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The M.A.T. Thesis at Jessup

The M.A.T. and candidates’ thesis research is the beginning of a process of continuous growth and development in the art and science of teaching. Conducting research in your field is an excellent way to gain experiences and skills that will benefit you both academically and professionally. In addition to exploring areas of interest in-depth, research develops skills in collaborative learning and critical thinking. Thesis research will provide another way of expanding your education outside of the classroom and better prepare you for the rigors of teaching. Just as you will transition from candidate to practitioner through your course and field work, as you complete your Master’s thesis you will transition from student to scholar - creating knowledge, solving a problem, or furthering understanding of best practices that will benefit yourself and other Scholar-Practitioners.

Introduction to the Thesis

Thesis Project Description
Each M.A.T. candidate will participate in the development of a five-chapter thesis that employs social science methodologies. The School of Education (SOE) has created a set of paths to successful thesis completion that accounts for the demands of the M.A.T. program. Candidates will either 1) utilize pre-existing state or national data to investigate a particular educational problem approved by the Thesis Mentor (secondary data analysis), 2) coordinate with an approved partnership school, district or organization to study a topic selected in concert with the partner to answer a question or to identify effective best practices or organizational strengths (action research), or 3) design a study to be conducted at the Candidate’s school site or organization (during student teaching or at the Candidate’s current job). A small group of candidates (2-4) may work with the same partner or on the same research topic; however, each candidate must complete their own thesis project and paper.

Engagement in research will empower candidates with an essential tool to become more effective at what they care about most – the development of their own teaching skills and of their students. Research experience will help develop reflective practitioners, as candidates uncover knowledge about teaching and student learning they can utilize across their career.
Prerequisites to Thesis Work
All credential requirements must be completed prior to beginning the Thesis I course.

Thesis Milestones

• Step 1. Topic Selection and Mentor Pairing (organized by the SOE)

• Step 2. Protecting Human Subjects NIH Ethics Training
  o Both the mentor and the candidate(s) will complete an online ethics in research training
  o Candidates must provide proof of training completion. Email your completion certificate to your Mentor and the Director of Research, Dr. Aisha Lowe (alowe@jessup.edu).
  o Assessment: Complete/Incomplete

• Step 3. Thesis Research Proposal and IRB Application
  o Complete your Thesis Proposal with approval from your Thesis Mentor (chapters 1-3)
  o Complete your IRB Application with approval from your Thesis Mentor
  o Assessment: Mentor and Committee approval

• Step 4. Thesis Research Proposal Defense Presentation
  o Candidates will give a formal presentation of their research proposal to their Thesis Committee
  o Assessment: Thesis Committee approval (Candidates must earn a 3 in each category of the rubric to pass the defense)
  o Completion of the Thesis Research Proposal Defense determines passage of the Thesis I course

• Step 5. Data Organization and Analysis
  o All raw data and analysis results must be examined and approved by the mentor
  o Assessment: Mentor approval

• Step 6. Conclusions and Recommendations
  o Complete the final two chapters of the thesis (chapters 4 and 5)
  o Revise the entire thesis
  o Assessment: Mentor approval

• Step 7. Thesis Research Presentation to Research Partner
o If working with a research site, Candidates will formally present their thesis research to the partner school, district or organization where the research was conducted prior to finalizing the thesis and having the thesis defense
  o Assessment: Mentor approval
  o Completion of the Thesis Research Defense determines passage of the Thesis II course

• Step 8. Thesis Research Defense Presentation
  o Candidates will give a formal presentation of their completed research and thesis to their Thesis Committee
  o Assessment: Thesis Committee approval (Candidates must earn a 3 in each category of the rubric to pass the defense)

• Step 9. Thesis Submitted for University Publication
  o Finalize the thesis paper
  o Submit the final thesis paper to the WJU library for publication (instructions: [http://guides.jessup.edu/thesispublication](http://guides.jessup.edu/thesispublication))
  o The M.A.T. degree will not be conferred until the thesis has been published
  o Assessment: Mentor approval; Library sign-off

Once you have completed these Thesis Milestones, submit a degree completion form to the registrar for degree conferral. This form can be found on MyJessup.
Thesis Milestones Organizational Chart

Milestone 1
Topic Selection/Mentor Pairing

Done?
__________
date

Incomplete: see Guidebook

Milestone 2
Researcher & Mentor Complete Human Subjects Training

Done?
__________
date

Milestone 3
Mentor Approved Proposal and IRB Application

Done?
__________
date

Ch. 1: Introduction
Ch. 2: Literature Review
Ch. 3: Methodology

Thesis II Milestones

Start Date __________________
Extending the Cohort Model

The cohort model utilized throughout the M.A.T. program will be extended to the thesis process. As was discussed, a group of graduate candidates (2-4 candidates) may work together collaboratively on the same research topic or with the same research partner. However, it is expected that each candidate complete an individual unique thesis rather than dividing sections up to compile a group thesis paper. Candidates may also choose to work alone on a topic or to conduct original research in their own classroom, school or educational organization. Whichever path candidates chose, all candidates will be organized into small research cohort groups to collaborate and support one another through the thesis research process. These small groups of 2-4 candidates will be organized based on shared topics, shared research partners, or shared mentors.

Thesis Mentors

Doctoral-level faculty at Jessup will serve as thesis mentors to graduate candidates. Each candidate will be paired with a mentor based on the topic being investigated and mentor availability. Candidates may request a particular mentor. However, due to workload and depending on mentors’ areas of expertise, some mentors may not be available.

At William Jessup University we pride ourselves with the way in which we care for and support candidates through the research process. The guidelines established by the education department are in place to assist in your success. The most successful candidates take ownership in their research and seek guidance from the mentor. It is essential that the candidates regularly and clearly communicate with their mentor to establish a strong relationship. The mentor-candidate relationship is very important in navigating the master’s thesis process. The mentor will establish weekly contact schedules with the candidate to provide support and guidance throughout the thesis experience. Those contacts may be virtual or in-person based on the agreement made between the mentor and candidate. Come to your meetings with your mentor prepared with completed drafts and specific questions about next steps. The Master's Thesis Milestones will help direct the meetings and interactions with the mentor. There are clear milestones established with recommended due dates to help candidates progress to graduation in a timely manner. If at any point you feel that one of these due dates will not be met, please communicate with the mentor to establish a reasonable time to complete the thesis.

The mentor is here to assist with thesis concepts, ideas, and processes. The origination of those concepts and ideas will come from the candidate. Utilize your research pod to brainstorm ideas and discuss the milestones. It is recommended that the research pod meet in addition to the contact with the mentor to make progress in the thesis process. While the mentor will review the work, s/he will not edit the work for writing mechanics. If candidates need assistance with the mechanics of writing, resources are available on campus through the learning commons.
The Thesis Courses
During the thesis research process, candidates will enroll in two thesis courses: Thesis I and Thesis II. Unlike the other courses taken in the program, the thesis courses are independent study courses during which the candidate works directly with their mentor to complete the thesis milestones. While there will not be a weekly class meeting, cohort meetings will be held as needed.

