spacing above and below all headings should also be consistent throughout the manuscript.**

### Example of 1<sup>st</sup> through 5<sup>th</sup> Level Heading Formatting:



## CHAPTER I

### INTRODUCTION

#### The Body of the Text, the Text of the Body

The body is a text that can be read, diagnosed, felt, and understood for the way that it recounts its own experiences in sickness and in health. Initially born through some form of trauma, the body's narrative is shaped by psychological and physical disease, and is experienced through pain. This text recounts a human being's response to normative expectations, and how its health and well-being are provided within any given culture. Likewise, literature is a body to be read, diagnosed, felt, and understood.<sup>1</sup>

#### Illustrative Corporality

##### The Medieval Body

The corporal body is often examined through the larger story of the history of medicine and disease, rather than through literature. After the Middle Ages, the discipline of medicine becomes separate from the other seven liberal arts, and the text of the body is confined specifically in the medical, historical, or archeological fields.<sup>1</sup> As a result of this separation of what are, in fact, complementary disciplines, the views of medieval corporeality have been glossed over and/or reduced to what Faith Wallis explains as “a thousand years without a bath. If there is anything interesting about medieval medicine, it is its helplessness in the face of leprosy and plague.”<sup>2</sup> This is a misleading diagnosis: leprosy, a diagnosis for a variety of skin ailments, had long been a threat to humanity, even prior to the Middle Ages, and the plague, according to Wallis, “was far more prevalent in the Renaissance and early modern periods.”<sup>3</sup>

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1. Faith Wallis, *Medieval Medicine: A Reader* (Toronto: U of Toronto P, 2010), xxiii.

2. Wallis, xxiii.

3. Ibid, xxiii.

## Vertical Spacing Summary

- Generally, **single spacing** is used within a heading, table title, or figure caption that runs more than one line; within reference lists, bibliography entries, and footnotes; and in quotes material if set off and indented within the body of the text (block quotations).
  - Normally, block quotations are longer than 40 words, or 4 lines of text.
    - If set off, do not use quotation marks unless found in the original quotation itself.
  - **All material directly quoted must include correct citations and exact references.**
- **Double spacing** (one blank line) is frequently used within the body of the manuscript and between single-spaced material and adjacent material, unless such single-spaced material is a heading.
  - However, 1.5 spacing is also acceptable for the body of the manuscript, but must be used consistently.
- **Triple spacing** (two blank lines between) is often used above and below headings, tables, and figures.
  - However, other amounts of space may be used as well, as long as the spacing is consistent throughout the document.
- If you are using LaTeX or a similar program, please do not use the vertical justification option as this may distribute the spacing above and below the headings unevenly.



## Approval Forms

Many departments expect students to prepare their own thesis, specialist project, or dissertation approval forms, which are then signed by the student's committee members when they have approved the paper (either at the defense or thereafter). Regardless of who prepares the forms, they should be prepared according to the following instructions and as shown on the sample:

1. **The forms are available on the Graduate College's website at:** <http://www.wmich.edu/grad/dissertation-forms>. Select the appropriate form and follow the instructions. Do not type your own forms—only approval forms generated by the Graduate College may be used.
  - The approval form will need to be signed by the student's committee upon approval of the content of the manuscript.
  - The dean of the Graduate College will sign the approval form after your master's thesis, specialist project, or dissertation has been reviewed and approved by the dissertation specialist.
2. **DATE:** Use the date of the student's oral defense
3. **NAME:** type in the student's name **exactly** as it appears on the abstract and title page of the manuscript. (No initials or degree abbreviations should follow the name.)
4. **TITLE:** Type in the **exact** title as it appears on the abstract and title page of the manuscript. You may use either upper-/lowercase or all capital letters.
5. **DEGREE:** Select the correct degree name to follow the words "for the degree of" (do not add any other words). The web-based forms have a pull-down menu for the selection of the proper degree.
6. **DEPARTMENT:** Select the correct department. The web-based forms have a pull-down menu for the selection of the proper department.
7. **PROGRAM:** The official name of the program should appear in this space. Sometimes the program name is the same as the name of the department, and sometimes it differs. The web-based forms have a pull-down menu for the selection of the proper program.
8. **SIGNATURE SPACES:** The web-based forms allow you to type in the names of your committee members under the signature line. Use only blue or black ink for signatures.
9. **APPROVAL SPACE:** Leave the approval and date spaces at the bottom of the page blank. The graduate dean will complete these upon approval of the manuscript by the dissertation specialist.
10. **Carefully proofread the forms before printing.** Any errors will result in the form being returned for re-typing **and** re-signing. This may delay the approval of the student's manuscript.

