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Introduction

All Master in Education students are required to complete a thesis or integrative graduate project. This capstone experience is an opportunity for the student to integrate the knowledge and skills gained throughout the graduate studies. Students are expected to identify an area of inquiry which addresses an important issue in education that they find interesting, personally and professionally. Based on the topic of interest, students will develop and conduct an empirical study (Thesis), or synthesize knowledge of educational theory and research into a new product (Project). Samples and abstracts of completed papers can be found in Appendix A. Not more than four credits may be granted for the thesis or project. Students must enroll in EDUC 5550 Master’s Degree Capstone Experience.

This guide provides the student and advising faculty an overview of the general process, as well as details regarding each step in the process. Samples and examples are also included.

General Process

When the student has completed the necessary coursework as well as the research sequence (EDUC 5060, EDUC 5240, and EDUC 5250), the student is eligible to enroll in EDU 5550 Master’s Degree Capstone Experience. The instructor of EDU 5550 will serve as the director of the student’s capstone experience (thesis or integrated project). The graduate student will then select one or two additional faculty to serve as committee members on his/her thesis or project.

As a student in EDU 5550, the following will be completed in that course: The student will
Complete the thesis or project proposal form, along with supporting materials. (The Proposal Cover Sheet can be found in Appendix C). Based on the proposal, the instructor/director will direct the writing of the thesis or project. All proposals are to go through the Institutional Review Board (IRB) process. Students must submit proposals and appropriate IRB forms to the Director of the Carthage Institutional Review Board prior to beginning any data collection. No work is to begin before approval from the IRB chair has been secured (See Appendix D or E).

After the student has completed the proposal and achieved IRB approval, he/she will work closely with the instructor/director on the methodology. Students enrolled in EDU 5550 have the session that they registered (spring, fall or summer) and an additional session to complete their project. If any student needs more time, he/she will be billed until all work is complete. Please note that special arrangements have been made with the Writing Center in order to help students meet the deadlines.

While the thesis or project is being written within EDU 5550, the instructor/instructor/director approves portions or chapters as they are written. These portions/chapters are then circulated among the committee members for their approval. The graduate student and the instructor/director keep the graduate committee members informed of the progress by having the Proposal, Chapter 1, Chapter 2, Chapter 3, Chapter 4 and Chapter 5 reviewed and approved as they are completed. If there are major differences among committee members regarding the content of the thesis, the instructor/director serves as a mediator.

The final draft of the thesis must be completed by the specified dates for each semester: First semester graduates-Second Monday in October; Second semester graduates-First Monday in April; Summer graduates-July 1. The final draft is given to each committee member by the due date and at least two weeks prior to the oral defense.
The oral defense is the final step in the capstone experience. It can be conceptualized as a collegial conversation between the student and the instructor/directory committee regarding the thesis or project. After the oral defense, the student follows any remaining instructions given by the committee and then prepares copies of the final paper for submission to the College.

The Proposal

Sample drafts of a thesis or project proposal are created in the educational research methodology course-Quantitative Research (EDU 5250). These drafts provide a template for the final draft of the thesis or project proposal that is completed by the student while enrolled in EDU 5550. The final draft is then shared with the committee members for approval. The proposal is an important starting point for the graduate student and needs to be worked out as thoroughly as possible. Minor changes may be made to the proposal as the investigation progresses. Major changes will need the approval of the instructor/director and committee members. Figure 1 provides the elements to include in a thesis or project proposal.

The proposal must be well-written and substantial. The Thesis or Project Proposal Cover sheet (see Appendix C), available from the Office of Continuing Studies, must accompany the proposal write-up. The proposal and cover sheet must be submitted as an assignment while enrolled in EDU 5550. Once approval of the proposal has been granted, the student will begin the process of writing the thesis or project, including the IRB application.
<table>
<thead>
<tr>
<th>Thesis Proposal</th>
<th>Project Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Intro providing:</td>
<td>*Intro providing:</td>
</tr>
<tr>
<td>Background and Context</td>
<td>Background and Context</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>Statement of the Problem (need for Project)</td>
</tr>
<tr>
<td>*Purpose of the Study</td>
<td>*Purpose of the Project</td>
</tr>
<tr>
<td>*Research Questions</td>
<td>*Guiding Questions</td>
</tr>
<tr>
<td>*Summary of Topics to be covered in the Literature Review and Methods Chapters</td>
<td>*Summary paragraph of Topics to be covered in the Literature Review and Criteria Chapter (based on topics from Guiding Questions)</td>
</tr>
<tr>
<td>*Initial Reference List</td>
<td>*Initial Reference List</td>
</tr>
</tbody>
</table>

*Figure 1. Elements of the Thesis and Project Proposal.*
The IRB Process

The purpose of the Internal Review Board (IRB) is to ensure the safety and wellbeing of human and animal subjects in research. This is done by requiring all students and faculty, who are conducting research, to go through a review process that begins by submitting the appropriate application review form. There are three categories for review. A full proposal must be submitted in two situations: full review is for studies where there is more than minimal risk involved; while standard review is necessary for studies with minimal risk. For studies where there is no risk to participants, student-researchers may file a request for exemption.