Thesis I
In the first thesis course candidates will complete chapters 1-3 of the thesis (i.e. the thesis proposal), collaborate with a participating school or district, and coordinate with their Thesis Mentor. To pass Thesis I, the first four thesis milestones must be completed (culminating in the thesis proposal defense). See your specific cohort scope and sequence for deadline.

Thesis II
In the second thesis course candidates will revise chapters 1-3 of the thesis and complete chapters 4-5 in coordination with their Thesis Mentor. To pass Thesis II, thesis milestones 5-8 must be completed (culminating in the final thesis defense). See your specific cohort scope and sequence for deadline.

Selecting a Topic for Investigation
- Keep it manageable – keep the focus small scale.
- It should be interesting to you – you may need some perseverance to see the inquiry through!
- It should be workable – you are not stumped for ideas, but can identify ways in which you might have a go at addressing your question.
- It is not too disruptive of normal routines at the research site. (Important here to think not just of your own, but others’ that your actions might affect).
- The research topic should address a real educational problem (Rousseau and Tam, 1996). Johnson (2008) provides an overview of three main topic areas within which many action research studies fall.
  - A teaching method. Teachers often consider trying a new teaching method or technique; action research allows for the systematic investigation of the effectiveness of new teaching methods.
  - Identifying a problem. Frequently teachers will notice when there is a problem or when things are not going as well as they should, whether the problem occurs in an individual classroom or school; an organized and logical examination can help educators better understand the problem and its possible causes and can help them explore various solutions.
Examining an area of interest. Teachers are professionals, and as such, their curiosity about particular topics in education is often aroused; action research can be used quite effectively to study such topics in an exploratory fashion.

- Mertler and Charles (2008) have expanded this list by providing several categories of topics that could conceivably be considered for action research studies. They list the following categories, with only a few sample topics included here.
  - Classroom environment - Topics in this category include the various aspects of the physical and psychosocial environments in classrooms and school buildings and their impact on student learning.
  - Instructional materials – Topics might include the appropriateness of textbooks and other printed materials with respect to gender and ethnicity, the extent to which teachers find the materials useful and to which they support the curriculum, or the perceptions that students have of those materials.
  - Classroom management – Possible research topics might include the level of satisfaction that both teachers and candidates have with the methods of managing student behavior, the degree to which the methods of managing behavior allow students to learn without unnecessary distraction, or how limiting those methods are with respect to the ability of teachers to teach as they would like.
  - Instructional methods – Topics might include the effect of a given teaching method on student learning, the impact that different teacher personality styles can have on student learning or motivation to learn, or methods of providing effective feedback to students on their academic performance.
  - The relation of human growth patterns to education – Possible topic might include ways to incorporate individual students’ interests and learning preferences, teaching strategies that support self-regulated learning, of those that support individual rates of learning.
  - Grading and evaluation – Teachers often have questions about the effects that grades and other forms of evaluative decisions have on student motivation, stress, achievement, and attitudes or on effective methods of incorporating authentic assessment and other nontraditional means of assessing students.
  - Conferencing – Possible topics might involve (a) the ways in which parents and teachers value individual conferences or (b) strategies for improving the effectiveness of parent-teaching conferences.

The Content of the Thesis
The School of Education defines the Thesis as having four major parts: pre-text pages, text (5 chapters), documentation, and appendices. These four parts of the Thesis are explained in the following sections. The text of the thesis will be explained in detail in this section. When writing the body of the text please refer to this section and follow the instructions. The thesis should be organized into five chapters.

CHAPTER 1: INTRODUCTION TO THE STUDY

- **Background**
  - This section should be approximately 2-5 pages of background narrative, citing literature as appropriate and needed. You have two purposes in this section: (a) grab your readers’ attention and (b) enlighten your readers about the thrust of the study and its importance.

- **Conceptual Underpinnings for the Study**
  - The conceptual framework is the theoretical base from which your topic has evolved. It includes the historical, theoretical nature and background of your topic. This information is the material that undergirds, and provides basic support from which your topic emerges. Essentially you are trying to present a rational/theoretical/research-based model for (a) the key variables you are interested in investigating and (b) any believed interrelationships between the dependent, or criterion, variable and the independent variables. This section will typically be 2-4 pages. Literature citations are essential. Theorists and researchers who are famous in the field of the topic will probably be referenced in this section.

- **Statement of the Problem**
  - Approximately 1-3 pages in which you give a clearly and concisely detailed explanation of the broad societal or educational issue your study addresses. Your research problem should convince the reader that your topic is important and your research is necessary and compelling. Your research problem should also identify what your study will contribute to the discussion of the topic. The statement of the problem may include phrases like: “While evidence of this relationship have been established in the private schools of New Hampshire, no such relationship has been investigated within the public schools of California.” “Yet, the results of prior studies have been mixed and contradictory, as evidenced by research by Smith (1990) and Allison (1992).” “Still not enough is known about the impact of ‘X’ on ‘Y’ when ‘Z’ is taken into account for students of this age.”

- **Purpose of the Study**
  - There should be one or two paragraphs to introduce the research questions and hypotheses.

- **Research Questions**
  - List them as 1. . . . 2. . . . 3. . . . . . . . n.

- **Hypotheses**
  - List them as 1. . . . 2. . . . 3. . . . . . . . n.
• **Limitations, Assumptions, and Design Controls**
  o Having this section clarifies some points for your readers, setting the assumptions upon which the research is pursued, listing any limitations, and indicating clearly how potential problems will be controlled (thereby increasing your readers’ confidence in you as a researcher and in your study). Limitations are the limitations for which you, the researcher, have no control over. These might include resources for your topic which are limiting you from doing more extensive study, or in the case of active research, subjects who fail to complete the appropriate test items, or lack of anything which might cause you to eliminate that person from your study; or ways in which the data available to you leaves some questions unanswerable. Assumptions are those things that, relative to your study, you are “taking for granted.” You may find it easier to write this section later as you develop your methodology in Chapter 3.

• **Definition of Key Terms**
  o An introductory sentence should be used to transition to the definition of key terms. The terms in this section should be terms directly related to your research that will be used by you throughout the research. It is up to you, the researcher, to define each term as you want the reader to know that term. In every case possible, cite a source for you definition. It is all right to have some definitions without citations when you are listing a “commonly understood” term or you have no source. (The following are examples for formatting purposes). *Achievement.* (The definition should be written as 1 or more complete sentences and not underlined)……………… (Thompson, 1998). *Attendance*…………… (Smith & Jones, 1997).

