Master's Degree Programs
Thesis/Project & Portfolio
Handbook
# TABLE OF CONTENTS

SECTION I  
TOURO UNIVERSITY POLICIES AND EXPECTATIONS

Time Limit for Completion of a Graduate Degree and Credential Programs

Two Required Culminating Demonstrations of Master’s Level Expertise

Research Course Sequence

Expectations

Thesis vs. Field Project

Alternative Projects

General Guidelines – 12 Steps to Guide Your Master’s Thesis/Project

SECTION II  
OVERVIEW OF THE MA THESIS/FIELD PROJECT

Abstract and Keywords

Acknowledgements (optional)

Table of Contents, List of Tables, List of Figures

Summary of Chapter Contents for a Thesis or Field Project

SECTION III  
DESCRIPTION OF THE MA THESIS/FIELD PROJECT COMPONENTS

Chapter 1

Introduction

Statement of the Problem

Background and Need

Rationale

Research Questions/Hypotheses – Thesis only

Methodology – Thesis only

Limitations – Thesis only

Purpose of the Project – Field Project Only

Project Objectives – Field Project Only

Definition of Terms

Summary

Rubric for Chapter I

Chapter 2: Literature Review

Introduction

Literature Themes (3-4) & Theoretical Rationale

Summary

Rubric for Chapter II

Chapter 3: Methodology and Results (Thesis) / Project Development (Field Project)

Introduction

Background of project

Components of the project

Methodology and project design

Results: Presentation of data (Thesis Only)

Begin by describing the Population and the Sampling Method

Determine the Independent, dependent, and controlled variables

Data Collection – two types

Data Analysis

Summary

Chapter 4: Discussion, Conclusions, Recommendations

Introduction

Project Outcomes / Research Questions

Audience, Procedures and Timeline

Recommendations: Evaluation of the Project / Implications of the Results

Conclusions

References

Appendix/Appendices

Handbook or Curriculum

Title Page Table of Contents Chapters specific to project References specific to the handbook/curriculum
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop</td>
<td>16</td>
</tr>
<tr>
<td>Media Presentations</td>
<td>16</td>
</tr>
<tr>
<td>References/Resource Section</td>
<td>16</td>
</tr>
<tr>
<td>Chapters 3 &amp; 4 Rubric – Complete Thesis/Project</td>
<td>17</td>
</tr>
<tr>
<td>SECTION IV: APA GUIDELINES</td>
<td>19</td>
</tr>
<tr>
<td>Use of the APA Publication Manual</td>
<td>19</td>
</tr>
<tr>
<td>SECTION V: Manuscript and Final Document Preparation</td>
<td>21</td>
</tr>
<tr>
<td>Paper</td>
<td>21</td>
</tr>
<tr>
<td>Typeface</td>
<td>21</td>
</tr>
<tr>
<td>Spacing</td>
<td>21</td>
</tr>
<tr>
<td>Margins</td>
<td>21</td>
</tr>
<tr>
<td>Page Numbers</td>
<td>21</td>
</tr>
<tr>
<td>Binding</td>
<td>22</td>
</tr>
<tr>
<td>Copies</td>
<td>22</td>
</tr>
<tr>
<td>Master Word Template</td>
<td>22</td>
</tr>
<tr>
<td>SECTION VI: POSTER FOR DEFENSE</td>
<td>22</td>
</tr>
<tr>
<td>Oral Defense and Poster</td>
<td>22</td>
</tr>
<tr>
<td>SECTION VII: INSTITUTIONAL REVIEW FOR THE PROTECTION OF HUMAN SUBJECTS</td>
<td>23</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>25</td>
</tr>
<tr>
<td>APPENDIX A: SAMPLE TITLE PAGE</td>
<td>26</td>
</tr>
<tr>
<td>APPENDIX B: SAMPLE SECOND PAGE- SIGNATURES</td>
<td>27</td>
</tr>
</tbody>
</table>
LIST OF TABLES

Table 1: Master's Degree Program Emphases Aligned with National Standards ........................................... 1
Table 2: Comparison of Contents in a Thesis vs a Project................................................................................ 5
Table 3: APA 6th Edition Levels of Heading ................................................................................................. 20
LIST OF FIGURES

Figure 1: Diagram of the Touro University California Core Research Courses Leading to the Culminating Experience in the Master's Degree Programs................................................................. 2
SECTION I  Touro University Policies and Expectations

Time Limit for Completion of a Graduate Degree and Credential Programs

All requirements for graduate degrees and credential programs must be completed within a seven-year period from the time of initial enrollment in the program. (TUC COE Student Handbook, 2010, p. 3).

Two Required Culminating Demonstrations of Master's Level Expertise

1. Candidates for the Master's degree in any emphasis are required to complete a culminating master's level project or thesis to demonstrate their scholarship. Working with an academic advisor, the plan for development of this project is made in the first research course in the master's program, EDU 710 Introduction to Research. It is further refined in the Literature review and final Master's seminar courses.

2. Candidates develop an electronic portfolio of artifacts collected during the period of study in the Master's (and credential where appropriate) program to demonstrate progress towards meeting the adopted standards for the Master's degree program emphasis. This portfolio is to be submitted in TaskStream (taskstream.com) for scoring. The portfolio should align with the following standards:

| Table 1: Master's Degree Program Emphases Aligned with National Standards |
|-----------------------------|--------------------------|
| Emphasis                    | National Standards       | Web URL                               |
| Special Education           | California Commission on Teacher Credentialing Education Specialist Standards | See Special Education Program Advisor http://www.ctc.ca.gov/educator-prep/standards/Special-Education-Standards.pdf |
| Teaching & Learning         | California Commission on Teacher Credentialing Teaching Performance Expectations (TPE) or CSTPs | TPE: http://www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook-AppendixA-TPEs.pdf  

Information about how to register to obtain a Taskstream account is provided each semester during the iLearn training for students. Contact the GSOE office for the iLearn training schedule: 707-638-5971. Generally, this occurs during new student orientation.
Research Course Sequence

Three courses have been designed to support the Master's candidate with development of the culminating master's project or thesis. They are:

**EDU 710 Introduction to Research for Educators (3 units)**
Provides an overview of qualitative and quantitative research methods commonly used on the area of education and related social science fields. Master of Arts students will learn how to read and evaluate research studies, analyze data, and design a research proposal.

**EDU 716 Reading /Writing Educational Literature (3 units)**
Immerses the MA candidate in reading and analyzing the current theoretical and empirical literature on an educational topic connected to his/her MA project or thesis. Students are expected to define their topic and write a literature review in anticipation of their Master's project or thesis. This course incorporates writing instruction, practice, and support for students undertaking graduate study in order to acquire the conventions of academic writing expected of Masters level students. EDU 710, Introduction to Research for Educators, is a pre-requisite or co-requisite course unless prior permission is granted by the instructor.