There are a number of types of exempt research. An application for exemption may be filed if one of the following criteria is met:

- Research is being conducted in established or commonly accepted educational settings, involving normal educational practices, such as: research on regular and special education instructional strategies, or research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

- Research involves the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subject's financial standing, employability, or reputation.
• Research involves the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under the above point if: the human subjects are elected or appointed public officials or candidates for public office; or federal statutes(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

• Research involves the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

• Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: public benefit or service programs; procedures for obtaining benefits or services under those programs; possible changes in or alternatives to those programs or procedures; or possible changes in methods or levels of payment for benefits or services under those programs.

Each student-researcher makes preliminary determination as to whether or not the research activity is exempt from IRB review based on the criteria presented above. If the student-researcher determines that the proposed research is exempt, s/he will provide the application for Request for Review of Research Activity Involving Human Subjects for Determination of Exempt Status which can be found in Appendices D and E.

The review board is responsible for reviewing the requests for exempt status and for making final institutional determinations of whether research activities qualify for exemption
from coverage under the Federal guidelines. Documentation of research activities that do qualify for exemption will be kept on file in the Carthage College IRB office. Documentation of research activities that are determined not to be exempt will be returned to the student-researcher for incorporation into a Carthage College IRB application. The application and guidelines for Human Subject Research can be found at http://www.carthage.edu/faculty/irb/.

Summary of Process and Timelines

Figure 2 presents a timeline that can be helpful regardless of when the program of study is started. The research methodology courses are offered each term and there is no required order. Once both required research courses are completed, students will enroll in EDU 5550. During this course they will write and submit their proposal, select committee members, and complete the IRB process. (Appendix F contains a summary of the culminating experience process for Target Language Experts – TLEs at Carthage College).

<table>
<thead>
<tr>
<th>Year 1</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>3rd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Semester</td>
<td>2nd Research Method course - Qualitative or Quantitative</td>
<td>Enroll in 5550</td>
<td>Complete writing</td>
</tr>
<tr>
<td>2nd Semester</td>
<td>Qualitative or Quantitative</td>
<td>Begin writing</td>
<td>Defend project/thesis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Finalize committee members</td>
<td>Submit final copies to the Office</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Submit proposal at completion</td>
<td>of Continuing Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IRB process</td>
<td></td>
</tr>
</tbody>
</table>

Figure 2. Timeline summarizing steps for completion of the culminating experience.
Sequential Components and Content

This section describes the content that should be included in each chapter. Both the project and the thesis follow a five-chapter format.

Chapter 1-Introduction

Chapter 1 is the Introduction. It contains three elements. First, is a general overview of the state of affairs of the topic to be investigated. The facts and reality regarding the topic should be discussed. Citations are appropriate. Next is the Statement of the Problem. This section should clearly and concisely explain what is occurring in the educational arena (the problem) that necessitates the research. The third section is the Purpose Statement. This should be a clear, concise, definitive purpose statement, along with research questions (thesis) or guiding questions (project). The topics from the guiding questions become the major headings in the literature review, as well as the general criteria topics in Chapter 3.

Some thesis and projects may benefit from a Definition of Terms section. In this section, all terms pertinent to the topic of study are defined in a list. When the term first appears in the narrative of the thesis or project, it must be defined. From then on, the reader may consult this list when the term is mentioned again. The definitions may be direct quotations cited from texts or paraphrases. Chapter 1 ends with a summary of the chapter.
Chapter 2-Review of the Literature

This chapter presents a review of the literature that expands on the context, background and purpose of the thesis or project. The purpose statement should be restated as the first sentence of this chapter. Key words in the statement of purpose will become the subtopics for the review of literature. This chapter should be a logical, sequential, exhaustive review of literature, which reflects the ideas implicit and explicit embedded in the thesis or project.

The majority of the literature reviewed should be primary sources and should also be empirical studies. Sources used should have been published within the past ten years. A minimum of 20 different sources should be cited. When citing sources, the past tense should be used since the authors have already done their studies and published their finding. Proper APA citation format must be used. See the APA Style at Carthage section of this guide for extensive detail on how to follow APA style in writing a thesis or project. Chapter 2 ends with a summary of the chapter.

Chapter 3-Methods (thesis) or Criteria (project)

Chapter 3 begins with a restating of the purpose of the thesis or project. This section is divided into two parts-elements for a thesis and elements for a project.

Elements of a thesis. This is the section that describes the method of collecting and analyzing the data. It is the step-by-step recipe that others could follow to replicate the study and has various elements. It begins with the identification of the design. Next is a description of the individuals (such as schoolchildren) or objects (such as text books or trade books) that were studied, along with how this sample was selected. Third is a complete description of the
measuring tools or instruments, including information about reliability and validity. The next section describes the procedures that were followed in conducting the study, along with any procedures used to meet ethical considerations and maintain confidentiality and anonymity. Finally, a description of the data analysis plan is described.

**Elements of a project.** This is the section that describes the criteria developed through the guiding questions. It presents the detailed elements that should be included in an ideal project. The criteria have a theoretical and research foundation which was previously discussed in the literature review. The criteria then become the framework for the development of the project as well for the expert review of the project.

For each project, an outside panel of experts (minimum of three) must be consulted regarding the components and content of the project. The process for conducting this ‘expert review’ must be explained in this chapter. An expert can be defined as the individual who would be expected to use or implement the project, or an individual who has an expertise in the content area. Feedback must be collected and analyzed from the expert panel in a systematic manner. Tools such as a checklist, interview, or survey may be appropriate methods for collecting feedback. The procedure for collecting and analyzing the feedback must be delineated. The next chapter presents the obtained feedback, a discussion of how the project was modified based on the feedback and the actual project in its revised form. Chapter 3 ends with a summary of the chapter.
Chapter 4-Results or Project

This chapter presents the results from the data analysis (thesis) or the actual project. It should begin with the purpose statement.