• **Summary**
  o Present a 1-3 paragraph summary of key points included in Chapter 1. Then present a one-paragraph description of how the remainder of the study is organized (that is, Chapters 2 through 5 and any appendices you now know will be included).

• **Note:**
  o The length of Chapter 1 varies from proposal to proposal, but most range from 15-25 pages.
  o Also note in the formatting that the narrative is double-spaced except between each chapter section. **Triple** spacing is used between the close of a chapter section and the beginning of the next section.

**CHAPTER 2: REVIEW OF RELATED LITERATURE**

• **Introduction**
  o Write a brief introduction of 2-3 paragraphs to refresh you reader’s memory about the problem and purpose of the study you presented in Chapter 1. Also, tell you reader about the form this chapter will take in terms of purpose, scope, and sequence/organization. The introduction of this chapter should include the titles of the main headings you have in this chapter. Remember that in this chapter you are reporting on what other researchers, experts, theorists, etc. have already said about the subject. Therefore, for the most part, the verbs in this chapter are past tense. It is a skill on the part of graduate candidates to report on the literature in such a way that the student also compares, contrasts, and in so doing analyzes what is found in the literature.
• **Literature Review Sections**
  - Your literature review will typically cover 3-4 sub-topics of your overarching topic that are necessary for the reader to digest in order to understand the important of your research problem, the purpose and need of your study, the formation of your research questions, and the rationale for your hypotheses. An effective literature review thoroughly proves these things to the reader. Your literature review should be organized around a format that clearly covers (a) the research related to the criterion/dependent variable of your study and any subcomponents, (b) the research related to the independent variables of the study, (c) to issues of measurement, and (d) alternative points of view. Always double space between the title of a section and the beginning of the narrative for that section.

• **Summary**
  - This chapter should have a summary that ties together the main headings of the chapter. Also, be sure to preview for the reader what is coming in Chapters 3, 4, and 5 of the thesis.

• **Note:**
  - The APA Publication Manual is the guideline for the format of your paper.
  - Consistency is the law. Decide how to do something and do that the same way throughout the paper. This is particularly true of chapter headings and subheadings.
  - Except in rare cases, use last names only for persons noted or references in the study and do not use position or academic titles.
  - In most cases, paraphrase what you want to share for your reader from what you have found in the literature. Overuse of “directly quoted” material is to be avoided.
  - How long should chapter 2 be? Rarely is a review of literature under 25 pages considered adequate in a thesis. There are 4 criteria in determining the adequacy of the review of literature: (1) complete enough to inform and enlighten the reader, (2) clear in every regard, (3) correct in style and accuracy, and (4) concise as possible while meeting the criterion of thoroughness.
  - Remember, a considerable portion of what you find in you literature search can and will be important parts of Chapter 1, “Background of the Study,” and Chapter 3, “Research Design and Methodology.” In fact, some literature may be used in all chapters, except Chapter 4, the Results. Much research reported in Chapter 2 should be referenced again in Chapter 5 as comparisons are made between your research results and those of others.
  - Be sure to review successfully completed theses & dissertations for examples to guide the organization and writing of each chapter.

**CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY**

• **Introduction**
  - Approximately 2 – 3 pages to introduce the reader to this chapter and to refresh the reader’s memory about (a) the problem being investigated, (b) the research questions posed to guide the researcher in fulfilling the purposes of the study, (c) the hypotheses to be tested.
• **Problem and Purposes Overview**
  o Keep this brief, concise, to the point: probably only 2 paragraphs.

• **Research Questions**
  o After an introductory sentence, simply restate the research questions from Chapter 1.

• **Research Hypotheses**
  o After an introductory sentence, simply state the research hypotheses from Chapter 1.

• **Population and Sample**
  o Length of this section will vary from thesis to thesis. The researcher is obligated to define precisely the population represented by this research project. Also, the method for selection of a representative sample from the population must be specified, along with the exact number of subjects to be included in the sample. The sample unit needs to be specified (e.g., school district, school building, student, teacher, or principal as the “unit of analysis”) as well as the sampling method (e.g., random, proportional random, total population as sample, time, series). [Check a statistical analysis text for a table to determine the required sample size for statistical analysis depending upon population size.]

• **Data Collection and Instrumentation**
  o Length of this section will vary greatly from thesis to thesis. The researcher is obligated to describe precisely and expansively the data collection methodology (e.g., mail survey, personal or telephone interviews, participant observations, accessing existing databases).
  o Include a separate section for each instrument adopted or developed for data collection, whether that might be published instruments, researcher-developed instruments, interview schedules, or test results (like the MAP). Be sure to include information for each instrument on (a) form of the instrument, with sample items and scaling/scoring information, (b) assurances, or at least estimates, or the validity and reliability of the instrument, and (c) reference to an appendix in which the reader will find the complete instrument and all correspondence and directions which will be sent to the respondent subjects in the sample. A considerable number of literature citations will probably appear for each instrument. Three examples of headings for instruments follow:
    • *Work Values Inventory (MVI)*
    • *Minnesota Job Satisfaction questionnaire (MSQ)*
    • *Missouri Mastery and Achievement Texts (MMAT)*

• **Data Analysis**
  o Specify the statistical analyses that will be used to answer the research questions and/or test the research hypotheses. Cite literature sources for your discussion of the statistical techniques.
  o **Summary**: In one or two paragraphs, summarize the information presented under Population and Sample, Data Collection, and Data Analysis. Briefly (1-2 sentences) preview what’s coming in chapters 4 and 5.
CHAPTER 4: ANALYSIS OF DATA

- **Introduction**
  - Write 2 to 3 paragraphs that present an overview of how the chapter is organized to present the data analysis. You should begin with a brief review of the purpose of the study and the problem to be addressed. If a survey instrument was utilized and/or developed for the study, provide a brief description of the contents of the instrument.

- **Organization of Data Analysis**
  - Use 2 or 3 paragraphs to provide an overview of how the data will be presented. What is covered here is highly dependent upon the design of the study. If a survey instrument was part of the research that contained demographic data used to determine independent variables and this is to be presented first, this should be mentioned. The way in which the research questions and hypotheses will be presented should be reviewed. If there is a difference in the presentation of data for different research questions and hypotheses, provide a brief statement of the different treatment. For example, some research questions may have only descriptive data. Additional research questions may each have one or more hypotheses with accompanying data analysis and findings from each hypotheses. **Review other successfully completed theses for examples to guide the organization and writing of Chapter 4.**
  - Should you have demographic data to present start with a section subtitled as –**Presentation of Descriptive Characteristics of Sample**
  - This should be introduced followed by a discussion of the demographic data in narrative and in tables.
    - **Research Questions and Associated Hypotheses**
      - Use an introductory sentence to introduce the questions and hypotheses.
  - **Analysis of Data**
    - Use an introductory sentence then present each research question.
      - **Research Question 1** - To what degree . . . . . . . . . . . . . . . . . . ?
        - This should be followed by a discussion of the type of statistical analysis that was utilized followed by the related hypotheses if there is a related hypothesis. You may not have a related hypothesis for a research question or you may have one or more. Therefore the analysis of data varies greatly depending upon the research questions, hypothesis, and design.
        - **Hypothesis I** – There is no significant relationship . . . . .
          - Following the statement of the hypothesis, a discussion should be given which reviews the resulting data from the statistical analysis. This should be presented in a narrative and appropriate tabular form. A concluding statement should indicate the rejection or retention of the hypothesis.
      - **Hypothesis II** – There is . . . . . . .
    - **Research Question 2** – Is there . . . . . . . ?
      - **Hypothesis III** – There is . . . . .
  - **Summary**
A summary paragraph should present a brief review of the chapter. A sentence should also introduce the final chapter.