THE GRADUATE COLLEGE  
WESTERN MICHIGAN UNIVERSITY  
KALAMAZOO, MICHIGAN

Date July 3, 2015

WE HEREBY APPROVE THE DISSERTATION SUBMITTED BY

Amanda Rachelle Warren

ENTITLED Ridge-runners

AS PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE

DEGREE OF Doctor of Philosophy

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(Department)

William Olsen, Ph.D.  
Dissertation Review Committee Chair

Creative Writing  
(Program)

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Dissertation Review Committee Member

Cynthia Running-Johnson, Ph.D.  
Dissertation Review Committee Member

APPROVED

Dean of The Graduate College Date \_\_\_\_\_

## Abstract

The abstract is a succinct statement of the problem, methodology, findings, and conclusions of the study. The author should prepare the content of the abstract with care; doctoral abstracts are published and distributed nationally and internationally exactly as submitted. Abstracts are written in present tense. Users who review indices to dissertations use the abstract to determine the value and relevance of the study. The Graduate College reserves the right to edit text of abstracts as needed to ensure quality of scholarly writing.

The abstract page is not numbered and is placed before the title page. The format must be prepared according to the following instructions and shall be similar in appearance to the sample illustrated on the following page.

1. Center the title of your manuscript 1.75 inches from the top of the page. The title must be an accurate, clear description of the research study's content and may not be more than 20 words in length. **This title must be identical (including line breaks) to the title appearing on the title page of your manuscript and on the approval forms.**
  - Whenever possible, use words, not symbols, acronyms, formulas, superscripts, subscripts, or Greek letters.
  - If your title is more than one line in length, the second and third lines should be single-spaced with the longest line being the first line (i.e., an inverted pyramid shape). Arrange the lines of your title logically (e.g., break after a colon or before a clause).
2. Center the author's name on the third line (a triple space) below the title and follow the author's name with a comma and the appropriate abbreviation for the degree to be received. **The author's name must be identical to that which appears on the title page and the approval forms.**
  - Abbreviations for degrees awarded at Western Michigan University are M.A., M.F.A., M.M., M.S., M.S.E., Ed.S., Ed.D., and Ph.D.
3. Center the institution's name—Western Michigan University—followed by a comma and the year the degree is conferred on the second line (a double space) below the author's name.
4. Begin the text of the abstract on the third line (a triple space) below the institution's name. Indent each paragraph 0.5 inch and double-space the text. The abstract of a master's thesis or a specialist project must be complete on one page.
5. The abstract must be limited to one page for the master's thesis and specialist project. The abstract of a doctoral dissertation must not exceed 500 words and must be complete on two pages. On the second page of a dissertation abstract, the top margin reverts to 1.25 inches and no header is used.

LITERACY PRACTICES AMONG MIGRANT TEACHERS: EDUCATOR  
PERSPECTIVES AND CRITICAL OBSERVATIONS

Briana M. Asmus, Ph.D.

Western Michigan University, 2015

This research builds upon scholarship that explores the unique needs of Latina/o migrant students and the teachers who serve them. Situated within the overlapping fields of migrant education, critical literacy, and Latina/o critical theory, this narrative examines the practices and perspectives of three teachers, each with more than a decade of experience teaching migrant students in a Summer Migrant Education Program (SMEP) in Michigan. The purpose of this study is to give educators, administrators, and community members who work with migrant students additional insight into the literacy acquisition process and unique challenges of working with this population.

