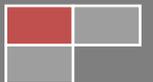


2016

# M.A.T. Thesis Handbook

The School of Education



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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, scholarly 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 (quantitative, qualitative, or mixed methods). The School of Education (SOE) has created a set of paths to successful thesis completion that account for the demands of the M.A.T. program. Candidates will either 1) analyze pre-existing district, state, or national data to investigate a particular educational problem (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 research 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 in the Candidate's classroom). While candidates may work with the same research partner or on the same research topic, each candidate must complete his or her 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 learning and development. Research experience will help develop reflective practitioners, as candidates uncover knowledge about teaching and student learning they can use across their career.

## Prerequisites to Thesis Work

All credential requirements must be completed prior to registering in the Thesis course.

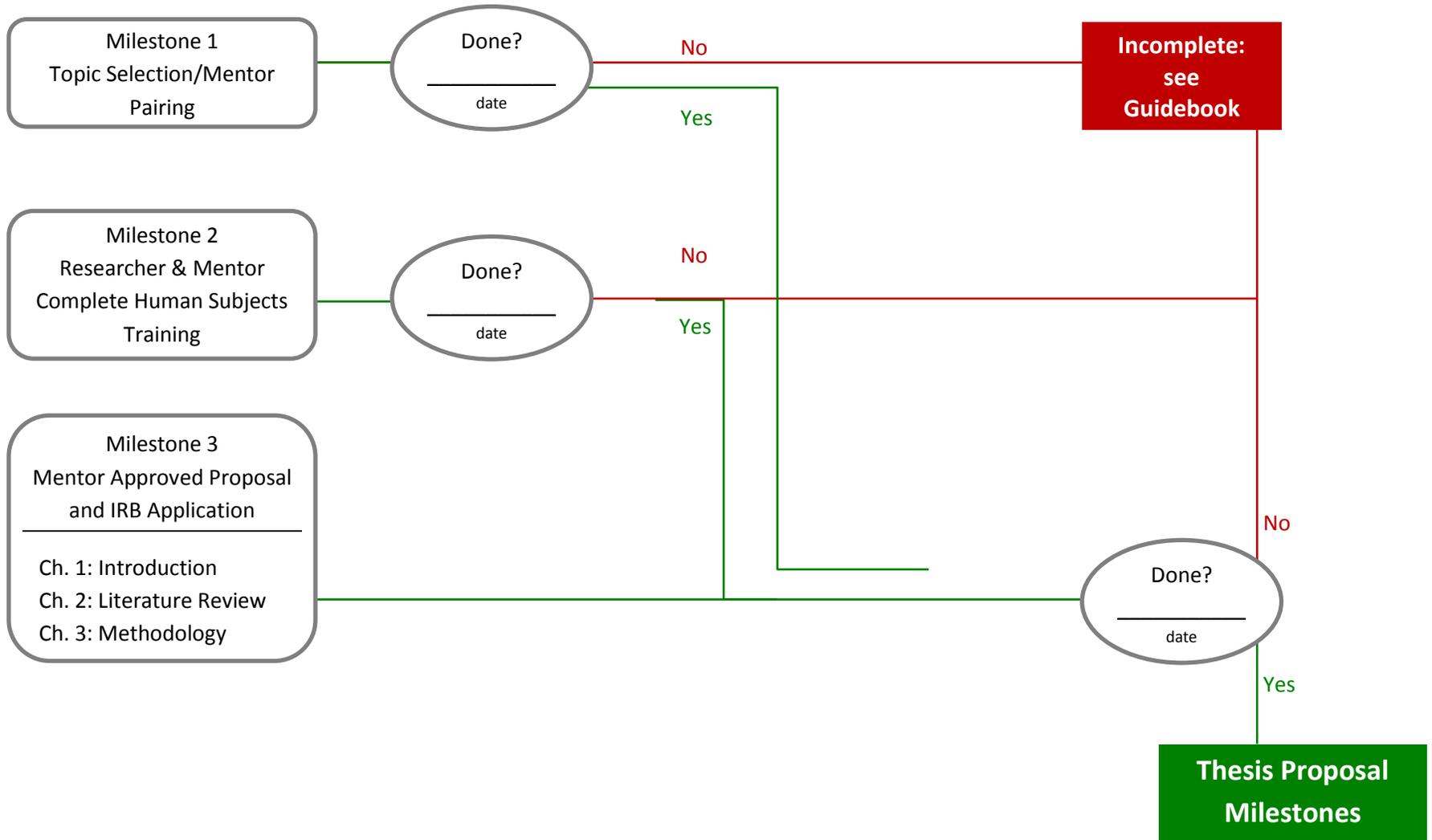
## Thesis Milestones

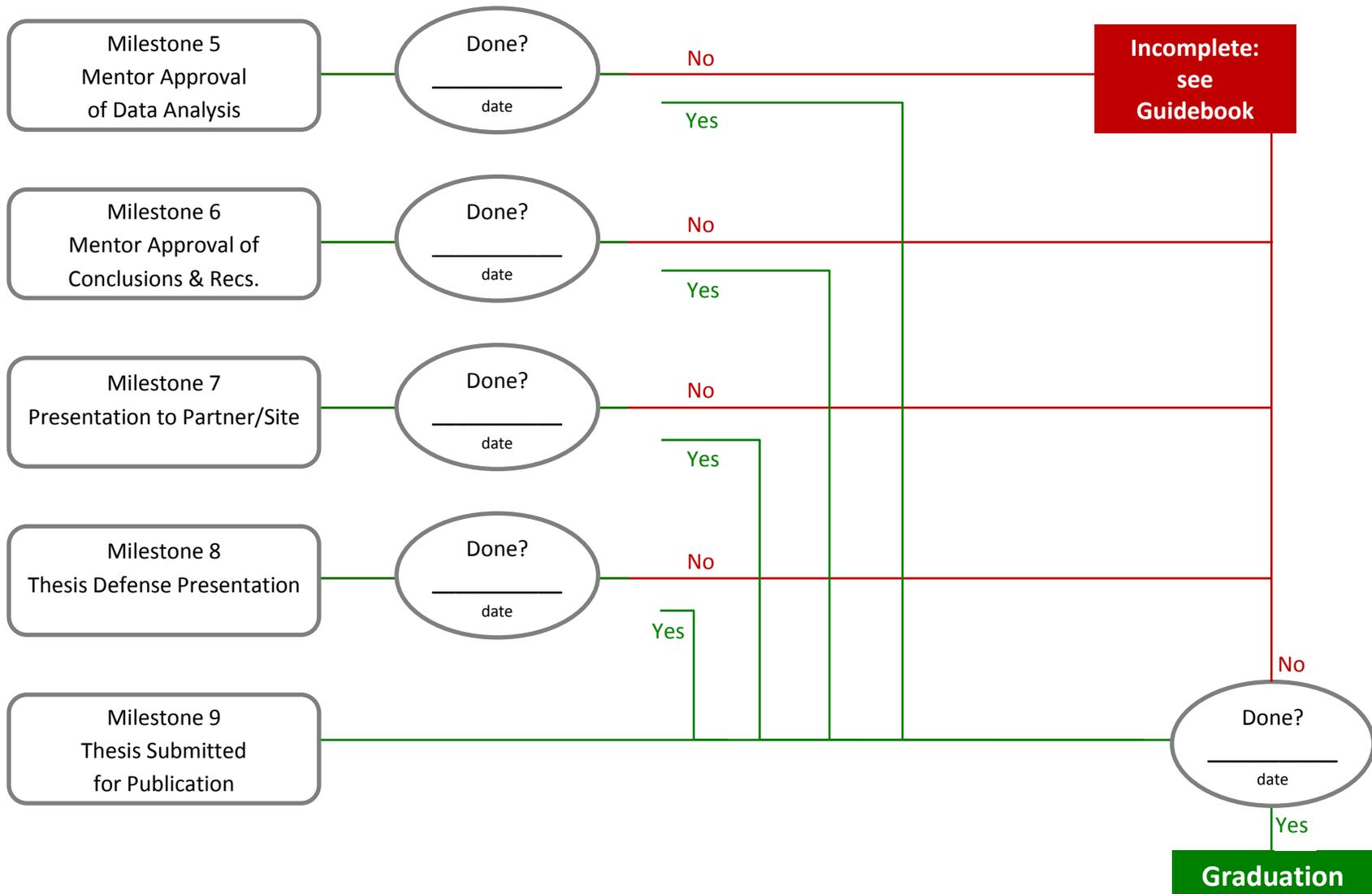
- Step 1. Topic Selection and Mentor Pairing (organized by the SOE)
- Step 2. Protecting Human Subjects NIH Ethics Training