Note: Remember this chapter is a presentation of the data. No conclusions or implications should appear in this chapter.

CHAPTER 5: FINDINGS, CONCLUSIONS, AND IMPLICATIONS

- **Introduction**
  - This introductory paragraph should review the five sections that will be in the chapter.

- **Summary of the Study**
  - This section should give an overview of the entire study. It should begin with a review of the problem and the type of information collected. The research questions should also be restated. A brief statement or several sentences regarding the contents of the review of literature should be included. If the review of literature was the basis for the development of a survey instrument, this should be mentioned. The population from which the sample was drawn should be described. If there is a response rate from a survey, this should be stated.

- **Findings**
  - A review of all of the findings from the statistical analysis of data should be presented. This should occur in the same sequence as they were presented in Chapter 4. They should be presented factually and in an organized narrative.

- **Conclusions**
  - Conclusions should be based on the research questions in Chapter 1. They should be presented in the same order as the research questions. This last chapter of the research paper should bring the research full circle. Be very clear about stating conclusions and the discussion of the conclusions. This chapter is anything and everything that the researcher wants to say about the research that has been conducted. It is the chance to tell the reader what the researcher thinks about the research. Therefore, be sure to use references in this chapter to support what is being said! Feel free to disagree with what was found in the literature - just be sure to explain what is being thought. As the researcher, you may draw upon life experiences to support your thoughts, views, and ideas. Tie everything together. Analyze, synthesize, and evaluate what was found in the research with what you think.

- **Implications**
  - Implications are practical suggestions for addressing the issues that have been raised in the research. These should be suggestions of what should be done. Be sure to add, following what should be done, how it can be done. This is important! It is easy to make suggestions as to what should be done regarding an issue; it is another thing to suggest how it can be done. There may not be more than two or three implications for practice. The quantity is not as important as the quality of thought behind the suggestions.

- **Future Research**
In the review of literature and in the research that was studied, several “holes” were probably found. Give some thought to what further could be studied in the area of research conducted. When stating what should be studied, also indicate why this is important. Provide a rationale for why the additional research should be done.

- **Summary**
  - This summary should be 2 to 3 pages in length. It should begin with a brief statement of the purpose, followed by an overview of the findings, and conclusions.

**Thesis Instructions**

**The Thesis Template**

In addition to the details above, a formatted thesis template has also been provided. This Microsoft Word document contains the required format and headings for the thesis document and is designed to provide substantial help in following Thesis Template Instructions. For additional questions not answered by the template, utilize these instructions for additional detail and description of correct thesis creation.

**Organization and Format of the Pre-text Pages**

**Pre-text Pages**

- Title Page
- Approval Page
- Publication Rights (optional)
- Dedication (optional)
- Preface/Acknowledgments (optional)
- Table of Contents
- List of Tables (if used)
- List of Figures (if used)
- List of Symbols or Nomenclature (if used)
- Abstract
**Numbering Pre-text Pages**
Number the pre-text pages (those through the abstract) in lowercase Roman numerals (i, ii, iii, etc.), without punctuation, at the bottom of the page, centered within the margins, and on the 1” bottom margin. The Title page is not numbered.

**Format of Pre-text Pages**
See Thesis Template for correct examples of format for pre-text pages.

**Title page**
- The page is counted but not numbered.
- The title of the thesis should be in Heading 1 style
- The following components should be typed in pre-text style, in the following order: by, full name of the author[s], William Jessup University, year, Graduate Coordinator name/title, Thesis Committee names/titles, a thesis presented in partial fulfillment of the requirements for the degree Master of Arts in Teaching.

**Approval Page**
- The page is counted and numbered.
- The title of the thesis should be in Heading 1 style and the following components should be typed in Pre-text style, in the following order: by, full name of the author[s], William Jessup University, and year.
- The first title to receive a signature is the Graduate Coordinator. It should read, “Approved by the Coordinator of Graduate Studies” The name is Nathan Herzog, Ph.D.
- The second group of signatures are the members of your thesis committee. It should read, “Approved by the Education Graduate Thesis Committee.” All members of the committee, including the graduate coordinator, may list their highest academic degree after their name. Only one academic degree may be listed; therefore, it is important that you check with each member of the committee and inquire how each individual would like his or her name presented. The mentor should be the first signature from the list and indicate, “Mentor,” following the degree below the signature line.
- The approval page accompanying the library’s copy must contain original signatures in indelible blank ink. All signatures must be those of the actual committee members and the graduate coordinator; proxy signatures are unacceptable.

**Publication Rights Page**
• This page is used whenever the work is to be copyrighted. If used, the pagination for all pre-text pages begins with this page as iii. The wording should reflect that this is a thesis and a corresponding © must be used before the author(s)' name(s) on both the title page and abstract page, and the year of copyright should follow the name.

Dedication Page
• This is an optional page with a brief inscription dedicating the thesis to someone or something very special to you.

Preface/Acknowledgments Page
• Although the body of the thesis is usually written in the third person, this section, if included, is usually written in the first person. Here you may wish to explain certain features of the thesis. It is also customary to recognize the assistance of your mentor, the Graduate Coordinator and/or members of your committee. Specific contributions by other persons or institutions should be acknowledged, especially if financial support was received.

Table of Contents
• MS Word automatically populates the table of contents in the thesis template. All text in the Heading styles automatically populate when the table is updated by clicking on it.
• The table of contents should fall directly below the title of the page, and automatically indent .5” from the left side of the page.

List of Tables
• MS Word automatically populates the list of tables in the thesis template. All tables in the document automatically populate the list when the table is updated by clicking on it.
• Sequentially number the tables with Arabic numerals in the order in which the tables appear.
• Narrative which follows a table title should not be included with the title.