In a thesis. The writer should explain how the data will be presented in order to answer the research questions that were stated in Chapter 1. Results from all measures discussed in Chapter 3 must be presented. Data may be presented through tables, figures or narratives. Tables and figures must be uncluttered and self-explanatory. They should stand alone, but also must be discussed in the text; patterns and trends should be noted. Evaluative statements should be avoided; the presentation of results should be clear and concise.

In a project. This is the chapter that presents the created project (i.e. curriculum, guide, etc). It should begin with a presentation of the results from the expert review and a discussion of how the project was modified based on these results. The project should follow. The presentation of the project should be organized according to the criteria, presented in Chapter 3. The project writer may also choose to place the entire project in an Appendix at the end of the paper. This option allows the writer to use a more creative format than allowed by the APA guidelines. Chapter 4 ends with a summary of the chapter.

Chapter 5-Discussion

This is the final chapter, and should begin with the purpose statement. This chapter presents the conclusions, recommendations, limitations and implications regarding the completed research or project.
Conclusions must be based on the information presented in the previous chapter. Recommendations and limitations are directed to other educators and researchers. Recommendations and limitations for a thesis may endorse the intervention, suggest modifications to the intervention, or discourage the use of the intervention. The recommendations section for a project should discuss the next steps in terms of implementation as well as a plan for disseminating the new product. For both the thesis and the project, this section should also discuss the strengths and weaknesses of the research or project. From the limitations, the writer should be able to offer suggestions for areas of future inquiry.

The final section of the thesis or project is a discussion of the implications. This is a summary of what was learned and how this information can benefit the educational community—the importance of the study. The writer should also bring the discussion full circle by explaining how the thesis or project contributes to the field, and aids in addressing the problem discussed in Chapter 1. Chapter 5 is followed by a list of the References and any Appendices. Figure 3 presents a summary of the sequential components and content.
Summary Chart

<table>
<thead>
<tr>
<th>Thesis</th>
<th>Common to Both Types</th>
<th>Project</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHAPTER I</strong>&lt;br&gt;INTRODUCTION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Questions</td>
<td>Context or Background Statement or the Problem Purpose Statement Definition of Terms</td>
<td>Guiding Questions</td>
</tr>
<tr>
<td><strong>CHAPTER II</strong>&lt;br&gt;LITERATURE REVIEW</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Key words from Purpose Statement and Questions become subtopics to be discussed in the review</td>
<td></td>
</tr>
<tr>
<td><strong>CHAPTER III</strong>&lt;br&gt;METHODOLOGY</td>
<td><strong>RESEARCH BASED CRITERIA</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Design, sample, instruments, procedure, data analysis</td>
<td>Explains the criteria used to develop the project—should be research based and come from the key words from the Purpose Statement and Guiding Questions</td>
</tr>
<tr>
<td><strong>CHAPTER IV</strong>&lt;br&gt;RESULTS</td>
<td><strong>PROJECT</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tables, figures and narratives presenting the results of data collection and analysis, along with identified trends</td>
<td>Actual guide, curriculum, etc. or examples presented, with entire project included as an appendix</td>
</tr>
<tr>
<td><strong>CHAPTER V</strong>&lt;br&gt;DISCUSSION</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Draw conclusions, present strengths and limitations, areas for further research, and implications for the educational setting</td>
<td></td>
</tr>
<tr>
<td><strong>REFERENCES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>APPENDICES</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Figure 3. Summary of chapters and content required in each.*
The Oral Defense and Final Steps

The oral defense is the final step in the thesis or project process. Once the writing of the thesis or project is complete, the oral defense can be scheduled. This will typically occur during the second semester of enrollment in EDU 5550. The writing must be complete by the following deadlines:

- First semester graduates-second Monday in October;
- Second semester graduates-first Monday in April;
- Summer graduates-July 1.

At this point, the instructor/director and student schedule the defense with the remaining committee members. To be eligible for the commencement ceremony all work must be completed by the end of the first week in May. A general invitation to the educational community should also be issued, including the date, time, and location of the oral. It is recommended that 1.5 hours be allocated for the oral defense. Prior to the oral defense, the title of the thesis or project must be submitted to the Office of Continuing Studies in order to generate finalizing paper work.

For the orals, the student should prepare a brief presentation of his/her project or thesis, including some sort of visual. After the student presentation, audience members, including the committee, may ask questions of the presenter regarding his/her work. This collegial interchange is to evaluate the student’s ability to communicate ideas related to the capstone experience and program of study. After defending the thesis or project, if necessary, the student must make all revisions indicated by the committee.

Once the orals have been completed, signatures are collected. All members of the
committee sign the Supervising Instructor Designation Form, which becomes a part of the student’s official record in the Registrar’s Office. The Masters Thesis Binding form is also filled in, indicating the number of final copies to be bound. Each student is also given a document to be submitted with the pages ready for binding. All signed materials are submitted to the Office of Continuing Studies.