  - Both the mentor and the candidate(s) will complete an online ethics in research training (<https://phrp.nihtraining.com/users/login.php>). Simply register for a free account and complete the training.
  - Candidates must provide proof of training completion. Email your completion certificate to your Mentor and upload it into your thesis Moodle course.
  - Assessment: Complete/Incomplete
- Step 3. Thesis Research Proposal and IRB Application
  - Complete your Thesis Proposal with approval from your Thesis Mentor (chapters 1-3)
  - Complete your IRB Application with approval from your Thesis Mentor
  - Assessment: Mentor and Committee approval (see last page of this handbook)
- Step 4. Thesis Research Proposal Defense Presentation
  - Candidates will give a formal presentation of their research proposal to their Thesis Committee
  - Assessment: Thesis Committee approval (Candidates must earn a 3.0 or higher in each category of the rubric to pass the defense)
  - Completion of the Thesis Research Proposal Defense is required to pass the Thesis course
- Step 5. Data Organization and Analysis
  - All raw data and analysis results must be examined and approved by the mentor
  - Assessment: Mentor approval
- Step 6. Conclusions and Recommendations
  - Complete the final two chapters of the thesis (chapters 4 and 5)
  - Revise the entire thesis
  - Assessment: Mentor approval
- Step 7. Thesis Research Presentation to Research Partner/Site (if applicable)