**EDU 795 Masters Thesis/Project Seminar (3 units)**
Provides support and direction during the development and completion of the culminating project requirement for the Master of Arts degree. The requirement may be fulfilled either through a research study or an applied project with the approval of the thesis advisor. Students who do (not complete the culminating requirement during this course are required to enroll in an Independent Research course each semester until their thesis requirement for the degree is met. Pre-requisite EDU 710 and EDU 716 Co-requisite EDU 716.

---

Figure 1: Diagram of the Touro University California Core Research Courses Leading to the Culminating Experience in the Master's Degree Programs
Generally, one research course is taken per semester in the following order: 710, 716, and 795. EDU 710 must be taken as the first course in the sequence, however, it may be combined with EDU 716 in the same semester. Similarly, EDU 716 may be taken in combination with EDU 795 in the same semester.

Expectations

The Graduate Studies program is committed to the academic and practical preparation of professionals for leadership roles throughout the P-14 educational system. To that end, our program of instruction is designed to move candidates from scholar to action researcher to instructional leader. The candidate’s culminating project should:

- Demonstrate application of the theories, pedagogy, insights, and skills acquired in the emphasis program.
- Examine current issues, trends, pedagogy and research in education
- Explore the literature surrounding the Master’s study emphasis with regard to effective, appropriate and/or innovative practices in teaching and learning
- Apply action research to develop a final project, workshop, thesis or in-depth literature review
- Contribute to solving an educational dilemma within your local school, district, community or the State by:
  - Demonstrate Touro’s commitment to support local school districts’ needs and the needs of at-risk youth
  - Examine the needs of school districts that face challenges of achievement gaps, inadequate resources, poverty, English language learners, and diverse cultures.
  - Focusing upon effective pedagogies from the real world context of teaching in multicultural school systems.

Thesis vs. Field Project

A thesis uses scientific inquiry to answer a research question and includes a systematic methodology for examining the problem. The thesis statement is clearly stated in the first chapter under «statement of the problem» and research questions are addressed in Chapters 1, 3, and 4.

A field project produces a product to solve an educational problem, dilemma, or need. The project objectives/outcomes are identified through a local action research cycle.

Alternative Projects

See your research faculty member or the Chair of Graduate Studies for further information and clarification on alternative projects. Options include:
- Extended Lit Review
- Journal Article
- Grant Proposal
General Guidelines – 12 Steps Toward Completing Your Master's Thesis/Project

1. Begin thinking about your field project/thesis as early as possible in EDU 710. Reflect on a current question or issue from your classroom or from your graduate studies to choose a relevant topic for your field project/thesis. Design your initial proposal in this class.

2. Read, read, read literature related to your chosen topic.

3. Visit the Graduate Studies Office (LH 225) to become familiar with some of the master’s field projects or theses – their elements, format, quality, etc. Samples theses/project are available for review in the office only and are not to be taken home. These samples or parts thereof may not be copied. See the Chair of Graduate Studies for help.

4. Writing a master’s thesis/project is an iterative process. Be mentally prepared to revise your document repeatedly as you read, conduct action research and learn more about your study.

5. Writing a master’s thesis/project challenges you to creatively write about your problem and to summarize your readings at the beginning and end of every chapter. It may also require restatement of supportive information in each chapter. Be sure to use terminology consistently throughout the paper. Unlike creative writing, it is appropriate in a master's project to repeat statements in the same way throughout the paper.

6. While you are enrolled in EDU 710 Survey of Educational Research, work on a tentative project or thesis proposal with all its components in consultation with the instructor.

7. Design an action research component to your project/thesis early in your EDU 716 course so that you are able to collect some classroom data to inform the development of your project. If you are not in a classroom, consult with your instructor about how to start planning for your final project/thesis data collection. Complete your literature review as soon as possible during this semester.

8. If you do the thesis, you must obtain approval from the Institutional Review Board for the Protection of Human Subjects (IRBPHS) before conducting your study. For information regarding the policies and procedures for approval, visit tu.edu/coe and click «current students». The link to the IRB approval policies is on this page.

9. EDU 795, the field project/thesis class does not meet regularly like other classes; it combines scheduled seminar meetings by the whole class and individual meetings with the instructor. The dates and activities for the meetings and timeline for completion of the field project/thesis are explained at the organizational meeting, which is the first class meeting during the semester. Your instructor in the field project/thesis course becomes your project/thesis advisor or chairperson. A second reader is not required but you may request one if you need an additional faculty with expertise in area(s) related to your project. The second reader needs to be approved by your program advisor and project/thesis instructor.

10. Resubmit your proposal from EDU 710 at the beginning of EDU 795 the field project/thesis seminar and get your instructor’s approval before you start with your project/thesis.

11. Remember to consider how your thesis/project contributes to the field of education in a unique way. Connect to this idea to the introduction to each of your chapters.

12. Your final written product should reflect and objective and unbiased point of view on the topic. Do not use first-person (I, we, us, our, etc.) or second-person (you, your) language. Material quoted from other sources is the only exception to this policy.

IMPORTANT: The thesis/project must be original and all source materials must be properly documented. All documents submitted are subject to scanning using TURNITIN or similar software.
SECTION II  Overview of the MA Thesis/Field Project

While it may seem repetitive, each chapter of the Thesis/Project begins with an introduction to the problem which, in chapters 2-4, provides an overview of key ideas presented in the previous chapters and concludes with a summary of what was presented in the chapter and a lead-in to what will follow in the next chapter. Thus, each chapter of the MA thesis/project should be able to stand alone without the surrounding chapters to provide context. The format for writing the manuscript includes the following sequence:

Table 2: Comparison of Contents in a Thesis vs a Project

<table>
<thead>
<tr>
<th>THESIS</th>
<th>PROJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page (no page number)</td>
<td>Title Page (no page number)</td>
</tr>
<tr>
<td>Signature Page (no page number)</td>
<td>Signature Page (no page number)</td>
</tr>
<tr>
<td>Author Release/Permission to Use Form (no page number)</td>
<td>Author Release/Permission to Use Form (no page number)</td>
</tr>
<tr>
<td>Abstract and key word list (no page number)</td>
<td>Abstract and Key word list (no page number)</td>
</tr>
<tr>
<td>Acknowledgements (optional – no page number)</td>
<td>Acknowledgements (optional – no page number)</td>
</tr>
<tr>
<td>Table of Contents (begin Roman numeral i)</td>
<td>Table of Contents (begin Roman numeral i)</td>
</tr>
<tr>
<td>List of Tables</td>
<td>List of Tables</td>
</tr>
<tr>
<td>List of Figures</td>
<td>List of Figures</td>
</tr>
</tbody>
</table>

Chapter I – Introduction to the Problem (begin Arabic numeral 1)

Introduction
Statement of the Problem
Background and Need
Theoretical Rationale
Research Questions/Hypothesis
Methodology
Limitations
Definition of Terms
Summary

Chapter II – Review of the Literature

Introduction
Background of how the study was conceived
Research Design & Preliminary action research
Methodology
Results (present in terms of your research questions)
A: Raw Data and Histograms
B: Data Analysis (NOT interpretation)
Summary

Chapter III – Methodology & Results

Introduction
Background of how the study was conceived
Research Design & Preliminary action research
Methodology
Results (present in terms of your research questions)
A: Raw Data and Histograms
B: Data Analysis (NOT interpretation)
Summary

Chapter IV – Discussion, Conclusions, and Recommendations

Introduction
Purpose of Study/Research Question(s)/Hypothesis
Interpretation of Results
Implications of Results
Limitations of the Study
Recommendations for Future research
Conclusions

References

Appendix – Appendices

Theses should include the IRB approval form in the appendices along with all approved questionnaires, surveys, interview protocols, etc.