List of Figures
• MS Word automatically populates the list of figures in the thesis template. All figures in the document automatically populate the list when the list is updated by clicking on it.
• Sequentially title the figures alphabetically in the order in which the figures appear.
• Narrative which follows a figure title should not be included with the title.
Abstract

- An abstract must be submitted as part of the thesis.
- The thesis information below the header should be identical to the approval page, followed by the abstract contents.
- The abstract should contain all the essential information about the thesis and provide the reader with an overview of the study. It should be written in complete sentences and include statements of the problem, procedure or methods, results and conclusions. The abstract should include accomplishments, the most pertinent facts and implications of the study, and a brief explanation of the work, and should not exceed 250 words (approximately 1 ½ pages in length). Mathematical formulae, citations, diagrams, footnotes, illustrative materials, quotations, and acronyms may not be used in the abstract.

University Format Instructions for Theses

Styles

The thesis template provides many of the requirements for submission by use of styles. Styles maintain the required formatting of text throughout the document. When using the thesis template, insert text directly over the examples to maintain required formatting.

Fonts

All materials should be typed, double-spaced, left justified, in Calibri font, using 11-point characters.

Spacing

Double space the text or body of the thesis. Applicable styles double space automatically.

Margins

All material should be set within the following template margins:
Top: 1.75”       Bottom: 1”
Left: 1.5”        Right: 1”
Paragraph Indentations and Block Quotations
All paragraphs throughout the entire work are indented .5” from the left margin. Direct quotations that are four or more lines in length are presented as block quotations. Block quotations are double spaced and indented .5” from the left margin. If the quotation is a full paragraph, indent the first line 1” from the original left margin, and all succeeding lines .5” from the left-hand margin. If the quoted material begins mid-sentence, a series of three ellipsis points, each separated by one blank space, should precede the material (for example: “…that the entire system is failing”). Do not use quotation marks around block quotations as the process of blocking indicates that the material is a direct quotation. Unlike in-text quotations, all reference citation material falls outside of the closing punctuation for block quotations, not within the punctuation. The author(s) of the quotation and the title of its source are given below the block quotation, flush right.

Epigraphs
When used as the heads of chapters, epigraphs are blocked on the right half or two-thirds of the page, and they are not enclosed in quotation marks. The author(s) of the quotation and the title of its source are given below the epigraph, flush right.

Listings
All listings, numbered or otherwise presented, are indented .5” from the left-hand margin. Listings may be preceded by numbers, dashes, bullets, or other embellishments. Additional sublevels indent .5” per level.

Chapter Titles and Headings

Titles
Each chapter should begin on a new page. Chapters are always numbered in Arabic numerals followed by a period and the chapter title (example: Chapter 1. Chapter Title). If the title exceeds one line, double space and center all additional lines in an inverted pyramid style.

Headings
Headings vary according to the number of levels required to present the material most effectively. The three most commonly used levels of headings are the Centered Heading, the Flush Left Heading, and the Paragraph heading. In some works, the number of levels of headings required may vary from chapter to chapter, but each chapter must begin with the same level of heading. Except for the paragraph heading,
headings are set on a line separate from the text, the differentiation between the levels being indicated by placement and punctuation. Abbreviations and acronyms should not be used in headings.

Format for Five Levels of Heading [APA]

<table>
<thead>
<tr>
<th>Level</th>
<th>Name</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Centered Heading</td>
<td>Centered, 14-pt, Boldface, Uppercase and Lowercase Heading</td>
</tr>
<tr>
<td>2</td>
<td>Flush Left Heading</td>
<td>Flush Left, 11-pt, Boldface, Uppercase and Lowercase Heading</td>
</tr>
<tr>
<td>3</td>
<td>Paragraph Heading</td>
<td>Indented, 11-pt, bold, lowercase paragraph heading ending with a period.</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Indented, 11-pt, boldface, italicized, lowercase paragraph heading ending with a period.</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Indented, 11-pt, italicized, lowercase paragraph heading ending with a period.</td>
</tr>
</tbody>
</table>

Pagination
All pages of the thesis from the title page to the last page of the appendices are counted but not necessarily numbered. Some pages, such as the title page and approval page are counted but do not bear page numbers. Type the numerals on the 1” bottom margin, centered with the body of the text.

Body of Text
The body of the text explains, illustrates, argues for, and in some cases proves by organizing in a coherent manner the evidence gathered from various sources. The thesis will usually be divided into several chapters, some or all of which may be prescribed by the department. The text should be clear, accurate, and written in an academic scholarly style. The presentation of the thesis is as important as the research; take time to edit and proofread the final copy of the work carefully.

When typing the body of the text, there are two important requirements:
- There should always be at least two lines of a paragraph on any given page. This is of concern when the paragraph begins at the bottom or ends at the top of a page.
- Do not divide the last word on a page.

References Cited
- Use the MS Word tool for citations and bibliography to automatically populate references cited in the thesis template.
- Sequentially number the tables with Arabic numerals in the order in which references appear.
- References cited should adhere to APA format.

Tables
Tables must be introduced by their number prior to being inserted in the text. If space is not adequate, separate sheets or fold-out pages may be used if the table is large enough to fill the entire page (see Oversized Material below). The order in which the tables are mentioned in the text determines their sequential numbering. All tables are numbered in Arabic numerals, and all references should be by this number [e.g., (see Table 6)]. Each table should be placed as close to the first reference to it as possible. If there is not enough space remaining on the page where the table is introduced, continue filling the page with text and start the table at the top of the next page. If the table is placed on the page following the original reference, it is placed at the top of the page either by itself or, if space remains, with text filling in the balance of the page. Double space above and below each table to offset it from the rest of the text. The title for each table appears at the top and all source material and/or notes are placed on the bottom. If there is not enough room for both the table and the reference material on the same page, continue the text and insert the table and any corresponding reference material together on the next page. If necessary, the font used in tables may be reduced to 9 point. If the material has been reproduced with permission or adapted from another source, a full reference citation, exactly as appears in the list of references at the end of the work, must fall on the same page below the table. Do not use abbreviated forms for source citations. Letters of permission to use copyrighted material must accompany the document when it is submitted to the education graduate committee for final approval. Specific wording or “credit lines” must be used if requested by the copyright holder.

Figures
- All figures, illustrations, photographs, maps, diagrams, and similar presentations must be professional quality.
- Figures are labeled at the bottom with the caption not exceeding the width of the figure. Figures which are too large to fit within the required margins may be placed on an 11” x 17” fold-out page. (see Oversized Material)
If the material has been reproduced with permission or adapted from another source, a full reference citation (not an abbreviated reference), identical to the one in the list of references at the end of the work, must fall on the same page below the figure caption. Letters of permission to use copyrighted material must accompany the document when it is submitted to the education graduate committee for final approval. Specific wording or “credit lines” must be used if requested by the copyright holder.

Placement within text: Figures, illustrations, graphs and the like must be inserted as close to the first reference as possible and titled alphabetically in the sequence in which they appear in the text. Figures are to be placed in the text, or, if space is insufficient at the top of the following page, on separate sheets by themselves.