- If working with a research site, Candidates will formally present their thesis research findings to the partner school, district or organization where the research was conducted prior to finalizing the thesis and having the thesis defense
- Assessment: Mentor approval
- Completion of the Thesis Research Defense determines passage of the Thesis II course
- Step 8. Thesis Research Defense Presentation
  - Candidates will give a formal presentation of their completed research and thesis to their Thesis Committee
  - 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
  - Finalize the thesis paper
  - Submit the final thesis paper to the WJU library for publication (instructions: <http://guides.jessup.edu/thesispublication>)
  - The M.A.T. degree will not be conferred until the thesis has been published
  - Assessment: Mentor approval; Coordinator of Research Approval; Coordinator of Graduate Studies signature; Degree Requirements Completion Verification form (DRCVF) completion (signatures from the Credential Analyst, the Coordinator of Research, and the library)

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





## 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 their 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 candidate will establish weekly contact schedules with the mentor for 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.

The mentor is here to assist with thesis concepts, ideas, and processes. The origination of those concepts and ideas will come from the candidate. Use your fellow candidates to brainstorm ideas and discuss the milestones, as well as to peer review one another's drafts in a collaborative fashion. It is recommended that candidates 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. It is also highly recommended you secure a professional editor to assist you with writing mechanics (if needed) and to do a final review of the completed thesis document. If your mentor and thesis committee determine you need help with writing mechanics and quality, you will be required to secure a professional editor.

## The Thesis Course

During the thesis research process, candidates will enroll in EDU675 (Data Analysis and Statistics) and the Thesis course (EDU676) during the thesis semester. Unlike the other courses taken in the program, the thesis course is an independent study course in which candidates work directly with their mentor to complete the thesis milestones. While there will not be a weekly class meeting for the thesis course, cohort meetings will be held as needed.