References

Appendix – Appendices

Field projects should include the project as the last section of the Appendices. Page numbering begins anew in the Field Project.
Below is a brief overview of the contents for each section in the Thesis/Project:

**Abstract and Key Words list (required)**

An abstract is required for all Master’s Thesis/Project. An abstract is a summary of the contents that may not exceed 350 words. Check the APA Manual and dissertation abstracts in dissertations that can be checked out from the Library will provide examples. The key words should be a list of terms that others might use to «look up» your paper in the database. Use your experience in conducting the literature review and searching for articles in ProQuest, Ebsco, ERIC, etc to guide you choices for terms.

**Acknowledgements (optional)**

An acknowledgement is not required for a Master's Thesis/Project, however you may elect to include one. The acknowledgement section is a way for the author to thank (family, friends, advisors, etc.) who were helpful during the preparation of your work. The length of this section is up to the author but it is suggested that it not exceed one (1) page.

**Table of Contents, List of Tables, List of Figures**

This section lists all contents -- major sections of the thesis -- beginning with the abstract (if one is included). In the thesis, the table of contents also includes a list of the contents of the Appendix/Appendices.

**Summary of Chapter Contents for a Thesis or Field Project**

Sections relative to each type of product are noted in parenthesis where appropriate. If there is not notation then the section is required for both types of products).

**SECTION III Description of the MA Thesis/Field Project Components**

**Chapter 1**

Chapter one serves two major purposes. First, you must introduce your topic to the reader, by providing background information to provide a context for your topic, articulate a need for your study, and then clearly state the problem that your study will address. Next, you will state the purpose of your study, outline objectives, and define any key terms that you must clarify for the reader.

Throughout Chapter one, use appropriate citations to support your statements. Although the Chapter two is devoted to the review of the literature, you will strategically reference major research in order to provide the reader with a solid understanding of your study, and how it fits into the greater body of research literature. Because of this, it is suggested to revisit and re-edit Chapter I as you complete you literature review in EDU 716 and again in EDU 795 when you have finished your research or field project.

Chapter one is broken into seven sub-sections: introduction, statement of the problem, background and need, purpose, objectives, definition of key terms and summary. Each sub-section is will by 2-3 paragraphs in length. The first paragraph should serve as a bridge, summarizing/re-stating what has already bee presented, as a means of setting up what will come next.
Below is a summary of each sub-section of Chapter one. Each sub-section below will serve as a heading in your literature review:

**Introduction.**

This chapter begins with an introduction (2-4 paragraphs) that gives a general overview or introduction of the area/focus of your research. It should situate the problem to be investigated in the larger context of the field of education. The introduction allows you to provide a global overview that orients the reader and prepares him/her for what is to come. The first 1-2 paragraphs are meant to ground the reader in your topic, using citations when necessary. The remaining 1-2 paragraphs will clearly, and strategically, outline what you will discuss in the remaining subsections (i.e., problem, purpose, objectives, etc.). *There is no «I» in the Master’s project at any time.*

This introduction is followed by several subsections.

*Writing Note: Each subsection should begin with a brief summation (2-5 sentences) of what has previously been presented. These summaries build on what has come before as a means of setting up what will come next. The challenge is to make these summaries interesting (and accurate) as you repeat information.*

Throughout Chapter I, use appropriate citations to support your statements. The citations used can come from a wide range of sources, including research literature, books, media, and popular press. The research reviewed in Chapter II may also be used in this section.

**Statement of the Problem.**

This section begins with a statement of the problem (thesis statement). You then present relevant information about why this is an important problem to examine and relevant information about the problem that needs to be addressed. Conclude by restating, in specific terms, the problem.

**Background and Need.**

Begin the section with a restatement of the problem to provide perspective for the background and need. Then, present relevant historical and background information, with citations, that supports the need for your project. This section should situate the problem in the larger context of education and move to the more local context; e.g. from the nation, the state, the district, the school, to your classroom, etc. Research articles, books, educational and government statistics are just a few sources to use in this section. This section (at least 4-6 paragraphs) can include brief reviews and/or citations from articles in the literature review as well as other relevant sources that you will not review in depth but that support the thesis or problem. The reader should clearly understand the need for your study or project.

**Theoretical Rationale.**

Begin the rationale with a summary (2-4 sentences) of what has come before to provide background for this section. The rationale should describe a model or theory underlying this investigation. Think of the rationale in terms of defining the big problem, stating what is known, defining the gap(s) in the knowledge, and stating what needs to be done/studied to fill that gap. Appropriate citations from education research, as well as education research methodology, should provide support for the model or theory you are presenting.

**Research Questions/Hypotheses – Thesis only.**

This study was selected because you believe there is a problem or a specific need and it is necessary to solve that problem or fill that need. Frame the problem as a researchable question(s) and/or hypotheses.
Methodology – Thesis only.
Review what has come before to provide a basis for the methodology selected to conduct your research. Describe the design and the implementation of your study. This includes:
A. research method and variables (if appropriate)
B. instrumentation
C. participants
D. pilot
E. analysis of data

Limitations – Thesis only.
Begin with some background related to your study and then detail any limitations to the study. Be very specific, for example the population to which your findings will be limited.

Purpose of the Project – Field Project Only.
Begin with a specific statement: The purpose of this project is to . This is the first time you specify the exact form the project will take – a handbook, a professional development workshop, a computer program for substitute teachers…. Following the opening statement you then provide detailed information, based on the background information provided earlier in the paper as well as new information, to support the project. Explain what you hope the project will accomplish and why you chose to do this particular project. This should be supported with citations and specific information related to the intended audience for the project. If you are developing the project for a specific audience, this is the section where you give an overview of the audience and demonstrate how the project will serve that group. For example, if the project is a curriculum for a class, this section should include demographics and background information about the community the students live in, the school, the students in the particular class, current curriculum that requires the supplement, etc.

Project Objectives – Field Project Only.
This project was selected because you believe there is a problem or a specific need and this project will solve that problem or fill that need. In this section frame the problem as project objectives. Project objectives should be specific and measurable. In presenting these, you may select any format (introductory sentence followed by bullets; numbered sentences, etc.).

Definition of Terms.
The purpose of this section is to operationally define all the important and/or unique terms addressed/used in this study. Remember, you cannot simply define terms without providing information related to expert background information that allowed you to develop the definition(s). This section should include information about specific sources that either provided definition(s) or provided the background information you used to create your study specific definitions. Sources used can include specific research, books, and even the dictionary.