Final unbound copies of the thesis or project are made and submitted to the Office of Continuing Studies in manila file folders. The copies must be printed on a good quality white bond paper, acid free, 8.5 by 11 inches, 25% or higher cotton (rag) content, standard 20 pound weight. The number of copies to be submitted will be determined at the oral defense. At least three copies must be submitted. Two of them are given to the Hedberg Library. One copy will be shelved for circulation. The other will be placed in the College archives. The third copy is given to the Director of Graduate Studies. Some professors/departments may request additional copies for their personal libraries. Additional copies can be submitted for binding if the student wishes to have personal copies of his or her thesis or project. Please note that prepayment must accompany each personal copy.

The Registrar will not release the student’s record until the final copies have been filed in the office of the Office of Continuing Studies. Instructor/directors should remind graduate students that they must file candidacy for the Master in Education degree in the Registrar’s Office by December 1. Degrees are awarded only at the Spring Commencement. A transcript from the Registrar indicating that all degree work has been completed and/or a letter from the Director of Graduate Studies is generally sufficient for school boards until the graduation date. Graduate students may obtain copies of their transcripts through written requests to the Registrar’s Office.
General Writing Guidelines

Writing is a process, and an end product requires time to complete. There is no specific length to a capstone experience; however, it must be written concisely and clearly. In beginning the writing process, students should follow the guidelines listed below:

- Setting up formatting before starting to write will save time and effort.
- Carthage College expects nonsexist language in the text of a thesis or project.
- The entire document should be written in third person, past tense and in the active voice.
- Sentences should flow, creating unity of thought.
- There must be quality paragraph structure; main point to each paragraph with supporting evidence (citations). If the reference is over five years old, there needs to be contemporary verification of validity of the ideas.
- Ideas in each paragraph and between paragraphs must exhibit a logical, sequential development and should be supported (citations).
- Adequate references need to show that all sides of the issue have been explored and need to be overwhelming evidence to support one direction of the persuasive argument.
- The paper must be proofread and edited so that there are no grammatical or spelling errors in the document. Consulting a tutor in the Writing Center may be beneficial for students struggling with the writing aspect of their paper.
The guidelines of the *Publication Manual of the American Psychology Association* should be followed, with only the above items as exceptions (i.e. margins, spacing). See the APA Style at Carthage section of this guide for extensive detail on how to follow APA style in writing a thesis or project.

**Final Format and Sequence**

This section explains the pagination of the thesis or project. It also describes any additional pages that are part of the final document according to the sixth edition of the *Publication Manual of the American Psychology Association*. Figure 4 lists and describes the various pages to be included. Appendix G provides examples of the various pages. The writer must consider typing all headings in upper and lower case. This format must be followed consistently throughout the paper.

<table>
<thead>
<tr>
<th>Item</th>
<th>Pagination and Detailed Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Title Page</td>
<td>This is the first page of the entire document. It contains four main elements: Title, Running Head, Author’s Name (byline), and Institutional Affiliation. Counted and numbered (Arabic numeral). Starting with the page number 1 and making the remaining pages numbered consecutively.</td>
</tr>
<tr>
<td>1.1. Title</td>
<td>Simply Summarizes the main idea of the study in a fully explanatory way. It is typed in uppercase and lowercase letters and positioned in the center and upper half of the page.</td>
</tr>
<tr>
<td>1.2. Running Head</td>
<td>This is an abbreviated title typed in uppercase</td>
</tr>
<tr>
<td>Item</td>
<td>Pagination and Detailed Information</td>
</tr>
<tr>
<td>------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td><strong>1.3. Author’s Name (Byline)</strong></td>
<td>Author’s first, middle and last name. Omit all titles and degrees (e.g., Dr., M.A., PhD).</td>
</tr>
<tr>
<td><strong>1.4. Institutional Affiliation</strong></td>
<td>Author’s institution where he/she was when the study was conducted. In this case, Carthage College.</td>
</tr>
<tr>
<td><strong>2. Abstract</strong></td>
<td>Half page summary of the thesis or project’s content. It should be accurate and concise in order to provide readers with an interesting and brief view of the topic. Starts on a separate page. Numbered page 2.</td>
</tr>
<tr>
<td><strong>3. Acknowledgements</strong></td>
<td>This page is optional. Numbered Page 3.</td>
</tr>
<tr>
<td><strong>4. Table of Contents</strong></td>
<td>Provides the reader with the sequence of items presented in the paper. Numbered Page 4.</td>
</tr>
<tr>
<td><strong>5. List of Tables and Figures</strong></td>
<td>Any Tables or Figures inserted into the thesis or project should be listed and numbered with Arabic numerals in the corresponding order. When the tables or figures are included in the appendix section, writers should identify them with the capital letter of the appendix and Arabic numerals (e.g., Table A1 refers to the first table of Appendix A).</td>
</tr>
<tr>
<td><strong>6. Chapter 1-5</strong></td>
<td>Numbered consecutively throughout document. All page numbers are located in the upper right corner of the page.</td>
</tr>
<tr>
<td><strong>7. References</strong></td>
<td>This listing provides the information needed to identify and retrieve each source. Start the reference list on a new page numbered with Arabic numeral and continuing from last chapter. Use double space between the reference entries. All the references are alphabetically ordered by the authors’ last name.</td>
</tr>
<tr>
<td><strong>8. Footnotes</strong></td>
<td>These notes acknowledge copyright permission or provide additional and detailed content. These appear after the reference list and are numbered with Arabic numeral in the corresponding order in which they appear in the text.</td>
</tr>
<tr>
<td><strong>9. Appendices</strong></td>
<td>Page numeration in Arabic numeral continuing from the footnotes list. If there is only one appendix, it should be labeled Appendix Multiple appendices should be lettered</td>
</tr>
</tbody>
</table>
APA Style at Carthage

Every thesis or project is expected to follow the standard format provided here. This format is based on the Publication Manual of the American Psychological Association-Sixth Edition (APA Manual). For more detail, please refer to this edition.