### *Data Analysis and Statistics (EDU675)*

In this course, candidates will learn new content around how to gather, organize and analyze data. Course content will focus on the core types of analyses candidates typically use for the thesis. Additionally, assignments in this course will help candidates 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. This approach is designed to help candidates complete the entire thesis in one semester. The success of that approach however depends on candidates having completed the bulk of their literature review before the thesis semester.

The thesis proposal defense does not have to be successfully passed to pass the EDU675 course. However, the thesis proposal assignments embedded in the course will be graded and will be a significant percentage of the course grade.

### *Thesis (EDU676)*

The thesis course is an independent study course for which candidates work directly with their mentor to review and revise iterations of the thesis document to completion. Ideally, a candidate would complete the full thesis during the initial thesis semester. However, it is quite normal for candidates to require additional semesters of work to complete and defend the full thesis. To do so, candidates re-enroll in the thesis course.

## **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 to address your question.
- It is not too disruptive of normal routines at the research site. It is important to think not just of your own, but others' that your actions might affect).
- The research topic should address a real educational problem (Rousseau & Tam, 1996). Johnson (2008) provided an overview of three main topic areas within which many action research studies fall (action research is an education focused methodology).
  - *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) 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 efficacy of a given teaching method (or intervention) on student learning, the perceived 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 topics 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 of 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.

Source: Mertler, C.A. (2009). *Action research: Teachers as researchers in the classroom*. Thousand Oaks, CA: Sage Publications, Inc.

## 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 detail in the Thesis Template (available on MyJessup). When writing the thesis please refer to the Thesis Template and follow the instructions carefully.

## Thesis Instructions

### The Thesis Template

In addition to the details below, a formatted thesis template has also been provided. This Microsoft Word template contains the required format and headings for the thesis document and is designed to provide substantial help in following Thesis formatting Instructions. Use these instructions for additional detail and description of correct thesis creation. Most importantly, read and follow the APA Manual (6<sup>th</sup> ed.) carefully.

### 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 is your mentor and 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 second 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 populates 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 1.5” 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 numerically 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.

### **Format Instructions for Theses**

Below are instructions on how to properly format and write the thesis document. These instructions are not exhaustive, but represent common errors candidates often make. All instructions align with the Thesis Template and comply with the APA Manual (6<sup>th</sup> Ed.). **Candidates are responsible for reading and applying all of the requirements of the APA Manual (6<sup>th</sup> ed.),** not just the instructions highlighted below.

#### *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. See APA 8.0+ Publication Process, and 8.07 Checklist for Manuscript Submission.

#### *Fonts*

All materials should be typed, double-spaced, left justified, in Times New Roman (or other serif) font, using 12-point characters.

#### *Spacing*

Double space the text or body of the thesis. **Please use only one space after a period.**

#### *Margins*

All material should be set within the following template margins (these margins align with the library's publication requirements):

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 (Any quote greater than 40 words must be block quoted per APA.). 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 after the block quotation, justified left. The text after the block quotation begins on its own line, with no indentation.

*On Quoting:* Quotations (block or direct quotes) should be used very sparingly. Block and direct quotations tend to take over the voice of the paper, often overshadowing the voice of the author with that source's voice. Instead, if at all possible, try to quote smaller portions of the piece of text and incorporate these into your own voice. This practice will not only allow you to establish your voice as the author, but also show the way you are engaging with the information, not just reporting it.

- Quotations preceded by the author's name and the word "that" do not need a comma or a capital letter; quotations preceded by the author's name but not the word "that" do need a comma and a capital letter. For example, Evans (2009) stated that "writer's workshop is not effective" (p. 29), but Evans (2009) stated, "Writer's workshop is not effective" (p. 29).
- You'll want to avoid beginning or ending a paragraph with a quotation. The reason for this is that you want to open a paragraph with a topic sentence and close with a summary of the main idea, both of which should be in your own words.
- See APA 6.03+ Quoting and Paraphrasing, Table 6.1 Basic Citation Styles

### *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. Use closed parentheses in lettered lists: (a) (b) etc.

## Chapter Titles and Headings

### Titles

The Thesis Title is limited to 12 words. Each chapter should begin on a new page. Chapters are always numbered in Arabic numerals in the upper right hand corner followed by 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] – Note only Level 1-3 headings appear in the Table of Contents  
Please see the Thesis Template for APA formatted examples.