Suggested format: Before beginning to define terms use a paragraph format to:
1) tell the reader that you recognize there may be some debate about definition of terms presented but when reading this study the definition(s) stated will apply;
2) list resources used, in general, to develop the multiple definitions related to this study. The format for the actual definition of terms, following your opening paragraph(s), is up to you, as the author.

Several formats for the definition of terms that are frequently used:
1) a dictionary format with the word followed by a short definition;
2) 2) a paragraph format that states the word and then a longer explanation or definition with, perhaps some background that led to the definition development;
3) 3) a chart format with the term defined and perhaps an example of the term in use. Select the format, in consultation with your advisor, that is most appropriate for your study. Citations are an important part of this section. You must provide citations to support the definitions provided using any or all of the following methods:

- Multiple sources provide the background to develop the definition being used. List these in the opening paragraph for the section (following a general discussion of the role these sources played in developing many definitions) or you can list these, as citations, following the definitions developed using these sources.
- A single source provides the information used to develop the definition or you have paraphrased a definition from a single source. Cite the source following the definition.
- Direct quote. Use the citation format for a direct quote following the definition.

Summary.

Summarize the information in this chapter into 2-3 paragraphs. The summary should provide the important details that will lead the reader into the review of literature.
## Rubric for Chapter I.

<table>
<thead>
<tr>
<th>Content</th>
<th>Score</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General overview of the area/focus of your research. Provide a global overview that orients the reader to what is to follow.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The topic is introduced, logic leading to problem statement is summarized and purpose is re-stated. Organization is logical.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Statement of the Problem</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Begin with the statement of the problem. Then present relevant information about why this is an important problem to examine. Conclude with a restatement of the problem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The statement of the problem is clearly stated, including information supporting the problem. Organization is logical.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Background and Need</strong></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Restate the problem, present relevant historical and background information, with citations, that support the need for the project. Situate the problem in the larger context of education, and move to the more local context, eg from the nation, the state, the district, the school, to your classroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The background and need of the study is clearly stated, including the larger context of the problem and the local situation. Organization is logical.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Purpose of the Project</strong></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Begin with a specific statement: “The purpose of this project is to…….” Specify the exact form the project will take. Provide detailed information. Explain what you hope the project will accomplish and why you chose to do the particular project. If you are developing the project for a specific audience, give an overview of the audience. State how the project will serve that group. Include demographics of the group.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The purpose of the project is clearly stated, including the specifics of what you will accomplish through the study. Includes demographics of the group. Organization is logical.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Project Objectives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frame the problem as specific and measurable project objectives. Introduce the objectives with a sentence, followed by the bullets or numbered sentences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The project objectives are clearly stated, specific and measurable. Organization is logical.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Definition of Terms</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operationally define all important or unique terms. Begin by telling the reader that some experts debate about definitions of terms, and when reading this study, the definitions stated will apply. Refer to experts who have coined terms. In alphabetical order, state the terms, followed by a longer explanation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The terms are defined clearly, listed in alphabetical order, and include citations, if needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summary of Chapter 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarize the information in 2-3 paragraphs. Provide the important details leading to the review of literature, chapter 2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The summary is logical and clearly stated. Leads into chapter 2, review of literature.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Content Score _______________/ 21
### Language and Format

<table>
<thead>
<tr>
<th>Language and Format</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Citations</strong></td>
<td>All citations are included. References match citations, and all are encoded in APA format.</td>
<td>All citations are included. References match citations. Some APA formatting problems exist.</td>
<td>Not all citations included in references and/or not all references match citations. Some APA format problems.</td>
<td>Citations and/or reference are missing, along with significant errors in APA formatting.</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>All formatting follows example. Times New Roman, 12 pt. throughout.</td>
<td>Some formatting problems exist.</td>
<td>Several errors in formatting</td>
<td>Major errors in formatting.</td>
</tr>
<tr>
<td><strong>Voice</strong></td>
<td>Writing is primarily in the active voice (&gt;80%), clear and concise. Voice is appropriate and professional. First person pronouns are not used or rarely used.</td>
<td>Writing is primarily in active, with occasional passive voice (20-30%).</td>
<td>Passive voice is used regularly (30-50%).</td>
<td>Passive voice is used regularly and first person pronouns are used frequently.</td>
</tr>
<tr>
<td><strong>Logic &amp; Flow</strong></td>
<td>The reader is guided smoothly through logical connections between sections.</td>
<td>The overall arrangement is logical, but occasionally hard to follow.</td>
<td>Overall arrangement is logical, but occasionally hard to follow. Transition between sections is at times abrupt.</td>
<td>The overall arrangement is haphazard and difficult to follow.</td>
</tr>
<tr>
<td><strong>Clarity</strong></td>
<td>The reader clearly understands to whom pronouns are referring.</td>
<td>Generally clear references.</td>
<td>More than 5 unclear references.</td>
<td>More than 10 unclear references.</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>No spelling errors.</td>
<td>Few spelling errors.</td>
<td>More than 5 spelling errors.</td>
<td>More than 10 spelling errors.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>No grammatical errors.</td>
<td>Few grammatical and tense errors.</td>
<td>More than 5 grammatical and tense errors.</td>
<td>More than 10 grammatical and tense errors.</td>
</tr>
<tr>
<td><strong>Punctuation</strong></td>
<td>No punctuation errors.</td>
<td>Few punctuation errors.</td>
<td>More than 5 punctuation errors.</td>
<td>More than 10 punctuation errors.</td>
</tr>
</tbody>
</table>

**Content Score:**  

**Language and Format Score:**  

**Final score:**
Chapter 2: Literature Review

The literature review outlines and explains the research others have conducted that relates to your study. Presentation of this research should be unbiased both in its scope and in its language. The review must discuss the results of at least 8-10 current peer-reviewed articles from within the past 7-10 years. Additional, more historical articles, that relate to the theoretical rationale to your study will also be needed. In total, 25-35 articles are required for your whole Masters Thesis/Field Project.

Rather than simply list the results of each article one-by-one, you must organize the literature review in a way that leads the reader to the purpose of your study, from general, to specific. Beginning with an introduction, you will construct "themes" that strategically guide the reader through the literature, and then summarize the major findings.

Your review of the literature should include a brief description of the purpose, participants, research design, data collected, results and conclusions for each study reviewed. Because you have not yet taken a course in statistics, you do not need to include a summary of the quantitative data collected (e.g., p values). Stating whether the researcher determined results of a study where "statistically significant/insignificant" is appropriate.

Below is a summary of each sub-section of the literature review. Each sub-section below will serve as a heading in your literature review:

**Introduction.**

The introduction to your literature review serves two purposes. First, you must ground the reader in the background and need of your project and also re-state the purpose of your project. Second, you must preview the literature themes (including theoretical rationale) you will review. Your preview will provide the headings for the body of the literature review. In general, the introduction is between 2-4 paragraphs long.

**Literature Themes (3-4) & Theoretical Rationale.**

The first theme will be your theoretical rationale. In this section, you will describe the work of the major author(s) that provides theoretical underpinnings of your study. For example, if your study involves the effect of scaffolding on student achievement, Lev Vygotsky’s work on Zone of Proximal Development (ZPD), by might be appropriate. See Appendix ? for a table of common theories in education.