Despite the aim of SMEPs to address areas where migrant students struggle academically, migrant students continue to struggle to frequent relocation and factors such as poverty, discrimination, and access to services. Research has generally shown that migrant students also encounter cultural, linguistic and racial barriers within school systems that can hinder their academic progress (Tatto et. al, 2000; Valencia, 2002; Romanowski, 2002; Green, 2003; Cranston-Gingras, 2003; Vocke, 2007; Torrez, 2013). Literacy is one area where migrant students continue to underperform compared to their non-migrant peers. By offering detailed portraits of teachers who work with the migrant population, this study highlights classroom practices of teachers who are

tasked with increasing the literacy skills of their students. The study also reveals barriers and pathways within the institution of migrant education that impact the needs of migrant students.

While this study revealed pedagogical practices unique to each case study participant, it also revealed 'common critical practices' shared by all of the teachers that employ aspects of critical literacy, with a consideration of their student's knowledge and background. As school systems nationwide continue to experience an influx of migrant students who are expected to perform at the same level on state assessments as their non-migrant peers, the outcomes of this study are relevant for teachers of migrant students in all settings. In addition, this study serves as a model for stakeholders in migrant education to consider how migrant farmworker students continue to be disenfranchised by existing laws, policies and educational practices.

## Title Page

The title page must be prepared according to the following instructions and shall be similar in appearance to the sample illustrated on the next page. The title page follows the abstract and is not numbered, but is considered to be the first page of the manuscript. The subsequent introductory material (Acknowledgments, Table of Contents, List of Tables, etc.) is, with the exception of the copyright page, numbered using lower case Roman numerals (i.e. ii, iii).

1. Center the title of your manuscript in capital letters 1.75 inches from the top of the page.
  - The title must be identical, both in wording and in line breaks, to the title appearing on the abstract of your manuscript (in other words, the “inverted pyramid” rule should still be applied).
2. Approximately 6 lines below the title, center the word “by.”
3. On the second line (a double space) below “by,” center the author’s name exactly as it appears on the abstract, the acknowledgments, and approval forms.
4. Approximately 10 lines below the author’s name, center “A thesis,” “A project,” or “A dissertation” followed by 5 lines of single-spaced text identifying the degree and academic unit.
  - Be sure to use the correct name for the academic unit (e.g., School of Music, The Medieval Institute, Biological Sciences).
5. On the sixth line reflect the graduation month and year (April or May, June or July, August, or December). No comma follows the month.
6. Approximately 10 lines below the name of the academic unit, flush left “Doctoral or Thesis Committee:”
7. Double space, indent, then list the committee members beginning with the Chair followed by each member’s terminal degree.

LITERACY PRACTICES AMONG MIGRANT TEACHERS: EDUCATOR  
PERSPECTIVES AND CRITICAL OBSERVATIONS

by

Briana M. Asmus

A dissertation submitted to the Graduate College  
in partial fulfillment of the requirements  
for the degree of Doctor of Philosophy  
English  
Western Michigan University  
August 2020

Doctoral Committee:

Karen Vocke, Ph.D., Chair  
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Susan Piazza, Ed.D.  
Jonathan Bush, Ph.D.

## Copyright

Federal copyright protection applies to your thesis, project, or dissertation immediately upon its creation, whether or not you file a notice of registration with the U.S. Copyright Office. Therefore, a copyright page should be prepared and included with each copy of the manuscript deposited with The Graduate College.

The copyright page follows the title page and is unnumbered. It includes the following information centered vertically and horizontally on 3 lines in the middle of the page:

Copyright by  
Your name  
Year

An alternative copyright notice, using the copyright symbol, can be used:

© 2016 Your name

All doctoral dissertations and master's theses written at Western Michigan University will be made available online in ScholarWorks at WMU our institutional scholarly repository. Students may choose to embargo this online access for up to 10 years, but it is recommended that unless there is a good reason to embargo, that dissertations and theses are made available through this University archive. If restricted, a print copy will be available to the campus community while your manuscript is embargoed. Regardless, a ScholarWorks Access Agreement must be completed by all candidates.