Level	Name	Format
1	Centered Heading	<b>Centered, Boldface, Uppercase and Lowercase Heading</b>
2	Flush Left Heading	<b>Flush Left, Boldface, Uppercase and Lowercase Heading</b>
3	Paragraph Heading	<b>Indented, bold, lowercase paragraph heading ending with a period.</b>
4		<b><i>Indented, boldface, italicized, lowercase paragraph heading ending with a period.</i></b>
5		<i>Indented, italicized, lowercase paragraph heading ending with a period.</i>

Make liberal use of headings to guide your reader. Please keep in mind that the purpose of headings is to clarify your logic and organization for the reader by establishing a hierarchy of sections in the paper. However, dividing your narrative into an abundance of subsections can actually have the opposite effect. Too many subsections can disrupt the narrative. Avoid single paragraph sections.

### *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. For the front matter, type the numerals on the 1" bottom margin, centered with the body of the text. Page numbers will change as you edit your document. Therefore, when referring to tables, figures, definitions, appendices, etc., just refer the reader to the section in which the content appears.

### *Body of Text*

The body of the text explains, illustrates, and argues for particular points by organizing, in a coherent manner, the evidence gathered from various sources. The text should be clear, concise, 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.

- Remember you have to be like a lawyer and provide concrete evidence to support each of your statements (in citation format from either theoretical or empirical research that you have reviewed to identify a gap in the literature that your research question can address). Also remember you have to be like a great chef and clearly and concisely define each and every ingredient and how you are going to put the ingredients together. If you leave out some crucial steps your dish will not be reproducible (or replicable as we say in research) which it needs to be.
- Remember that a paragraph is at least 3-5 sentences and has a topic sentence as well as supporting evidence, a transition to the next section, and a concluding sentence. Keep in mind that shorter paragraphs, made up of compact sentences, improves the flow of the narrative. Direct language and phrasing is preferred. Begin each paragraph with a topic sentence that sets the tone for the entire paragraph. Please see APA 3.08 for more about writing concisely.

## DON'T DO THIS:

Paraphrase (citation). Paraphrase (citation).  
Paraphrase (citation). Paraphrase (citation).

## OR THIS:

"Quotation" (citation). "Quotation" (citation).  
"Quotation" (citation). "Quotation" (citation).

---

## BUT THIS:

**M**  
**E**  
**A**  
**L**  
  
=  
**all necessary  
elements of  
a paragraph!**

**Main idea**, taking the form of a topic sentence.  
**Evidence** supporting the main idea, taking the form of a paraphrase from another scholar/study (citation). A sentence transition followed by more evidence that supports the topic sentence (citation). **Analysis** of the paraphrased information you provide above. Even more of your own analysis to demonstrate critical thinking and synthesis. **Lead-out sentence** that summarizes your points and/or transitions to the next paragraph.

- For your proposal (chapters 1-3) the language should all be in the future tense until it is approved and you have passed your proposal defense; then you shift to past tense. Still use past tense when you are talking about literature that has been conducted.
- Be as precise and concise as possible, and always minimize the number of words you use to get your point across. Use shorter and simpler words (i.e. don't use "utilized" instead of "used"). Don't use the same word twice in one sentence.
- Don't use colloquial language in a scholarly paper. Per APA, avoid colloquialisms, such as "in light of," in your writing, as they may not be universally understood.