The remaining 3-4 themes will describe current research that closely relates to the topic of your study. Your themes must lead the reader, from general and ultimately the purpose of your study. In guiding the reader to your purpose, it is important to identify gaps in the literature that make a case for your study. For example, if your study involves an investigation of the effects of online homework on student engagement, your first theme might review past research on homework efficacy in general, your next theme could compare and contrast prior studies that have attempted to use online homework systems, and your final theme could discuss research that has been done on your topic (e.g., "Using Google Docs as a Homework Collaboration Tool").

**Summary.**

Much like the introduction, the summary of your literature review serves two purposes. First, it is important to remind the reader of the purpose of your study. Second, you must summarize the studies discussed in the literature review. Rather than simply list each study reviewed, use the summary section as an opportunity to compare and contrast the research in a way that reminds the reader of the most important literature reviewed. Many readers will skip to the summary first, so it is important that this section is holistic, and in no more than 2-3 paragraphs, summarizes the major research discussed.
Rubric for Chapter II:

Name ____________________________________________

Rubric for Chapter II: Review of the Literature

<table>
<thead>
<tr>
<th>APA 6th Edition Formatting</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Citations &amp; References</strong></td>
<td>All citations are included. References match citations, and all are encoded in APA format.</td>
<td>All citations are included. References match citations. Some APA formatting problems exist.</td>
<td>Not all citations included in references and/or not all references match citations. Some APA format problems.</td>
<td>Citations and/or references are missing, along with significant errors in APA formatting.</td>
</tr>
<tr>
<td><strong>Tables &amp; Figures</strong></td>
<td>All tables and figures are follow APA format.</td>
<td>A few table or figures do not follow APA format.</td>
<td>Several tables or figures do not follow APA format.</td>
<td>Tables of figures do not follow APA format.</td>
</tr>
<tr>
<td><strong>Headings</strong></td>
<td>All headings are follow APA format and are used.</td>
<td>All headings follow APA format but wrong levels are used.</td>
<td>Several heading and level errors exist.</td>
<td>Heading and level errors exist, along with grammatical errors within headings.</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td>8-10 research sources drawn from recent (within last 7-10 years) peer-reviewed publications. Total of 20-25 sources.</td>
<td>Less than 8 research sources drawn primarily from recent (within last 7-10 years) peer-reviewed publications or less than a total of 20-25 sources.</td>
<td>Less than 8 peer-reviewed research sources and less than a total of 20-25 sources.</td>
<td>Inappropriate research sources. Few peer-reviewed research and inaccurate number of sources.</td>
</tr>
</tbody>
</table>

**Language Style**

| Grammar & Tense | No grammatical errors (misspellings, punctuation, etc.). All research findings are presented in past tense as are the data and findings of the study. | Few grammatical and tense errors. | More than 5 grammatical and tense errors. | More than 10 grammatical and tense errors. |
| Voice | Writing is primarily in the active voice (> 80%) clear and concise. Voice is appropriate and professional. First person pronouns are not used. | Writing is primarily active, with occasional passive voice (20-30%). | Passive voice is used regularly (30-50%). | Passive voice is used regularly (30-50%), and first person pronouns are used. |
| Logic & Flow | The reader is guided smoothly through logical connections between purpose, theory and themes. | The overall arrangement is logical, but occasionally hard to follow. | Transition between sections is at times abrupt. | The overall arrangement is haphazard and difficult to follow. |

**Content**

**Introduction**

The topic is introduced, logic leading to problem statement is summarized and purpose is re-stated. Organization of review is described and description matches subheadings in body of review. All components described to 20-25% of the left are present, but need to be developed further. Description of one or more of the components is unclear or difficult to follow. Uneven correspondence between description of review and subheadings.

One or more components missing. Unnecessary elements included. Uneven correspondence between description of review and subheadings.

**Theoretical Rational or Seminal Author**

Seminal research is clearly introduced and described. Connection of theory to purpose is thoroughly and logically presented. Descriptive of seminal research and connection to theory is unclear and/or is difficult to follow. Description of seminal research and connection to theory is missing.

**Themes**

A logical flow between theory, themes and purpose of the study is present. Purpose, sample and method of major studies are described, and results are compared and contrasted for content and quality. Gaps in the literature are identified. All components described to the left are presented. Writing lacks clarity and conciseness. Description of one or more of the components is unclear or difficult to follow. One or more components missing. Unnecessary elements included.

**Summary**

Purpose statement, theoretical rationale, themes (including key studies) are revisited clearly and logically. All components described to the left are present. Writing lacks clarity and concision. Description of one or more of the components is unclear or difficult to follow. One or more components missing. Unnecessary elements included. Writing lacks clarity and concision and/or objectivity.

---

<table>
<thead>
<tr>
<th>33</th>
<th>100%</th>
<th>18</th>
<th>35%</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>97%</td>
<td>26</td>
<td>51%</td>
</tr>
<tr>
<td>31</td>
<td>94%</td>
<td>25</td>
<td>58%</td>
</tr>
<tr>
<td>30</td>
<td>91%</td>
<td>24</td>
<td>55%</td>
</tr>
<tr>
<td>29</td>
<td>88%</td>
<td>23</td>
<td>52%</td>
</tr>
<tr>
<td>28</td>
<td>85%</td>
<td>22</td>
<td>48%</td>
</tr>
</tbody>
</table>

Final Score ____________________________ /33
Chapter 3: Methodology and Results (Thesis) / Project Development (Field Project)

If you are conducting a study in which you will need to do statistical analysis, please complete the **Introduction**.

Both the thesis and the field project Chapter 3 begins with a summary of that reviews the key findings of the literature review and a recap of the problem.

**Background of project (PROJECT ONLY)/ Background of the Study (THESIS)**

This section provides information about how the project was conceived. It should describe the initial, usually informal, action research conducted that prompted the selection of the topic for further investigation. It may also explain how you became interested in the topic, events that occurred and the context and timeline in which the topic was initially investigated. If you conducted any action research to determine the need for your project, describe it here.

**Research Design & Preliminary Action Research (THESIS ONLY)**

Components of the project/study.

How did the literature inform your design of either the field project design or the methodology? How did you select the elements to be included. Describe any materials used/adapted and their rationale for use. Describe any materials you developed, how you validated them, and your rationale for use. Be sure to cite sources and provide information that connects these items to your objectives/research questions.

**Project design (Project Only)**

Describe the materials used, sample population, timeline of events (either developmental or administration of the research design), informal evaluation of the process and/or action research cycles.

**Methodology (Thesis Only)**

Describe sample population, timeline of events (either developmental or administration of the research design), informal evaluation of the process and/or action research cycles.