All doctoral dissertations written at Western Michigan University will be made available to the academic community, nationally and internationally, through ProQuest. Authors of master's theses/specialist projects have the option to deposit with ProQuest. ProQuest can be contracted to act as the author's agent in filing the copyright registration.

For a fee of \$55 (certified check or money order payable to PQIL), ProQuest will file the necessary application for copyright and deposit 2 copies of the manuscript in the U.S. Copyright Office. Your federal copyright application will be processed upon receipt by UMI, but it will take several months before an official notice can be sent to you.

- Your rights as an author are automatically protected even without copyright.
- Copyright establishes a legal record that often helps in legal disputes regarding intellectual ownership.

Students also have the option of filing your own registration, at a later date. For more information on fees and options at the U.S. Copyright Office, visit: <http://www.copyright.gov/>. The copyright registration form, or further information on copyright law, can be obtained at the Library of Congress Web site <http://www.copyright.gov/forms/>.

Registration of the copyright is optional, but is generally required before an infringement lawsuit can be filed (at which point it is too late to file the registration). Other inducements to copyright registration include the conferral of additional legal rights on the author, such as the ability to collect statutory damages and attorneys' fees in an infringement action. Please consult with your advisor to determine whether to file for copyright.



## Acknowledgments

Although acknowledgments are optional, they are a courteous way of recognizing people to whom the author is indebted for guidance, assistance, or special aid, including faculty mentors, colleagues, friends, and family members. The acknowledgments should be expressed simply and tactfully. It is best practice to secure permission of those to be cited in acknowledgements. The acknowledgments page should be prepared according to the following instructions and shall be similar in appearance to the sample illustrated on the following page.

1. Center the heading ACKNOWLEDGMENTS in capital letters 1.75 inches from the top of the page.
2. On the third line (a triple space) below that heading, begin entering the text.
  - Indent each paragraph 0.5 inch and double-space the text.
3. On the third line (a triple space) below the last line of text, beginning at the center of the page and moving right, place the author's name.
  - The name must be identical to that appearing on the abstract, title page, and approval forms.
4. The acknowledgments section is numbered in lowercase Roman numerals, beginning with "ii," with the number centered horizontally  $\frac{3}{4}$ " inch from the bottom of the page. Any subsequent pages would be numbered consecutively.
5. If your acknowledgments text exceeds 1 page, center the heading:

Acknowledgments—Continued

on the extra page(s) 1.25 inches from the top of the page.

- The continued text will begin on the third line (a triple space) below this heading.

## ACKNOWLEDGMENTS

I would like to begin by acknowledging the influence of two men I have never met: Dr. John Dixon of the University of Massachusetts and Dr. David Ullman of Oregon State University. Their enthusiasm for and support of academic work in design theory (and the quality of their own work) inspired me to pursue the subject, and ultimately led to the work contained in this thesis.

Secondly, I would like to thank the people who took time to discuss with me their perceptions of the topics contained herein, specifically Dr. Jerry Hamelink, Ralph Damato, and James Moskalik. I also thank the members of my graduate committee, Dr. Jerry Hamelink, Dr. Dennis VandenBrink, and Dr. Judah Ari-Gur, for taking the time to review my work. I would particularly like to thank Dr. Ari-Gur for helping winnow the wheat from the chaff and bring some cohesiveness to the broad subject material I am presenting. His help in coalescing my ideas into something substantive has been invaluable.

Lastly, I would like to thank my wife, Teresa, for having the patience to watch me sit in front of a CRT and tap keys night after night, with nothing but this stack of paper to show for it.

Andrew J. Moskalik

## Table of Contents

An auto-formatted table of contents is acceptable when generated in Microsoft Word or specialized programs such as LaTeX. Automatic generation of the table of contents in Microsoft Word creates links within the document and is therefore recommended for students submitting electronically. It may also be updated during revisions to ensure that the page numbers and headings listed are accurate.

**Please make sure that page setup and numbering on these pages are consistent with the rest of the text.** See the table of contents of this manual for an example of an automatically formatted table of contents.