Double space above and below figures, tables, etc.

**Oversized Material**

Material that is too large to be presented in the conventional manner can be reduced to fit within the required margins. All materials reduced to fit within the margins must be legible. Tables and figures that are too large to be reduced and remain legible can be placed on 11” x 17” paper and inserted as a fold-out page. The margin requirements for fold-out pages are the same as the balance of the text. For binding purposes, fold-out pages must be folded back 1” from the right-hand edge of the paper to allow for cropping.

**The Learning Commons Privileges**

The Learning Commons is available to support in many research and tutorial types of services. Some of the services provided include:

- Paul Nyström Library
- Teacher Resource Center
- Online Resources
- Counseling and Psychological Services
- Advocacy Resources

**Information Technology Support**

If you have technology difficulties please contact the Jessup IT office through the Helpdesk.
Working with an Editor

Given the thesis template provided, it is unlikely that you will need a formatter. However, it is common and recommended that a professional editor do a final review of your thesis before it is officially published. The university does not employ editors that are available to the candidates. It is the student’s responsibility to determine if an editor has the necessary qualifications for the work involved. Editors’ fees vary; so rates need to be discussed and agreed upon prior to making any final arrangements.

A clear understanding of the responsibilities of the editor and the student will avoid problems, time delays, and excessive costs. The use of contracts to delineate responsibilities and cost of the final product are strongly recommended. The following are common guidelines followed by many editors and students.

Thesis Content

Student Responsibilities

- Use the appropriate departmental referencing system.
- List the references completely and in proper sequence at the end of the work.
- Use proper spelling, punctuation, and capitalization.
- Show formulae, equations, and symbols legibly, with all sub- and superscripts clearly indicated.

Editor Responsibilities

- Produce an exact copy of the draft submitted.
- Correct typographical errors at no additional cost in the final copy.

Changes in content made by either the committee members or the student are beyond the scope of the usual agreement; charges for retyping due to content changes will generally be negotiated separately.

Thesis Format

Student Responsibilities

- Structure the document as closely as possible to the university format as possible
- Clearly and consistently indicate all sections and headings throughout the work.
- Follow the format dictated by the departmental style guide for all tables and figures.
- Follow the departmental style guide for content and format for all references.
Editor Responsibilities

- Assure that the final thesis adheres to the university format and the departmental style guide.
- Apply standard mechanics of neatness and professional appearance to the university guidelines for margins, spacing, paragraph indentation, and other specific requirements.
- Assure that proper word divisions are used for all hyphenated words.

Delivery

Student Responsibilities

- Deliver the material on time and keep the editor informed of any schedule changes.

Editor Responsibilities

- Complete the formatting assignment within the agreed-upon time frame; if unable to do so, notify the student so that other arrangements can be made.

General

Questions Candidates Might Ask Editor

All candidates should develop a list of questions to ask a prospective editor in order to find someone who best suits the candidate’s needs. Some questions to ask are:

- Do you guarantee that your work will meet both the university and the departmental style guide requirements?
- What computer programs and which platform do you use?
- What type of equipment do you have?
- Will you provide a printed out copy as well as a disk or CD with the final formatted document for my use?
- Have you done work for other students in my particular discipline?
- Do you have the departmental style guide and the most recent edition of the Graduate Student Handbook?
- How long will it take to complete the formatting of my document?
- When must my document be to you to guarantee submission by the semester deadline?
- What are your rates and how are they calculated?
Can you provide references for previous master’s candidates?
Do you use a written contract?
Once a editor is selected, book the approximate block of time and stick to your delivery date of the approved thesis.

Questions Editors Might Ask Candidates
A editor would be wise to see a candidate’s thesis material before agreeing to type it. Asking the prospective client some or all of the following questions might help avoid taking on too difficult theses.

- Approximately how many pages is the thesis?
- What form is the material currently in (handwritten, typed, etc.)?
- Is the final copy, approved by all members of the Education Graduate Committee?
- Have you applied for graduation in the Graduate School?
- Have you followed the required department style guide?
- Do you have special typing requirements such as tables, figures, charts, foreign language, or math?
- When will the material be submitted for final formatting and will all of it be submitted at once?
- Do your expectations of the editor include editing or checking grammar or spelling? If so, is your committee aware of this?

Final Suggestions
The key to success in any graduate program is organization. Taking notes of deadlines and managing one’s time within these confines results in a positive graduate experience. While some problems may not be of one’s own making, they are more often due to poor planning. The messages from previous students, faculty advisers, and the Jessup Graduate Department remain the same year after year:

- Plan ahead: Keep a list of all deadlines in a convenient place and review them regularly. Remember, some of the steps required to meet a deadline take time. Committee members and graduate coordinators have other commitments and will not always be available when needed. Reviewing a thesis may take two or more weeks.
- Keep informed: Ask questions of graduate committee members, graduate coordinator, and the graduate department. Read this graduate handbook and the University catalog regularly to review deadlines and requirements.

Remain in control: Remember, this is your graduate work; you are involved in an advanced level of study in which initiative and originality is expected. Discuss concerns with graduate advisory committee members and with their input, resolve problems.
**Thesis Ethics**

As candidates engage in original research and problem solving that demonstrate independent original contributions to their disciplines, University policies and personnel support the highest standards of academic honesty. Consult the handbook or Coordinator of Graduate Studies to determine the appropriate disciplinary conventions for conducting research.

**Misconduct**

If the review of graduate work by faculty and committee members or in technology-assisted audits raises allegations of misconduct in research, coursework, or the culminating activity, the relevant program coordinator will determine the merits of the allegation of plagiarism or misuse of sources and possible disciplinary action.

**Plagiarism Defined**

Jessup, like the Council of Writing Program Administrators, distinguishes between plagiarism and the misuse of sources:

“In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or online, to manuscripts, and to the work of other student writers.” (www.wpacouncil.org)

Plagiarism includes claiming credit for the artistic or creative work of someone else, such as a map, graph, musical composition, photo, electronic image, painting, drawing, sculpture, design, or computer code. Obtaining unauthorized assistance from another person in the writing of a comprehensive examination is also plagiarism.

The most likely disciplinary outcome of plagiarism in any completed culminating activity will be expulsion from Jessup without possibility of readmission.

**Misuse of Sources Defined**

“Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A candidate who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a candidate [has] failed to cite and document sources appropriately.” (www.wpacouncil.org)
Evidence of misuse of sources will be referred to the Coordinator of Graduate Studies. If sources have been misused, in order to receive credit for the work in question, the candidate will be required to revise until the Coordinator of Graduate Studies and professor(s) are satisfied that all sources are cited and documented appropriately.