**Begin by describing the Population and the Sampling Method.**

Convenience sample: This type of sample is often used when the researcher is interested in getting an inexpensive approximation of the truth and wants to explore the problem in a easily accessible population. As the name implies, the sample is selected because they are convenient. This nonprobability method is often used during preliminary research efforts to get a gross estimate of the results, without incurring the cost or time required to select a random sample. (See [http://www.statpac.com/surveys/sampling.htm](http://www.statpac.com/surveys/sampling.htm))

**Determine the Independent, dependent, and controlled variables.**

- Independent Variables are changes that occur in an experiment that are directly caused by the experimenter (you.)
- Dependent Variables are changes that occur due to independent variables.
- A Controlled Variable is anything else that could influence the dependent variables.

The number of variables will decide which statistical analysis you will do so it is important to determine this information early in the process.

**Data Collection – two types.**

- Categorical Data: category or label values; e.g. race, gender, hair color
• Quantitative Data: Numerical values that measure the variable; e.g. height, weight

Results: Presentation of data (Thesis Only).

**Data Analysis.**

After collection of data, begin with exploratory data analysis

- **Examine Distributions** – look over data obtained from one variable at a time
  - What values do the data take and
  - How often (frequency)
- **Use visual displays supplemented by numerical measures**
  - If the variable data is categorical, the distribution is summarized using:
    - **Graphical display**: pie-chart or bar-chart, supplemented by
    - **Numerical summaries**: category counts and percent
  - If the variable data is quantitative, the distribution is summarized using
    - Histograms – look for shape (is the distribution even or skewed), center, & spread (range) for overall pattern; then outliers

Describe the relationships between data. Do not interpret the results – this will happen in chapter 4.

- **Examine Relationships** - explore data obtained from two variables at a time.
  - Use visual displays supplemented by numerical measures (Note: While both the pie-chart and the bar-chart help visualize the distribution of a categorical variable, the pie-chart emphasizes how the different categories relate to the whole, and the bar-chart emphasizes how the different categories compare with each other. 1) (Can we reliably generalize the results to the entire population of interest and conclude that a similar distribution across all people from this population group? In particular, can we make such a generalization even though your sample consisted of only n students, which is a very small fraction of the entire population? E.g. If we had separated our sample by gender and looked at males and females separately, would we have found a similar distribution across body image categories?)
- **Determine the appropriate statistical analysis tools using the web site below:**
  http://www.ats.ucla.edu/stat/mult_pkg/whatstat/default.htm

**Evaluation (Project Only)**

**Summary**

**Chapter 4: Discussion, Conclusions, Recommendations**

This chapter should begin with a concise restatement of the problem and the purpose of your project or study. Discuss how your project met your objectives. Give a timeline for implementation and how you intend to evaluate your project. Any evaluation instruments to be used should be included with the project in the appendix. Based on that evaluation, state what you will do in terms of further development or revisions of the project.

Based on this experience, the extensive research, defining of the problem, and the development of this project to meet a specific need, what conclusions can you draw?

The recommendation section contains two parts. First, what is the next logical step that should be taken in a future study or project dealing with your topic? Second, what actions, if any, might be taken based on your project outcomes?
<table>
<thead>
<tr>
<th>Project</th>
<th>Thesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Introduction</td>
</tr>
<tr>
<td>Project Outcomes / Research Questions</td>
<td>Purpose of Study/Research</td>
</tr>
<tr>
<td>Audience, Procedures and Timeline</td>
<td>Question(s)/Hypothesis</td>
</tr>
<tr>
<td>Recommendations:</td>
<td>Interpretation of Results</td>
</tr>
<tr>
<td>Evaluation of the Project</td>
<td>Implications of Results</td>
</tr>
<tr>
<td>Implications of the Results</td>
<td>Limitations of the Study</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Recommendations for Future research</td>
</tr>
<tr>
<td></td>
<td>Conclusions</td>
</tr>
</tbody>
</table>

**References**

**Appendix/Appendices**

This section will hold the actual documentation related to your project. It may include, but is not limited to text, charts/graphs, photographs, video or audiotape, computer program(s), or CD-ROM. Please note: Project format and style does not have to meet APA requirements.

**Handbook or Curriculum**

If you have developed a curriculum or handbook the complete text will appear in this section. The Appendix cover page (see sample page 23) will be numbered as the last page in the 4-chapter academic paper essay. Following this comes the project in a typical book format:

**Title Page Table of Contents Chapters specific to project References specific to the handbook/curriculum.**

Specific items (lessons, charts, drawings, etc.) used in the book do not need to be completely original. However, all items used from other sources must be cited, either as unaltered originals (like a direct quote) or as adaptations (basic citation format). The handbook/curriculum may not be professionally published unless you received permission from these sources for inclusion of their materials prior to publication.

**Workshop:**

Materials from a workshop developed for presentation should include all background materials - materials list, organizational notes, etc. - as well as materials used in the presentation including agenda, overheads, samples/pictures of posters, handouts provided for participants, etc. How these materials are organized is up to you, based on recommendations from your advisor.

**Media Presentations:**

Projects including tapes, disc, on-line projects, etc. need to provide documentation related to development within this section. Copies of tapes and discs should be provided with each printed manuscript. These should be appropriately packaged and labeled (name, project title, date). For on-line projects, directions for using the project, as well as background documentation and printouts from site would be appropriate for the appendix section.

**References/Resource Section**

Depending on the project, a separate reference/resource section may be appropriate at this point. This should be determined in consultation with your advisor. Select a format for presenting references that meets the needs of the intended audience. While APA format is acceptable, it is
not required so modifications may be made. For example the reference may be presented as an annotated bibliography or it could include resources not specifically cited in the text of the project such as sources for materials, web sites, local museums, or a lists of professional organizations.

Chapters 3 & 4 Rubric – Complete Thesis/Project
## GRADUATE SCHOOL OF EDUCATION SCORING RUBRIC:
### MASTER’S RESEARCH PROJECT