Writing

This section presents some common principles to follow when writing the thesis or project. It is also recommended to organize thoughts in advance, both at the sentence and paragraph level, in order to ensure the coherence and cohesion of the text.

Length. The general length of the entire document is determined by the number of pages that are necessary to communicate the main ideas of each chapter. Writers should choose key points efficiently and avoid repetitions across sections, which will lead to a condensed and clear discourse.

Paragraph length. Single sentence paragraphs are abrupt and should be avoided. The other extreme should also be avoided. Paragraphs that are longer than one double-spaced page should be broken up into two or more paragraphs.
**Subject/verb agreement.** Each verb must agree with its subject (i.e. singular subject-singular verb form). For specific examples, see pages 78-79 of the APA Manual.

**Noun/pronoun agreement.** When using a pronoun to replace a noun, the pronoun should be in agreement in both number and gender. For example: He or she refers to a student, while they refers to many students. More examples are presented on pages 79-80 of the APA Manual.

**Orderly presentation of ideas.** The content of the paper should flow. One way to ensure flow is through the use of punctuation. Punctuation should be used to show continuity of ideas. They cue the reader to what is usually heard in speech. One way to check sentence structure, punctuation, and flow is to read the paper out loud, noting and making changes wherever it sounds awkward.

Another way to ensure the flow of the paper is to use headings. When minor subheadings are used, an explanation of what is included in each minor section should be provided. Transition statements or words should also be used to enhance the natural flow from one paragraph to another or to a new major heading or subheading.

**Headings (levels).** In general, headings should appear as follows. For a more detailed discussion of levels of headings, see pages 62-63 of the APA Manual.

Chapter X

Chapter Title

Text........................................................................................................................................
..................................................................................................................................................

Major Subheading
Minor subheading.

Text......................................................................................................

All headings should be in bold.

Seriation. When presenting a series of key points, it is important that all items be syntactically parallel. Steps can be identified by an Arabic numeral followed by a period. The first word should be capitalized and correct punctuation should complete the sentence. An example:

1. Text follows.....
2. Text follows.....

It is also acceptable to use bullets if the use of a numbered list would connote an unwanted ordinal position. Another example follows:

- Text follows.....
- Text follows....

For further detail, see pages 63-65 in the APA Manual.

Use of numbers. In general, numerals should be used to express numbers 10 and above and words should be used to express numbers below 10 (i.e. nine, eight, seven...). Exceptions include numbers that precede a unit of measurement (8 cm of), numbers that represent percentages, ratios, or percentiles and quartiles (37%), and numbers that represent time, dates, ages, or scores (6-year-olds).
Any number that is used to start a sentence should be expressed as a word. Whenever possible, the sentence should be reworded to avoid beginning with a number. More detailed rules for the use of numbers can be found on pages 111-115 of the APA Manual.

Citations

In the process of completing a thesis or project, the works of other authors will be consulted. When the student-researcher incorporates the ideas, theories or research of others into his or her paper, credit needs to be given to the originator in the form of a citation. This section presents proper format for citing sources and preparing a reference list, as discussed in the APA Manual, pages 169-224.

Citation of sources. The APA Manual follows an author-date citation system. This system provides the reader with the information necessary to locate the source in the reference list. All sources cited in the text must appear in the reference list, and only sources cited in the text should appear in the reference list.

Direct quotes/block quotes. When words cited from a source are the exact same words used by the original author, it is considered a direct quote. Direct quotes must include the author, year and page number of their source. Direct quotes must also be contained within quotation marks. The following examples provide different ways to format direct quotes and contain all the necessary information:

“Such activities must set up children for success so that they see themselves as independent readers – the ultimate goal of guided reading” (Ford & Opitz, 2002, p. 9).
According to Ford and Opitz (2002), “Such activities must set up children for success so that they see themselves as independent readers – the ultimate goal of guided reading” (p. 9).

If a quotation consists of more than 40 words, the quotation should be blocked. Blocked quotes start on a new line and the entire quote is indented .5 from the left margin. A period should follow the last word of the quote. The author, year and page number must still be included, either when the quote is introduced (which is followed by a colon prior to the actual quote) or following the period at the end of the quote, within parenthesis. Two examples are presented.

Poem routines need to be taught and modeled for students so that they will be able to eventually work independently at a poem center completing various literacy tasks. Teachers can set up daily poem routines and change the routines quarterly, increasing in difficulty. (Goyke, 2009, p. 74)

According the Goyke (2009):

Poem routines need to be taught and modeled for students so that they will be able to eventually work independently at a poem center completing various literacy tasks. Teachers can set up daily poem routines and change the routines quarterly, increasing in difficulty. (p. 74)

**Paraphrasing.** When the work of another is summarized in the words of the student-researcher, it is considered a paraphrase and still must be cited. The author and year must be provided. For example: Research has confirmed the effectiveness of repeated reading on phonological awareness (Ziolkowski & Goldstien, 2008).