- Refer to the appendices in the same order that they appear at the end of the manuscript. The first in text reference should be to Appendix A, then Appendix B, and so forth. Page numbers may change, so just give the appendix letter.
- See APA 3.01 on Length

### *Writing Conventions*

- *United States*: Always spell out United States unless it is in the name of a document in the reference section. Spell out United States in noun position; use U.S. before a noun (U.S. Marines or U.S. Senator). Use a period when abbreviating the United States as an adjective. See APA section 4.02.
- *Pronouns*: Pronouns such as “this” should always be followed by a noun. Otherwise, the reader may not know what you’re referring to (see APA 3.09). Use “who” to refer to people, and “that” or “which” to refer to nonhuman beings and inanimate objects (e.g., that cat, which chairs, etc.).
- *Numbers in Text*: Use words to express numbers that begin a sentence or title (see APA, p. 112). Use numerals to express numbers greater than nine, but use words to express numbers less than 10 unless they represent values that are being compared to other values that are 10 or higher, or unless they represent precise measurements (see APA, p. 111). The exceptions to these rules are numerous. See APA, pp. 111-115. Always use numerals to express time (2 years, 4 hours, 3 weeks etc.). Use “since” to indicate an element of time (as in, “after that”); otherwise, use “because” (see APA 3.22). Use figures to refer to exact units of time (e.g., 4 years). When times are approximate, spell out numbers less than 10 (e.g., about four years). Use figures for large rounded numbers (e.g. 3 million).
- *Hyphens (prefixes etc.)*: There are no hyphens in compound adjectives with –ly endings. No hyphens in common fractions used as nouns. See the APA manual (pp. 97-100) for a good explanation, including a list of prefixes that do not use a hyphen. This includes post and pre; use posttest and pretest (not pre-test and post-test). See Table 4.2 (p. 99) in the APA manual for a complete list. You can also find a helpful summary on APA’s website: <http://www.apastyle.org/learn/faqs/when-use-hyphen.aspx>
- *Acronyms*: Always define an acronym before you use it. You have to put things in context for your reader even if they seem obvious to you. After the first use of the unabbreviated term and the associated acronym, you should use the acronym exclusively for the remainder of the manuscript. However, you should redefine each acronym once in each chapter. See page 106 of the APA manual.
- *Commas*: You don’t need a comma before the conjunction when both clauses share the same subject (e.g., “I went to the store and bought some milk”). Don’t forget to include the serial comma (this is the comma that appears before the conjunction in a series of three or more items). Use “which” (and a comma) for nonrestrictive clauses; for restrictive clauses, use “that” (no comma). See APA 3.22 for examples. See the School’s “Theses Support and Resources” Moodle course for a great general overview of comma usage rules.

- Semicolons: Use a semicolon to join two independent clauses (i.e., two clauses that could stand alone as complete sentences). See APA 4.04.
- 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.
- See APA 3.05+ on Writing Style; 3.07 on Tone; Active voice
- See APA 4.46 on Spacing, Alignment, and Punctuation

### *References Cited*

References cited should to adhere to APA formatting requirements (6<sup>th</sup> ed.; 2010). Make sure you go through all your references and ensure: a) if they are cited in the text they are listed in the reference section; b) if they are listed in the reference section they are also listed in the text; and c) the use et al. rules have been followed throughout. Use the MS Word tool for citations and bibliography to automatically populate references cited in the thesis template. Also use the citation tools provided by APA, OWL Purdue, and within Google Scholar.

- *Publication Dates:* Publication dates are included the first time a source is cited in a new paragraph and anytime it appears in parentheses. The publication date is not needed for subsequent, in text citations in the same paragraph. See pages 174–175 of the APA Manual for examples of how to integrate citations into the narrative.
- *Et al. Rules:* When you have six or more authors you may use et al. in the first and all subsequent cases (however list all the names in references section). When there are less than six authors, you must list them all out the first time and then use et al. for all subsequent uses. With more than 7 authors you can use ellipses (<https://owl.english.purdue.edu/owl/resource/560/06/>).
- When listing several studies at once, always put them in alphabetical order.