<table>
<thead>
<tr>
<th>Element</th>
<th>Relationship to SLO Framework</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of the Problem</td>
<td>• Responsive to Equity/Diversity • Knowledgeable • Reflective</td>
<td>Problem is well-defined, well-grounded in addresses a significant problem for diverse learners, and is applicable to populations beyond that to be studied. There is abundant and compelling evidence provided to support the significance of the problem. The proposed approach is rigorous with some unique characteristic(s).</td>
<td>Addresses diverse learners*. Contemporary and relevant. There is adequate evidence provided to support the significance of the problem. Problem is applicable to a larger population. Proposed approach for investigating the problem is appropriate.</td>
<td>Gives little/no attention to problems affecting diverse learners. Not a contemporary problem.</td>
</tr>
<tr>
<td>Review of Literature</td>
<td>Knowledgeable</td>
<td>Extensive review that includes summaries, synthesis, and critiques of exceptionally rigorous evidence-based sources that strongly support the statement of the problem and all the components of the proposed methodology.</td>
<td>Organizes, integrates, and evaluates articles to provide clarification of the problem and support the chosen methodology. Articles are relevant, timely, and seminal, coming primarily from refereed journals and primary sources. Preponderance of appropriate research articles. Articles or discussions provide linkage to diverse learners.</td>
<td>Articles chosen are not relevant to the problem. Articles are out of date and not seminal. Articles are from non-refereed journals or other inappropriate sources. Insufficient number of research articles and primary sources.</td>
</tr>
<tr>
<td>Methodology</td>
<td>• Knowledgeable Effective • Responsive to Equity/Diversity</td>
<td>For this type of research project: • The elements of methodology are both appropriate for the problem under study and represent the quality necessary for publication. • The methodology addresses more than one type of diverse learner. • Reliability (or consistency) and validity (or accuracy of measurement) have been firmly established.</td>
<td>For this type of research project: • The elements of methodology are appropriate for the problem under study. • The methodology focuses on diverse learners as stated in the problem. • The discussion of reliability (or consistency) and validity (or accuracy of measurement) is correct and sufficient, with problems having been identified.</td>
<td>For this type of research project: • Significant elements of methodology are inappropriate for the problem under study (participants, setting, procedures and materials, and/or instruments) • The methodology does not focus on the diverse learners as stated in the problem. • The discussion of reliability (or consistency) and validity (or accuracy of measurement) is omitted, insufficient, or inaccurate.</td>
</tr>
<tr>
<td>Data Analysis and Findings</td>
<td>Knowledgable Effective</td>
<td>Reports data analyses, including diversity-related findings, with a level of clarity and accuracy necessary for publication.</td>
<td>Reports data analyses as planned in the proposal. Makes few errors in data analyses and reporting of findings. Maintains distinctions between data and interpretations. Makes appropriate claims of significance (if applicable). Analyzes data using diversity variables.</td>
<td>Does not report data analyses as planned in the proposal. Makes major errors in data analyses or reporting of findings. Blurs distinctions between data and interpretations. Makes inappropriate claims of significance.</td>
</tr>
<tr>
<td>Interpretations Conclusions, Implications</td>
<td>• Reflective • Effective • Responsive to Equity/Diversity</td>
<td>Conclusions are accurate, appropriately linked to the problem and methodology. Implications for practice and future research are compelling in their potential applications for diverse learners. Conclusions add to the knowledge base and are extraordinarily insightful in their implications for further study.</td>
<td>Draws accurate conclusions from the data. Stated limitations of the study are appropriate. Implications for practice are thoughtful and appropriately related to the findings, the diverse learners, and/or the limitations in the study.</td>
<td>Draws unrelated, inaccurate, or overstated conclusions from the data. Stated limitations of the study are inaccurate or insufficient. Implications for future research are either omitted, insufficient, or unrelated to the findings or to the limitations in the study.</td>
</tr>
<tr>
<td>Quality of Writing</td>
<td>Knowledgeable</td>
<td>Mechanics: No errors in use of APA guidelines or other assigned style requirements. No errors of spelling, typing, grammar, format, sequencing.</td>
<td>Mechanics: Very few or minor errors in use of APA guidelines or other assigned style requirements. Minimal errors of spelling, typing, grammar, format, sequencing – none of which detract from the reader’s understanding.</td>
<td>Mechanics: Did not adhere to APA guidelines or other assigned style requirements. Numerous errors of spelling, typing, grammar, format, sequencing.</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Organization and Coherence:</td>
<td>The quality of content, organization, and coherence of the writing is at the level expected of professional publications.</td>
<td>Organization and Coherence: Few or no instances of inaccurate information. Sufficient information in all sections. Clear expression about the relationships among professional literature, theory, philosophy, research methodology, research findings, and current practice. Little or no extraneous information. Few or no problems in clarity of expression.</td>
<td>Organization and Coherence: Numerous instances of inaccurate and/or insufficient information. Little or no expression about the relationships among professional literature, theory, philosophy, research methodology, research findings, and current practice. Contains extraneous information. Multiple problems in clarity of expression.</td>
<td></td>
</tr>
<tr>
<td>Final Presentation</td>
<td>• Knowledgeable • Reflective • Collaborative • Leaders</td>
<td>Content and Delivery: Presentation is of the quality that is expected at a regional or national professional conference. Serves as an instructional model for other candidates.</td>
<td>Content: Presentation reflects use of coaching and feedback from committee member(s) on earlier draft(s). There are few errors or omissions; none are significant. Uses appropriate professional literature or research findings to respond to questions.</td>
<td>• Collaborative • Leaders Content: Presentation does not reflect use of coaching and feedback from committee member(s) on earlier draft(s). Presentation has significant errors or omissions. Does not use appropriate professional literature or research findings to respond to questions. Delivery: Does not follow a logical sequence of presentation content. Paces the sections of the presentation appropriately and adheres to the time limit. Demonstrates poise, confidence, and audience awareness.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Delivery: Follows a logical sequence of presentation of content. Paces the sections of the presentation appropriately and adheres to the time limit. Demonstrates poise, confidence, and audience awareness.</td>
<td>Delivery: Does not follow a logical sequence of presentation of content. Paces the sections of the presentation inappropriately and does not adhere to the time limit. Does not demonstrate poise, confidence, and/or audience awareness.</td>
<td></td>
</tr>
</tbody>
</table>

**SECTION IV: APA Guidelines**

**Use of the APA Publication Manual**

The American Psychological Association (APA) Publication Manual serves as a guide for the thesis/field project. However, since this manual is written for those preparing documents for submission to journals/publications there are key differences in formatting requirements. These include, among other things, pagination and headers. If you have questions please contact your advisor.

All projects must follow APA guidelines except for the following items

1. Page numbering: Pages should be numbered as outlined in this document.
2. Running head: The running head should be omitted in the final printed document.
3. Double spacing of tables: For the purpose of clarity, tables may use single or 1.5 spacing so that they can be adjusted for clarity.
4. Level 4 Headings: MS Word will not allow for auto-generation of an index in which the paragraph following the Level 4 heading is placed just after the period. For this reason, the author may insert a paragraph return and start level 4 sections on the next line, left justified with no indent.
<table>
<thead>
<tr>
<th>Level of Heading Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One Level:</strong></td>
</tr>
<tr>
<td>Centered, Bold, Upper and Lowercase Heading</td>
</tr>
<tr>
<td><strong>Two Levels:</strong></td>
</tr>
<tr>
<td>Centered, Bold, Upper and Lowercase Heading</td>
</tr>
<tr>
<td>Flush left, Bold, Upper and Lowercase Heading</td>
</tr>
<tr>
<td><strong>Three Levels:</strong></td>
</tr>
<tr>
<td>Centered, Bold, Upper and Lowercase Heading</td>
</tr>
<tr>
<td>Flush Left, Bold, Upper and Lowercase Heading</td>
</tr>
<tr>
<td>Indented, bold, lowercase heading ending with period. Text begins here...</td>
</tr>
<tr>
<td><strong>Four Levels:</strong></td>
</tr>
<tr>
<td>Centered, Bold, Upper and Lowercase Heading</td>
</tr>
<tr>
<td>Flush Left, Bold, Upper and Lowercase Heading</td>
</tr>
<tr>
<td>Indented, bold, lowercase heading ending with period. Text...</td>
</tr>
<tr>
<td><em>Indented, bold, lowercase italicized heading ending with period.</em> Text</td>
</tr>
</tbody>
</table>
SECTION V  Manuseript and Final Document Preparation


Manuscripts submitted for signature will be reviewed by the Chair of Graduate Studies. Those that do not meet APA guidelines and the criteria set down below will be returned to the student for revision and resubmission.