**More than one author and et al.** When there are two authors in a work to be cited, both authors should be listed every time when referenced in the text. When there are more than two
authors but fewer than six, list all the authors the first time the reference appears in the text. Subsequent citations should use the last name of the first author followed by et al. When a reference has more than six authors, et al. should be used initially. It (et) is not italicized and it should have a period following al. More details can be found in the APA Manual, pages 175-176.

**Two or more citations within same parentheses.** When citing more than one source within parentheses, citations should be listed alphabetically as they would appear in the reference list. A semicolon should separate each citation. For example: Many studies have also been completed on the effectiveness of using cooperative learning (Krol, Janssen, Veenman, & van der Linden, 2004; Morrow, Rand, & Young, 1997).

**Secondary sources.** As citations go, secondary sources should be used sparingly, if at all. When using this format, name the original work and give the citation for the secondary text. In the reference list, the secondary source should be listed. As an example: Morrow (as cited by Stone, 1996, p. 1) stated that “.....” In the reference list, Stone should be listed, not Morrow.

**Ampersand use in text.** The symbol for the ampersand is &. It is used to replace ‘and’ in the citation process; however, it should only be used within parentheses. When multiple authors are cited in the text, such as Brown and Brown (2010), the word should be used. When multiple authors are used within parentheses, the symbol should be used; for example (Brown & Brown, 2010). The ampersand should also be used in the reference list.

**Reference List**

The purpose of a reference list is to provide readers with the necessary information to identify and retrieve each source. Specifics on how to construct a reference list can be found on
pages 180-224 of the APA Manual. The entire reference list should be double spaced and entries should have a hanging indent.

**Order.** The reference list of the thesis or project should be organized alphabetically by last name, followed by first name initials. Additional guidelines include:

- When the same author has several works (or when the same order of authors have several works), they should be arranged by publication year, with the earliest listed first:
  
  Example:  
  - Smith, A. (2010).

- One author entries come before multiple author entries beginning with the same last name and references with the same first author and different second or third author are listed alphabetically by the last name of the second author, or third author:
  
  Example:  

- When a reference has an agency, association, or institution as its author, it should be listed in the reference list by the first significant word of the name (i.e. American Psychological Association).

- If a reference has no author, it should be listed in the reference list by the first significant word in the title.

**Elements of references.** In composing a reference list, certain pieces of information need to be included, and a specific format should be followed as explained:

- The year of publication should be in parenthesis. If no date is available, write *n.d.* in parenthesis. The closing parenthesis should be followed by a period.
- Only the first word of the article title and of the subtitle (if any) should be capitalized. Proper nouns should also be capitalized. The title should be followed by a period. The title should not be italicized or placed within quotation marks.
- The title of a journal should be italicized, and written in upper and lowercase letters.
- The volume number for the journal should follow the title and also be italicized. Include the issue number in parentheses, not italicized, when the journal is paginated separately by issue.
- For books and reports, also provide the city and state of where it was published, followed by a colon and the name of the publisher.
- For electronic sources, provide the digital object identifiers (DOI): doi:xxxxxx
- If there is no DOI, provide the home page URL of the journal, book or report publisher.

**Examples of references.** The following reference list provides examples of different types of sources.


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*Displaying Results*

Throughout the thesis or project, the student-researcher may find it useful to display information in either a table or figure. Tables are primarily used for information that can be displayed in a row-column structure. Any information that cannot be displayed as a table (i.e. charts, graphs, photos, drawings, illustrations) can be displayed as a figure. Both tables and figures should supplement the text rather than repeat it. Tables and figures should also be self-explanatory. The APA Manual (pages 125-167) provides more detail regarding the design and placement of tables and figures.
**Numbering and placing tables/figures in text.** Prior to the placement of a table or figure in the text, the table or figure must be introduced. When mentioned in the text, tables and figures should be numbered with Arabic numerals in the order that they are mentioned (i.e. Table 1, Table 2, Figure 1, Table 3, Figure 2).

**Figures.** The format for a figure is exemplified in various places throughout this document. Each figure must have a caption that is placed underneath the figure. Note the use of italic in the figure title, followed by a period. The caption title should describe what is contained in the figure (i.e. *Figure 3. Summary of chapters and content required in each*).

**Tables.** The format of a table differs from that of a figure. It begins with the table number followed, on the next line, by a concise title in italic with no period at the end (see Table 1). The table should be encased by lines above and below the actual information. Headings should be used to identify each column and only the first letter of the first word should be capitalized.

**Table 1**

*The Number of Pages by Thesis or Project Presented by Author as Mentioned in Appendix A*

<table>
<thead>
<tr>
<th>Author</th>
<th>Total pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td></td>
</tr>
<tr>
<td>Forester-Hoare</td>
<td>39</td>
</tr>
<tr>
<td>Saucedo</td>
<td>47</td>
</tr>
<tr>
<td>Mirsky</td>
<td>50</td>
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<tr>
<td>Hita</td>
<td>83</td>
</tr>
<tr>
<td>Davis</td>
<td>87</td>
</tr>
<tr>
<td>Goyke</td>
<td>87</td>
</tr>
<tr>
<td>Allen</td>
<td>101</td>
</tr>
<tr>
<td>Luba</td>
<td>158</td>
</tr>
</tbody>
</table>
Appendices

Appendices contain materials that supplement the thesis or project and are the final component. Items suitable for an appendix include student-researcher created instruments or surveys, consent forms, and projects in their entirety. If the thesis or project has only one appendix, it must be introduced in the text as such (i.e. A copy of the Student Survey is located in the Appendix). If the thesis or project contains numerous appendices, they are placed at the end in the order they are introduced in the text and each labeled with a capital letter (i.e. The Proposal Form can be found in Appendix C. In Appendix D or E is the Exempt Form to be filled out and turned in to the IRB).