**If manually creating a table of contents, the following format is recommended.** Refer to the department's style manual when varying from this format.

1. Center the heading TABLE OF CONTENTS in capital letters 1.75 inches from the top of the page.
  - First-level headings (e.g. Acknowledgments, List of Tables, titles of chapters, Bibliography) are fully capitalized in the Table of Contents.
  - For second- and third-level headings, use the same capitalization that is used in the body of the text.
2. Indent each subsequent heading level within a chapter 0.375 [3/8] inch from the previous level. The indent for the second level is measured from the first letter of the chapter title.
3. Double space between each entry and each level of heading, and single space within multiple line headings, but do not further indent the second line of a multiple line heading.
  - Headings requiring more than one line should be single spaced and divided so that the first line is the longest and each succeeding line is shorter.
4. Headings must be identical in level and wording to those in the manuscript.
5. First- and second-level headings within chapters must be included in the Table of Contents. Third-level headings are also recommended since the Table of Contents often serves as an index to the thesis or dissertation.
6. Each page of the Table of Contents is numbered with lower-case Roman numerals, with the number centered 1 inch from the bottom of the page. The space between the page number and the last line of text on the page is approximately 0.25 inch.

7. If the Table of Contents is longer than 1 page, the second and subsequent pages begin with the heading,

Table of Contents—Continued

This heading is centered 1.25 inches from the top of the page. On the third line (a triple space) below the heading, continue entering the text. If a page break occurs within a listing of chapters or appendices, the heading CHAPTER or APPENDICES is repeated, a triple space below the page heading.

8. Tab leaders (leader dots) should extend from the last word of each entry to the page number indicating where each entry is located.
9. If there is only one Appendix, it can simply be labeled APPENDIX. When including multiple appendices, use the heading APPENDICES in your Table of Contents.
- Each appendix is identified with an upper case letter (i.e. A, B), a title, and is listed in the Table of Contents. The page number listed in the Table of Contents is for the title page of each appendix.
10. If you have a section titled REFERENCES or ENDNOTES at the end of the document, this first-level heading will precede APPENDICES in the Table of Contents. The section itself immediately follows the text of the manuscript.
- However, it is possible to have references or endnotes concluding each chapter.
  - If there is a chapter section for references or endnotes, this would normally be included in the Table of Contents as a second-level heading (see example on the next page which shows the first and last page of a student's table of contents).
  - Please refer to your department's style manual for details.

**The sample pages below reflect the following types of Tables of Contents:**

- The first sample shows the first page, followed by the last page of a TOC
- The second sample shows how to format a TOC when working with multiple articles
- The third sample shows a TOC with sections as opposed to chapters

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## Use of Sections and Headings

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## List of Tables and List of Figures

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- No designation other than Table or Figure is used to identify tabular or graphic representations in the manuscript.
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3. Tables may be inserted horizontally (i.e., in the “landscape” orientation)—see example on the following pages.
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Table 7  
 Summary of Approaches for Conducting Evaluations

		Attribute		
Approach	Organizer	Purpose	Key strengths	Key weaknesses
Politically controlled	Threats	Get, keep or increase influence, power, or money.	Secures evidence advantageous to the client in a conflict.	Violates the principle of full and frank disclosure.
Public relations	Propaganda needs	Create positive public image.	Secures evidence most likely to bolster public support.	Violates the principles of balanced reporting, and objectivity.
Experimental research	Causal relationships	Determine causal relationships between variables.	Strongest paradigm for determining causal relationships.	Requires controlled setting, limits range of evidence, focuses primarily on results.
Management evidence systems	Scientific efficiency	Continuously supply evidence needed to fund, direct, and control programs.	Gives managers detailed evidence about complex programs.	Human service variables are rarely amenable to the narrow, quantitative definitions needed.