**Copyright Restrictions**
The U.S. copyright law provides federal copyright protection for both published and unpublished works. Therefore, authors who may wish to include quotations, illustrations, charts, graphs, musical arrangements and so forth in their thesis/project should make every effort to be sure that reproduction of the copyrighted material does not exceed the doctrine of “fair use,” which considers both the purpose and character of the use of copyrighted material. Unpublished works, as well as works published without valid copyright notice, are eligible for protection. Absence of a c-world (©) does not necessarily mean that a work is in the public domain. Tabular arrangements and compilations are specifically covered under copyright law. Permission to reprint or adapt charts, tables, graphs, tabular arrangements, musical arrangements, and so forth must be sought from the copyright holder.

To obtain current information on the use of copyrighted material, it is recommended that candidates refer to sites such as the Copyright Crash Course (http://www.utsystem.edu/ogc/Intellectualproperty/cprtindx.htm) or http://fairuse.stanford.edu. These sites are current, well maintained, and user friendly.

**Fair Use**
If a work is protected by copyright, permission must be acquired prior to incorporation of that work into a new document. Extracts and quotations may be used to a limited extent for purposes of illustration and criticism. The language of the copyright law is vague as to what constitutes fair use, so when in doubt, seek permission and consult with the thesis editor.

**Securing Permission**
Efforts to obtain permission to use material from other sources should begin well in advance of a final draft. Candidates are expected to acquire written permission to use the material, and evidence of such permission must be provided with the final copy of the thesis/project. Written permission may either be by a letter or by a fax and must be accompanied by the signature of the individual granting permission. An e-mail response granting permission is considered similar to acquiring verbal permission over the phone. Neither is considered adequate proof that permission has been secured; therefore, they must be backed up by some means of written permission. A statement of permission must appear below the caption of a figure or at the bottom of a table. The owner of the copyright may request that specific words or phrases be used to indicate that permission was granted. All copyrighted tables and figures must be followed by a complete reference citation (e.g., not the abbreviated format such as author/year) and should state, “Reprinted with permission.”
Requests for permission should be directed to the copyright holder or the copyright permissions editor of the publication. When requesting permission to reproduce copyrighted material, be sure to specify that the request is for a one-time, non-profit, educational use.

Jessup is committed to upholding the highest standards of academic honesty. It is incumbent upon each candidate to become familiar with current standards and policies. **Culminating activities that do not have appropriate copyright releases for borrowed material will not be approved.**

**Limit on Thesis Submissions**
Theses may be submitted no more than three times (the original submission and two resubmissions) for content approval. If none of the submissions pass as acceptable, the candidate cannot complete the degree with a thesis or project as the culminating activity.

**Human Subjects in Research**
The use of human subjects in research is governed by the policies of the Institutional Review Board, which follows the Code of Federal Regulations for the protection of human subjects. If human subjects are part of your research, these regulations and policies must be complied with and proper procedures followed. **Failure to comply with these regulations jeopardizes not only your own standing, but that of Jessup as well.**

**All M.A.T. candidates must 1) complete the NIH research ethics training and 2) receive research approval from the Human Subjects in Research Institutional Review Board (IRB).**

Candidates must include a copy of their ethics training completion certificate and their clearance letter from the IRB approving their research. The IRB application can be found on MyJessup. Candidates should complete the application and have their mentor review and approve it before submitting it to the chair of the IRB committee. Should you have additional questions or need assistance in completing the forms, please contact the Coordinator of Graduate Studies.

**Animals in Research**
In accordance with university policy and pursuant to Federal Regulations governing the use of animals in research, such studies are reviewed by the Institutional Review Board.
Completion of the Thesis

Preliminary Reviews
The mentor will provide preliminary reviews of the Thesis. The mentor will not edit the Thesis.

Final Submission of Thesis
Once all steps are completed and the mentor has signed off on the final thesis, candidates will submit the thesis to the library for publication. Follow the library’s guide of instructions: http://guides.jessup.edu/thesispublication.

Thesis requirements

Program Time Limit
M.A.T. candidates must complete all requirements for a master’s degree no later than seven years from the beginning of the semester of enrollment in the first course of the approved program.

In special circumstances, an extension of the program time limit may be granted to a maximum of no more than two additional years. The extension may require taking additional coursework and dropping expired courses from the approved program, or validating expired coursework (see “Validation of Expired Coursework”). The approval for the extension and the duration of the extension are determined by the petitioner’s Thesis Committee, the Coordinator of Graduate Studies, and the Provost, in that order.

M.A.T. Continuation Status
Candidates that do not complete the Thesis requirements within the allotted time may continue working on the Thesis by entering the EDU 699 Thesis Continuation Status Course. All candidates will have seven years to complete the M.A.T. program starting with the beginning of the program, before they are disqualified from earning the degree.

M.A.T. Academic Probation
Candidates that fall below the required 3.0 will be placed on Academic Probation. If a GPA of 3.0 or higher is not achieved in the following semester, the candidate will be disqualified from the program.

M.A.T. Disqualification
Candidates can be disqualified from the M.A.T. degree for the following reasons:

- Inappropriate character antithetical to the Jessup culture. This may take place on the Jessup campus or with a partnering school/district.
• Multiple unsuccessful attempts at State Mandated Examinations (CBEST, CSET, RICA, TPAs)
• Academic probation due to low academic performance or GPA.
• M.A.T. degree work extending past seven years.

**M.A.T. Appeals**
Appeals may be filed at any point in the program by a candidate to the M.A.T. Education Graduate Committee. Appeals are appropriate when the candidate believes that proper procedure or policy was not followed during a relevant M.A.T. event. When submitting an appeal please send the following information to the Coordinator of Graduate studies:

• Name
• Reason for Appeal
• Desired outcome
• Rationale for desired outcome
• Any relevant documents

Please note that instructors have complete autonomy with grades and assignments. Like all situations, please direct your first level of communication to the instructor. In the event that a candidate feels that a grade was wrongly applied to the course the candidate should direct all correspondence to the instructor.
Thesis Assessment
IRA Standards (2003) addressed: 1.1, 1.2, 1.3, 5.4  ISTE Standards addressed: TF-I.B1; TF-III.A2; TF-VIII.D1

Thesis Evaluation

Each section of the thesis will be scored as follows:

3.9-4.0 = Distinguished
3.0-3.89 = Proficient
2.0-2.99 = Developing
1.0-1.99 = Unsatisfactory

Thesis Weight

<table>
<thead>
<tr>
<th>Section</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>x .05</td>
</tr>
<tr>
<td>Introduction</td>
<td>x .10</td>
</tr>
<tr>
<td>Literature Review</td>
<td>x .25</td>
</tr>
<tr>
<td>Methodology</td>
<td>x .15</td>
</tr>
<tr>
<td>Results</td>
<td>x .20</td>
</tr>
<tr>
<td>Conclusions</td>
<td>x .20</td>
</tr>
<tr>
<td>References/Style</td>
<td>x .05</td>
</tr>
</tbody>
</table>