Each appendix should begin on a separate page and have its own preceding title page. The text on the title page should be centered and in bold. This format is exemplified in the appendices attached to this document.

Helpful Resources

Following APA style can sometimes be frustrating, even with the guidelines and examples provided here. To assist student-researchers in the process of applying APA style, a list of resources incorporating different presentation formats has been generated.

Books and guides.


**Websites.** These websites provide more examples of how to apply APA style.

http://www.apastyle.org/

http://owl.english.purdue.edu/owl/section/2/10/

http://writing.wisc.edu/Handbook/American_Psychological_Association_(APA)_Documentation_M.pdf

http://www.carthage.edu/writing/student-resources/#citing

**Tutorials.** The following sites provide visual and auditory explanations of APA style.

http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx

http://isites.harvard.edu/icb/icb.do?keyword=apa_exposed
Appendices
Appendix A: Samples and Abstracts

Assembled by Professor Marilyn Ward (Education Department)

And

Professor Greg Baer (Modern Language Department)

This document provides a page-long summary of a master’s thesis or project written by a recipient of an M.Ed at Carthage College. These summaries are intended not necessarily as models to be followed, but as examples of possibilities for students preparing to research and write a M.Ed. Thesis. Students are encouraged to be creative and to work closely with their instructor/directors to design their capstone experience to suit their own interests and situations.

Thesis and projects have been organized into the following categories. Other organizational possibilities exist and some excellent ideas might not fit into any of these categories. Again, consult with your graduate instructor/director or other professors about the topics you are interested in pursuing.

Author/Illustrator Studies-Thesis

The student-researcher gathers material on the life of a particular author or illustrator and uses the material to analyze that person’s work. These studies also address how the literature may influence students’ thinking.
Attitude Studies-Thesis

The student-researcher determines and analyzes students’ (or others’) interests and attitudes related to a particular educational or instructional topic.

Case Studies-Thesis

The student-researcher describes and analyzes specific (real-life) situations in an educational setting based on a set of criteria derived from the secondary literature. Unlike the Teaching Strategies category, which often involves creating and implementing new techniques, case studies are usually analyses of situations that already exist and do not involve the insertion of new elements into the situation by the researcher.

Instructional Materials Analysis-Thesis

The student-researcher investigates selected instructional materials to determine how they meet particular criteria. These criteria are established by the student-researcher and are based on or adapted from standards, goals, or ideals presented in the review of the literature. Usually, the student-researcher attempts to analyze the materials with an eye for classroom use.

Meta-Analysis-Thesis

The student-researcher combines the results of several previous studies that address a set of related research hypotheses. The student-researcher uses the tools of statistical analyses to allow for more accurate interpretation of the earlier data.
Text/Literary Analysis-Thesis

The student-researcher examines a particular theme or themes in a selection of literary texts to determine how the texts may be used in the classroom to address those themes.

Teaching Strategies-Thesis

The student-researcher examines particular strategies for increasing effectiveness of teachers (or others involved in the educational process) and draws some conclusions about the possibilities for effectively using or implementing these strategies in a real-life situation. The student-researcher may conclude that a particular strategy is not effective.

Projects

The student-researcher develops a set of instructional materials, curriculum, or a guide based on a principle or methodology discussed in the review of literature and centered on a particular theme or a particular text or set of texts.

The summaries that follow are arranged according to the category (from the above list) into which they best fit.
Author/Illustrator Studies-Thesis

*C. S. Lewis: The early life of an exemplary creator.*
LD 801 C3K P252 1997

Chapter
Purpose Statement: The purpose of this study is to examine how family background and environment fostered the creative development of an exemplary creator: C. S. Lewis.

Research Questions: (1) What role did Lewis’s ancestors and grandparents play in his creative development? (2) What role did Lewis’s parents, brother, and other adults play in his creative development? (3) How did Lewis’s environment nourish or sustain his creative development? (4) What other influences may have stimulated and supported young Lewis’s creative development and productivity?

Chapter 2
The literature review covers the following topics: historical large-scale longitudinal and retrospective studies of eminent, gifted and/or talented individuals from various domains including the linguistic domain; single case studies of eminent, gifted and/or talented writers; studies of Lewis’s early life and early childhood experiences.

Chapter 3
This is a case study of a life course perspective of a developing creator; research questions were used as a framework for a biographical sketch; Howard Gardner’s characteristics of an exemplary creator were used as an organizational tool.

Chapter 4
Case study of C. S. Lewis

Chapter 5
Limitations include lack of information on Lewis’s early life. Educational implications include giving educators a perspective on the development of writing talent in a gifted and talented individual.
ABSTRACT

This study examined how family background and environment fostered the creative development of an exemplary creator: C. S. Lewis. First, the data were organized, analyzed and interpreted in a biographical sketch of Lewis’s early life. The research questions were used as a framework for this presentation. It was found that Lewis’s ancestors, grandparents, parents, brother and other adults; the environment in which he lived; and other influences such as his high intelligence and experiences of joy fostered his creative development.