### *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 thesis committee for final approval, as separate appendices. Specific wording or “credit lines” must be used if requested by the copyright holder.

Tables must fit within the page margins. In APA style, there should be horizontal lines at the top and bottom of a table. Be sure to use the insert table function of MS Word. Italicize table titles. Single space table titles longer than one line. In title case, be sure to capitalize all words of four or more letters, as well as all “important” words (i.e., nouns, verbs, etc.). Use sentence case for headings within a table. When referencing a table in your text, just give the table number, without “below.” Per APA, avoid directional phrases like above or below. See APA 5.07-5.11 for more on tables.

### *Figures*

Figures are labeled at the bottom with the title/caption not exceeding the width of the figure. Per APA, use sentence case for your figure titles. This means that you should only capitalize the first word, and proper nouns, like you would the beginning of a sentence. You only need to include the first sentence of the figure title in the List of Figures. For figure titles (again, just the first sentence) longer than one line, indent the second line. Be sure to mention figures and tables by number in the narrative before they appear. For example, you could say, “A map of Trans-Jordan is shown in Figure 1.” Figure titles should be flush left, with the figure number in italics.

A figure title should actually be a descriptive sentence, rather than a terse phrase/label. This is partly for accessibility reasons, because someone with vision impairment will only be able to understand what your figure indicates if you actually describe it.

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 thesis committee for final approval as separate appendices. Specific wording or “credit lines” must be used if requested by the copyright holder. Be sure to obtain written permission to reprint or adapt any

table or figure material from another source, unless that source is in the public domain. Include letters of permission in the appendices. See APA 2.12 and 5.06.

- Figures, illustrations, graphs and the like must be inserted as close to the first reference as possible and labeled numerically 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.
- All figures, illustrations, photographs, maps, diagrams, and similar presentations must be professional quality, and in grey scale so that they are reproducible. Please do not use color -- as the thesis will be printed in black and white. Try hatches or cross hatches if you need to distinguish parts of a 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).
- Double space above and below figures, tables, etc.
- See APA 5.20-5.25.

### ***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 Nystrom Library
- Teacher Resource Center
- Online Resources
- Counseling and Psychological Services
- Advocacy Resources
- Writing Center

### **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.

## Student and Editor Responsibilities for 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.

## Student and Editor Responsibilities for Thesis Format

### *Student Responsibilities*

- Structure the document following the Thesis Template.
- 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 form margins, spacing, paragraph indentation, and other specific requirements.
- Assure that proper word divisions are used for all hyphenated words.

### **Student and Editor Responsibilities for Thesis 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 an 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 APA 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, the Thesis Template, and the most recent edition of the Graduate Student Handbook?
- How long will it take to complete the editing and formatting of my document?
- When must my document be to you to guarantee submission by the semester deadline (always allow time for unexpected delays)?
- 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 an editor is selected, book the approximate block of time and stick to your delivery date of the approved thesis.

## General Questions Editors Might Ask Candidates

An editor would be wise to see a candidate's thesis material before agreeing to edit 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 and Thesis Template?
- 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 School of Education 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, the Coordinator of Research or the Coordinator of Graduate Studies. Read this 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](http://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](http://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 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. Typically “fair use” is defined as < 10% of the 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, and attached as a separate appendix.

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 an 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. 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 to the entire committee 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.

## 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 Jessup University 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 Research.

## 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 committee has signed off on the final thesis, candidates must complete the Degree Requirements Completion Verification process and form (see process in Moodle and form on MyJessup). Candidates must also follow the library's publication guide and 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 who do not complete the Thesis requirements within the allotted time may continue working on the Thesis. If a candidate has failed the thesis defense, s/he will enroll in the EDU 699 Thesis Continuation Status Course. If the candidate simply needs more time to complete the thesis requirements, the candidate will re-enroll on the thesis 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

Below is the rubric used to score the thesis proposal and final thesis (IRA Standards (2003) addressed: 1.1, 1.2, 1.3, 5.4 ISTE Standards addressed: TF-I.B1; TF-III.A2; TF -VIII .D1).