Table 7—Continued

		Attribute		
Approach	Organizer	Purpose	Key strengths	Key weaknesses
Decision-oriented	Decisions	Provide a knowledge and value base for making and defending decisions.	Encourages use of evaluations to plan and implement needed programs. Helps justify decisions about plans and actions.	Necessary collaboration between evaluator and decision-maker provides opportunity to bias results.
Policy studies	Broad issues	Identify and assess potential costs and benefits of competing policies.	Provides general direction for broadly focused actions.	Often corrupted or subverted by politically motivated actions of participants.
Consumer-oriented	Generalized needs and values, effects	Judge the relative merits of alternative goods and services.	Independent appraisal to protect practitioners and consumers from shoddy products and services. High public credibility.	Might not help practitioners do a better job. Requires credible and competent evaluator.

outlined the role of a teacher in helping students to meet literacy goals created by the state, and 3) Curricula documents used in the classroom with the intent of aiding in literacy development.<sup>ii</sup> Since this model follows the critical tradition of asking questions about authorship and about audience, the first part of this analysis looked at these aspects. Table 4 gives an overview of these documents, who they were published or produced by, and intended use as identified by administration and presented to teachers:

Table 4. Documents, Published By, and Intended Use

Literacy Models	Published By	Intended Use
WIDA ELL Can Do Booklet	WIDA Consortium	Teachers, informally assess English language level, on occasion
Balanced Literacy	Fountas and Pinnell	Teachers, in classroom, every day
Math MATTERS	ProjectSMART	Teachers, in classroom, every day
Reports	Published By	Intended Use
CAN	CAN Committee	FYI to teachers, identifies needs of regional population
SDP	MDOE Members, Special Pops. Unit	Teachers are responsible for how SMEPs reach goals based on needs stated in CNA
Curricula	Published By	Intended Use
Math MATTERS	ProjectSMART	Teachers, in all SMEPs in MI
DRA2	Pearson	Teachers, for entrance and exit assessments or all students
Home state curricula (FL, TX)	Multiple	Secondary credit teachers for testing/preparation purposes

Technically, the *Math MATTERS* curricula falls into two of these categories since it follows a type of literacy model that attempts to integrate literacy and math, and claims to use a “balanced literacy” model. It was also used in the classroom as curriculum. Table 4.2 shows how these

documents were actually used by the teachers in observations or referenced in interviews. The phrase “Not directly used” means that teachers were not using these models intentionally although parts of them may have fit with some aspects of their teaching.

Participants with 4–10 hours of training had the greatest percent that had ever reported to CPS (75%), compared to 51% for those with less than 4 hours of training and 64.3% for those with more than 10 hours of training,  $p = .045$  (see Table 2).<sup>iii</sup>

Table 2  
*Ever Reported Abuse by Non-Academic Training*

	Never Reported		Reported	
	<i>N</i>	(%)	<i>n</i>	(%)
Training >3 hours	35	(48.6)	37	(51.4)
Training 4–10 hours	10	(25)	30	(75)

*Note.* 14.1% missing: chi square  $p$ -value  $\leq .045$ .

There was no association between non-academic training on abuse and child care providers' highest education,  $p = .258$  (see Table 3).

Table 3  
*Non-Academic Training on Abuse by Highest Education*

	Training >3 hours		Training 4–10		More than 10	
	<i>n</i>	(%)	<i>n</i>	(%)	<i>n</i>	(%)
High School	12	(41.4)	9	(31)	8	(27.6)
Community College	21	(70)	7	(23.3)	2	(6.7)
College	28	(47.5)	19	(32.2)	12	(20.3)
Graduate School	11	(50)	5	(22.7)	6	(27.3)

*Note.* 14.1% missing: chi square  $p$ -value = .258.