Paper

Manuscript should be typed or printed on one side of standard-sized (8 1/2 X 11 in.), heavy (greater than 20 lb) white bond paper but not cardstock (50 lb). All pages of the manuscript must be the same size. Do not use onionskin or erasable paper.

Typeface

The body of your paper should use one of the following: Times/Times New Roman 12 point font. If you are completing a project, any font and font size may be used in the project itself which is included in the Appendices of your paper.

Spacing

Manuscript must be double spaced between all lines including quotations, references, figure captions, and all parts of tables unless you are specifically instructed to do otherwise by your advisor for readability purposes. You may use triple-or quadruple-spacing after chapter titles. Never use single-spacing or one-and-a-half spacing.

Margins

Required margins for each and every page of the thesis are: at least 1.5" at the left margin and 1" at the top, bottom, and right margin, exclusive of page numbers.

Page Numbers

The number system should be a combination of lower case Roman numerals (through Table of Contents) and Arabic numerals (all pages after the Table of Contents).

Number the pages in your manuscript using the following format.

• Page numbers are printed in the upper right-hand corner.
• Title page and Signature pages are unnumbered.
• Abstract (optional), Acknowledgements (optional), and Table of Content pages are numbered with lower-case Roman Numerals (i, ii, iii, iv, etc.) beginning with the page immediately following the Signature page.
• The body of the manuscript and appendix/appendices are numbered with Arabic numerals. The first page of the manuscript is page 1, however no number is printed on this page. Numbers are printed on the manuscript beginning with page 2.
• In a Thesis, numbering continues consecutively through the appendix/appendices.
In a Field Project, where the appendix contains a separate document such as a handbook or curriculum, number as follows:

- the appendix cover page is the last numbered page in the manuscript.
- a new numbering system begins with the first page, following title page, of the field project.

**Binding**

Your culminating project should be spiral bound with a CLEAR plastic cover and a BLACK plastic back.

**Copies**

The university requires one bound copy and one unbound copy for it's archives. In addition, we need your entire project, including all artifacts and the powerpoint slide created for your defense to be submitted on a CD.

You should also bind a copy of the project/thesis for your advisor and any additional copies for your own use.

**Master Word Template**

A template for your use has been posted to the Graduate School of Education website under the Current Students link.

**Section VI: Poster for Defense**

**Oral Defense and Poster**

All Master's students are required to present at a Graduate School of Education (GSOE) research symposium when requested. Minimally, the Master's poster will be presented at the GSOE annual celebration prior to the graduation ceremony. Each semester a GSOE research symposium will take one of several forms ranging from a class-based presentation to a college-wide research fair to the University-wide research forum.

As part of EDU 795, each student is to create a research poster for the symposium (and which is to be included in their Master's portfolio). A required PowerPoint slide is to be produced and submitted it to your instructor at least two weeks prior to your presentation date. Your slide will be reviewed for content and presentation quality and returned for resubmission or correction if necessary. This research poster slide is to be included on the CD along with all Master's project/thesis documents.

The poster is ONE PowerPoint slide. A template is provided on the GSOE web site under the «current students» link. It was adapted for Touro from a research poster web site at Swarthmore college about making a scientific poster. The site below has great advice, examples, etc to use when creating the poster. [http://swarthmore.edu/NatSci/cpurrin1/posteradvice.htm](http://swarthmore.edu/NatSci/cpurrin1/posteradvice.htm) In particular, it is recommend to review the Flickr page which shows many quality examples.

Students may also adapt the posters found at: [www.posterpresentations.com](http://www.posterpresentations.com)
This site has a "help desk" that provides guidance on how to change the colors, number of columns, etc.
SECTION VII: Institutional Review for the Protection of Human Subjects

HUMAN SUBJECTS PROTECTION: IRBPHS POLICIES AND PROCEDURES
All students carrying out research that involves human subjects, including students matriculated for the master’s degree, must secure approval from the Institutional Review Board for the Protection of Human Subjects (IRBPHS) prior to carrying out any research. Basic information from IRBPHS manual are presented on the tu.edu/gsoe web site under “current students”.

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

Principles in Protecting Subjects:
Full disclosure of all aspects of the research process, confidentiality of research data

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

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

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

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

Whose Research Must Be Reviewed
All research involving human subjects on and off campus by any individual affiliated with Touro University (students, faculty, administrators, and staff)

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

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

What Student Research Does Not Include
1. Classroom or instructional demonstration
2. Surveys for evaluating the performance of faculty, staff, and students or other studies solely for institutional use
3. Student coursework or undergrad honors theses, unless they are potentially to be made available to the public or used by other researchers
Note: Faculty members who assign or supervise the above are responsible for educating students regarding the well being of subjects.

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

Applications
1. Types: Initial, Renewal, and Modification
2. Submit 2 copies of typewritten application (original with 1 photocopy), including:
   a. Signatures
   b. Copies of surveys, tests, questionnaires, and other instruments
   c. Permission letters from organizations where subjects will be obtained
   d. Informed consent(s) or cover letter(s) in IRB format
3. By US or campus mail (electronic or fax not accepted)
4. Approval granted for one year
5. No “expedited” nor “exempt” categories (Consult with your course faculty before, during, or after submitting application)
6. No requests for “quick review”
7. Notification of results of review within 4-6 weeks after receipt of complete application
   (frequent causes of delay of approval: incompleteness of required documents, no evidence of full disclosure or confidentiality of research data)
APPENDICES
Appendix A: Sample title page

Your Title Goes Here
Centered and Double - Spaced

A Field Project Presented to the Faculty of the Graduate School of Education

TOURO UNIVERSITY - CALIFORNIA

In Partial Fulfillment of the Requirements of the Degree of

MASTERS OF ARTS
in
EDUCATION
With Emphasis in
Type emphasis here

By
Your Name
Month Year
Appendix B: Sample Second page- Signatures

Your title goes here

Centered Double-Spaced

In partial Fulfillment of the Requirements of the

MASTER OF ARTS DEGREE

In

EDUCATION

BY

Your name

TOURO UNIVERSITY – CALIFORNIA

Month Year

Under the guidance and approval of the committee and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree.

Approved:

_________________________________________  ________________________
Your EDU 795 Instructor’s Name                Date

_________________________________________  ________________________
Pamela A. Redmond, Ed.D.                      Date

_________________________________________  ________________________
Jim O’Connor, Ph.D, Dean                      Date
Name: Type your Name Here

The Touro University California College of Education has permission to use my MA thesis or field project as an example of acceptable work. This permission includes the right to duplicate the manuscript as well as permits the document to be checked out from the College Library or School website.

In addition, I give Dr. Pamela Redmond permission to share my work with others via the Internet.

Signature: ________________________________

Date: ________________________________