Each section of the thesis, as well as the verbal defense presentation, 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

Each element will be scored with a whole number score between 1.00 and 4.00 or an incremental score as follows:

.00	Clearly demonstrates current level of performance
.25	Slightly above current level of performance
.50	Approaching the next level of performance
.75	Nearly reached the next level of performance

For your thesis to be approved, you must score at least 3.00 in each category of the rubric. Thesis Section Weights are detailed in the rubric (section weights will be calculated during the defense meeting and averaged across readers). The verbal defense score is separate, distinct and not weighted.

Component	4 Distinguished	3 Proficient	2 Developing	1 Unsatisfactory
<b>Abstract (.05)</b>	Clearly and succinctly states the purpose, describes sample, summarizes methodology and major findings in the appropriate academic discourse. Abstract is an appropriate length.	Is sufficient but incomplete in stating the purpose, describing sample, summarizing methodology and major findings. Abstract is an appropriate length.	Addresses some, but not all of the following: states purpose, describes sample, summarizes methodology and major findings. Abstract length is inappropriate.	Fails to clearly or convincingly state the purpose, describe sample, summarize methodology and major findings. Or Abstract is missing.
<b>Introduction (.10)</b>	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.	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.	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.	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.
<b>Literature Review (.25)</b>	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.	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.	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.	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.
<b>Methodology (.15)</b>	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	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	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 uses other

	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.
<b>Results (.20)</b>	Clearly and succinctly states results, substantiated by collected evidence, in the appropriate academic discourse. Relevant tables and/or figures are used accurately.	Is sufficient but incomplete in clearly and succinctly stating results, substantiated by collected evidence. Relevant tables and/or figures are used accurately.	Addresses some, but not all of the following: Clearly and succinctly states results, substantiated by collected evidence. Tables and/or figures are used inaccurately.	Fails to clearly or convincingly state results, substantiated by collected evidence. Tables and/or figures are lacking or used inaccurately.
<b>Conclusions (.20)</b>	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.	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.	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.	Fails to draw insightful conclusions from the results or present insightful implications. Statements are not substantiated by collected evidence. Recommendations for research or practice were lacking, inappropriate or inaccurate.
<b>References and Style (.05)</b>	Complete and accurate, following APA guidelines. 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.	Complete and accurate, following APA guidelines, with fewer excusable errors. 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.	Is incomplete or inaccurate. Does not consistently follow APA guidelines. 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).	Is lacking, incomplete or inaccurate. Does not follow APA guidelines. 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.
<b>Verbal Defense</b>	Verbal presentation is well organized, professional, and demonstrates excellent communication skills. Presentation reveals exceptional depth of subject knowledge, critical thinking skills, and an ability to interconnect and extend knowledge from multiple sources and perspectives. Responses to questions and critiques are eloquent; arguments are skillfully presented. Slides and visuals are very clear and enhance	Verbal presentation is organized, clear, and demonstrates good communication skills. Presentation reveals some depth of subject knowledge, some critical thinking skills, and an ability to draw knowledge from multiple sources and perspectives. Responses to questions and critiques are complete; arguments are well organized. Slides and visuals are clear and help guide the verbal presentation.	Verbal presentation meets some, but not all of the expectations for a graduate-level presentation: Organization, clarity, and communication skills are demonstrated, but could improve. Presentation educates on the subject matter, but does not reveal depth of insight, critical thinking, or extend the knowledge researched. Responses to questions and critiques are given, but are not thoughtful or lack	Verbal presentation is poorly organized, unclear, and poorly communicated. Presentation reveals critical weaknesses in depth of subject knowledge, lacks critical thinking insight, and is narrow in scope. Responses to questions and critiques are incomplete or require prompting; arguments are poorly presented. Slides and visuals are unclear and difficult to read or understand.

the verbal presentation.

clarity; arguments are lacking.  
Slides and visuals are clear, but do not  
add to the presentation.