SAMPLE

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- All kinds of illustrations—such as photographs, graphs, diagrams, and maps—may be presented as figures.
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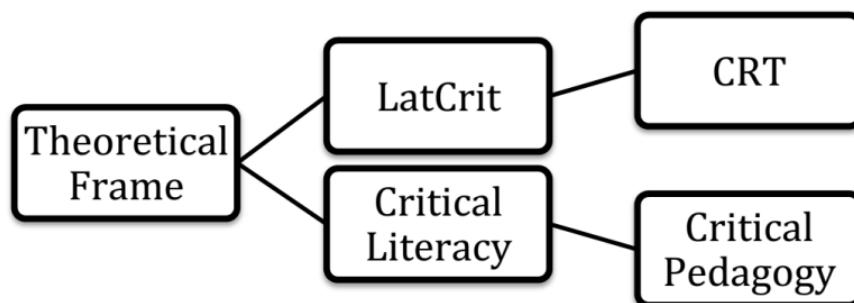
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## CHAPTER II

## LITERATURE REVIEW AND THEORETICAL FOUNDATIONS

**Theoretical Frame**

The theoretical frame of this study draws on important work in Latina/o Critical Theory (LatCrit, with connections to Critical Race Theory), and Critical Literacy (CL).<sup>ii</sup> To narrow the frame, I specifically looked at the ways the literature discusses the education of Latina/o and migrant students with a focus on literacy education. This is a fairly small, but rapidly expanding intersection. This frame was decided upon after looking at the various ways in which LatCrit has intersected with the Marxist idea of critical pedagogy. LatCrit stems from Critical Race Theory (CRT), and both share many similarities, but LatCrit “insists on analyzing race and racism” by using both “historical and contemporary contexts” specifically for the Latina/o population (Grant and Chapman 117). Critical literacy stems from critical pedagogy, but can also be influenced by LatCrit and CRT. In this way, CRT, Critical Literacy and LatCrit are not mutually exclusive but inform and influence each other.



*Figure 2. Theoretical Frame*

attended classes more than 30 years ago, and 4.3% attended 20–30 years ago (see Figure 4).<sup>iii</sup>