TOTAL

For your thesis to be approved, you must score at least 3 in each category of the rubric.
<table>
<thead>
<tr>
<th>Component</th>
<th>4 Distinguished</th>
<th>3 Proficient</th>
<th>2 Developing</th>
<th>1 Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract (.05)</td>
<td>Clearly and succinctly states the purpose, describes sample, summarizes methodology and major findings in the appropriate academic discourse. Abstract is an appropriate length.</td>
<td>Is sufficient but incomplete in stating the purpose, describing sample, summarizing methodology and major findings. Abstract is an appropriate length.</td>
<td>Addresses some, but not all of the following: states purpose, describes sample, summarizes methodology and major findings. Abstract length is inappropriate.</td>
<td>Fails to clearly or convincingly state the purpose, describe sample, summarize methodology and major findings. Or Abstract is missing.</td>
</tr>
<tr>
<td>Introduction (.10)</td>
<td>Clearly and succinctly states, in the appropriate academic discourse, the problem/issue, rationale, research question and the significance of the study. Uses prior knowledge to identify a question to be studied and a clearly stated hypothesis to test. Identifies complexities and nuances in the question.</td>
<td>Is sufficient but incomplete in stating the problem/issue, rationale, research question and the significance of the study. Draws under-developed connections to prior knowledge to identify a question to be studied and a hypothesis to be tested. Has not identified all the complexities and nuances inherent in the question.</td>
<td>Addresses some, but not all of the following: states the problem/issue, rationale, research question and the significance of the study. Has identified an appropriate topic to be studied, but does not build on prior knowledge to identify a question to be studied and a clearly stated hypothesis to test. Organized as a catalogue of information about the topic rather than building toward a clear argument.</td>
<td>Fails to clearly or convincingly state the problem/issue, rationale, research question and the significance of the study. Topic is unclear or imprecise. Question identified is too broad or vague. Hypothesis is unclear or not testable. Connections to prior knowledge are unsubstantiated.</td>
</tr>
<tr>
<td>Literature Review (.25)</td>
<td>Clearly and succinctly synthesizes relevant research on the topic using appropriate sources, details the parameters of the search, and defines key terms in the appropriate academic discourse. Impressive depth of insight/analysis. All information is factually correct. The author consistently and accurately follows APA guidelines.</td>
<td>Is sufficient but incomplete in clearly and succinctly synthesizing relevant research on the topic using appropriate sources, detailing the parameters of the search, and defining key terms. Adequate depth of insight/analysis. Most information is factually correct. The author consistently and accurately follows APA guidelines.</td>
<td>Addresses some, but not all of the following: clearly and succinctly synthesizes relevant research on the topic, details the parameters of the search, and defines key terms. Uses Some appropriate sources. Little insight/analysis; that which is provided is conventional or underdeveloped. Discussion omits important aspects of the problem and contains factual inaccuracies. The author inconsistently and/or inaccurately follows APA guidelines.</td>
<td>Fails to clearly or convincingly synthesize relevant research on the topic, detail the parameters of the search, and define key terms. Inadequate or improper use of sources. Significant elements of the discussion are lacking. Lack of insight/analysis. Many factual errors or inconsistencies. The author inconsistently and/or inaccurately follows APA guidelines.</td>
</tr>
<tr>
<td>Methodology (.15)</td>
<td>Clearly and succinctly describes types of methodology used, characteristics of the participants and context, sampling procedures, methods of inquiry, data collection processes, data analysis processes and limitations in the appropriate academic discourse. Research design uses appropriate and ethical methodology, identifies relevant</td>
<td>Is sufficient but incomplete in clearly and succinctly describing types of methodology used, characteristics of the participants and context, sampling procedures, methods of inquiry, data collection processes, data analysis processes and limitations. Research design methodology is sufficient, but lacks sophistication. Consideration of constraints</td>
<td>Addresses some, but not all of the following: types of methodology used, characteristics of the participants and context, sampling procedures, methods of inquiry, data collection processes, data analysis processes and limitations. Research design methodology is insufficient. Constraints and criticisms are Fails to clearly or convincingly describe types of methodology used, characteristics of the participants and context, sampling procedures, methods of inquiry, data collection processes, data analysis processes and limitations. Research design will not answer the question, does not use other</td>
<td></td>
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| Constraints 

and addresses possible criticisms. Flaws are not readily apparent. | and criticisms is incomplete. Flaws are excusable due to practical constraints. | not properly addressed. Flaws are obvious and remediable. | inappropriate methodology. Designed without sufficient care, so that the accuracy of the analysis is in doubt. Ethical issues are ignored. Does not recognize or address the limits or implications of the method to be employed. |
<table>
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<tr>
<td><strong>Results (.20)</strong></td>
<td>Clearly and succinctly states results, substantiated by collected evidence, in the appropriate academic discourse. Relevant tables and/or figures are used accurately.</td>
<td>Is sufficient but incomplete in clearly and succinctly stating results, substantiated by collected evidence. Relevant tables and/or figures are used accurately.</td>
<td>Addresses some, but not all of the following: Clearly and succinctly states results, substantiated by collected evidence. Tables and/or figures are used inaccurately.</td>
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<tr>
<td><strong>Conclusions (.20)</strong></td>
<td>Draws insightful conclusions from the results and clearly and succinctly presents insightful implications. Includes statements that are substantiated by collected evidence. Makes relevant recommendations for research or practice, in the appropriate academic discourse.</td>
<td>Is sufficient but incomplete in drawing insightful conclusions from the results and presenting insightful implications. Statements not always substantiated by collected evidence. Recommendations for research or practice were incomplete.</td>
<td>Addresses some, but not all of the following: Draws insightful conclusions from the results and clearly and succinctly presents insightful implications. Statements are not well substantiated by collected evidence. Recommendations for research or practice were inappropriate or inaccurate.</td>
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<tr>
<td><strong>References &amp; Style (.05)</strong></td>
<td>Complete and accurate, following APA guidelines.</td>
<td>Complete and accurate, following APA guidelines, with fewer excusable errors.</td>
<td>Is incomplete or inaccurate. Does not consistently follow APA guidelines.</td>
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<td>Overall, the thesis uses a professional writing style and completely follows the specifications of the assignment. The title page and all relevant citations accurately follow APA Guidelines.</td>
<td>Overall, the thesis uses an acceptable writing style and adheres to the specifications of the assignment. The title page and all relevant citations accurately follow APA Guidelines.</td>
<td>Overall, the thesis inconsistently uses an appropriate writing style and does not follow all specifications of the assignment. The title page and all relevant citations accurately follow APA Guidelines (with fewer excusable errors).</td>
<td>Overall, the thesis uses an inappropriate writing style and does not follow the specifications of the assignment. The title page and relevant citations fail to adhere to APA Guidelines.</td>
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