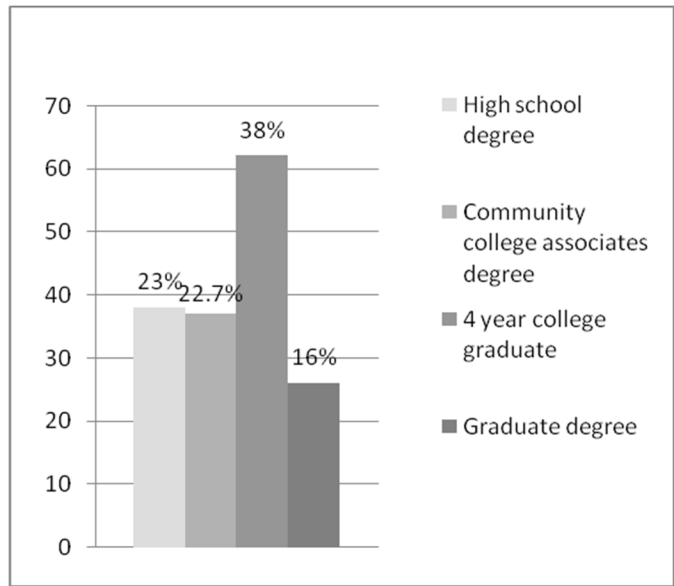


Figure 3. Education Level

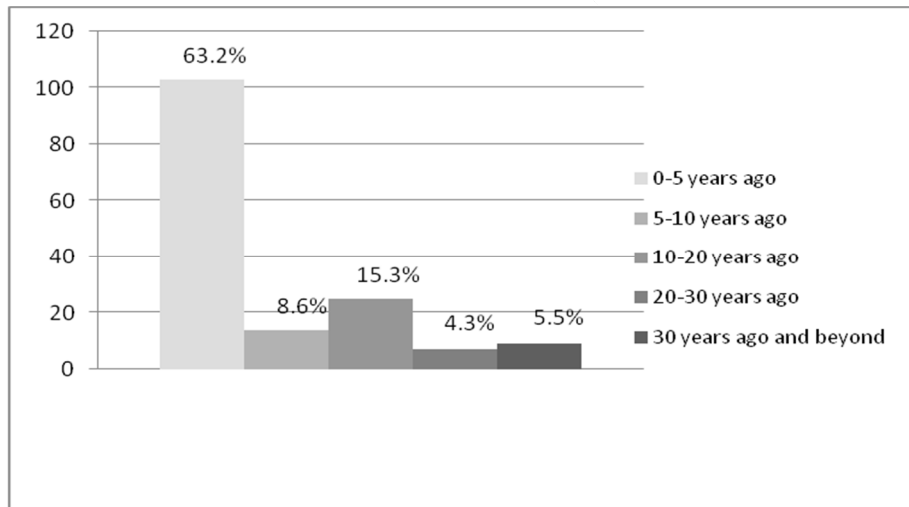
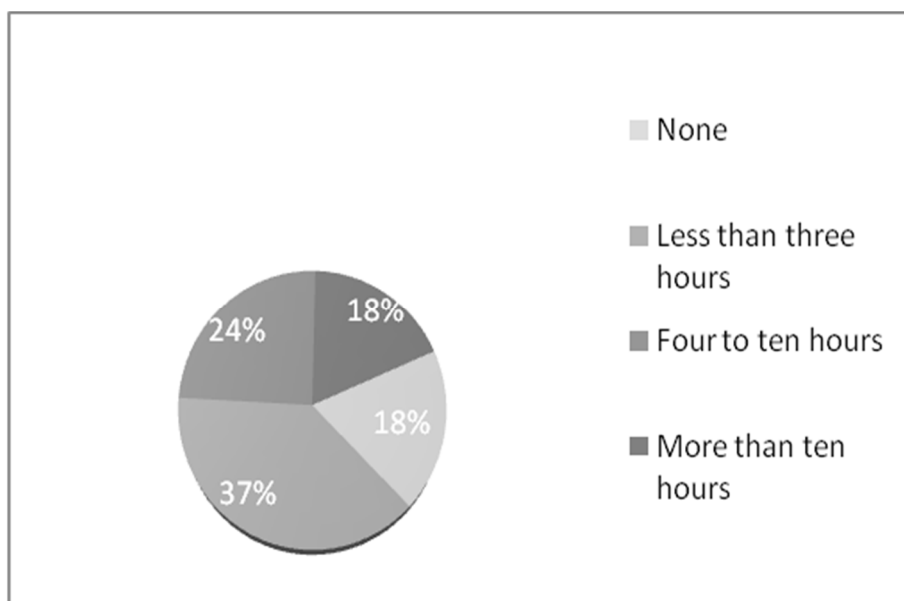


Figure 4. Last Academic Class

educational content on abuse and neglect, 18% received no educational content, and 18% received more than 10 hours. Four percent did not answer the question (see Figure 6).<sup>iii</sup>



*Figure 6. Academic Classes on Abuse*

As a result of this academic training, 26% reported it was mostly true they had been adequately trained in mandated reporting, 26% stated it was not true at all, 24% stated it was somewhat true, and 17.8% said it was completely true. Seven percent did not answer the question (see Figure 7).

Forty-four percent said that the non-academic training received in conferences, workshops, in-services involved less 3 hours of training specific to abuse and neglect and mandated reporting; 25% said that received between 4 to 10 hours of non-academic training specific to abuse and neglect and mandated reporting; 17.9% received more than 10 hours of training; and 10.4% received no training at all on abuse, neglect, and mandated reporting (see Figure 8).

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9. **Notes and Bibliography:** Do you cite all of your primary and secondary source materials correctly, according to your style manual, not only in any footnotes or endnotes, but also in your bibliography?

---

<sup>i</sup> Sarah Gillette, “*Remedying Dis-ease: Trauma and Healing in Medieval Literature*,” (Ph.D. Diss., Western Michigan University, 2018).

<sup>ii</sup> Briana Asmus. *Literacy Practices Among Migrant Teachers: Educator Perspectives and Critical Observations*. Diss. Western Michigan University, 2015. Web. 16 Feb. 2016: examples of front matter, 29, 87.

<sup>iii</sup> Aileen McKenna. *Reluctant to Report: The Mandated Reporting Practices of Child Care Providers*. Diss. Western Michigan University, 2010. Web. 16 Feb. 2016: examples of front matter, 68, 70, 86.