Then, Gardner’s characteristics of an exemplary creator were used as an organizational tool in this study. C. S. Lewis’s early life was compared and contrasted to the early life of Gardner’s portrait of an exemplary creator. It was found that the early life of Lewis and the early life of Gardner’s exemplary creator had many commonalities.

This study is significant because it gives educators a perspective on the development of writing talent in a gifted and talented individual. Educators may be able to identify students exhibiting gifted behaviors, and then guide and encourage these students to develop their creative talents to their fullest potential.
Chapter 1

**Purpose Statement:** The purpose of this study was to assess girls’ sensitivity to the actions and motives of characters in vignettes that depict differential treatment in a math-related event.

**Research Questions:** (1) In what ways are high school girls aware of gender bias depicted in math-related vignettes? (2) What do girls perceive as the cause of any differential treatment? (3) How do high school girls relate perceived differential treatment in vignettes to their own experiences in the classroom? (4) How do the girls’ responses in this study compare to the American Association of University findings in *Shortchanging girls, Shortchanging America* (1991)?

Chapter 2

The literature review covers: history of gender inequity in public education; increased sensitivity to gender inequity in math education; gender differences in perceived and real math ability; differential treatment in math education; reasons why girls achieve less.

Chapter 3

The subjects of this study were 20 girls enrolled in high school math classes. A projective device in the form of narrative vignettes and questions was used to assess girls’ perceptions of gender bias. Descriptive analysis of data was performed by aligning themes from literature review, categorizing subjects’ responses using those themes, and summarizing student responses.

Chapter 4

The results are presented in pie charts and bar graphs.

Chapter 5

This chapter begins with a discussion of the research questions. Limitations discussed include all girls were in the same high school, the overlap of themes, and that the girls contradicted themselves. Implications for further research and classroom practice would be to include boys in a study.
ABSTRACT

The purpose of this study was to assess girls’ sensitivity to the actions and motives of characters in vignettes that depict differential treatment in a math-related event. Research questions asked in this study included girls’ awareness of gender bias, girls’ perceptions of the causes of any differential treatment, and girls’ perceptions of differential treatment in their own experiences in the classroom. A comparison was also made between the girls’ responses in this study to the American Association of University Women findings in *Shortchanging girls, Shortchanging America* (1991).

A projective device was used to survey 20 high school girls who were chosen using a stratified random sample. A descriptive analysis of the survey data was performed by aligning themes from the review of the literature. Subjects’ responses were categorized and summarized using those themes. The study found that girls were aware of gender bias and merely accepted it as normal.
Single Subject Case Study-Thesis
A case study on the effectiveness of the cloze strategy on an English as a second language learner’s reading acquisition
Margaret Sauls Blair, 2006, 53 pp

Chapter 1
Purpose Statement: The purpose of this study was to determine the effectiveness of the cloze strategy to improve decoding, fluency, and comprehension skills of an English as a Second Language Learner (ESL) student struggling with reading acquisition.
Research Questions: (1) What will observations and anecdotal notes suggest about a struggling ESL student’s use of context after instruction of the cloze reading strategy? (2) How will comprehension scores change after implementing the cloze reading strategy with an ESL student? (3) What will running scores suggest about an ESL student’s ability to decode words and fluently read passages after guided practice with the cloze strategy? (4) How will observations of an ESL student’s reading acquisition process change after implementing the cloze reading strategy?

Chapter 2
The literature review covers reading process; constructing meaning from text; contextual analysis; ESL learners; and the cloze procedure.

Chapter 3
The subject was one second grade ESL student born in Russia, who has reading difficulties. The student was placed into a nine-week supplemental reading program. During the first three weeks, a base-line of her performance was established. For the subsequent six weeks, the cloze strategy was implemented during which time comprehension scores, fluency rates, self-correction rates, observations and other qualitative data were recorded and analyzed.

Chapter 4
Quantitative data are presented in graphs and tables. Themes and patterns emerged from the qualitative data and are explained.

Chapter 5
Author discusses the strengths and weaknesses of the cloze reading strategy in the particular case. The subject’s strengths, weaknesses and progress are described. Strengths of the study include greater understanding of the usefulness of the instructional method used; ability of the subject to use the cloze method in a variety of situations; and dual usefulness of the cloze strategy. Limitations include difficulty of determining how much of the progress was a result of the cloze strategy rather than other reading strategies and the use of only one subject.
ABSTRACT

The purpose of this study was to determine the effectiveness of the cloze strategy to improve decoding, fluency, and comprehension skills of an English as a Second Language Learning (ESL) student struggling with reading acquisition. In this study, quantitative and qualitative data were collected and analyzed on one participant. Quantitative data were collected from Running Record accuracy rates and comprehension scores derived from books in an Early Success Intervention Program. Results were presented on single subject experimental graphs. Throughout the treatment period, the student increased Running Record accuracy rates and comprehension test scores. Qualitative data were collected through teacher observations, anecdotal records and student interviews. Results were organized and presented by themes that arose regarding the student’s reading behaviors. The participant gained the ability to use the Cloze procedure to get meaning clues from the context of the passage, and to verbalize her strategy usage for decoding unknown words. The participant’s attitude about reading and working with the Cloze procedure changed during the duration of the testing period as indicated by anecdotal records and observations throughout the study.
Qualitative Case Study- Thesis

A case study of four Hispanic high school drop outs
Matthew D. Saucedo, 2003, 47 pps
LD 801 C3K S38 2003

Chapter 1
Purpose Statement: The purpose of this study was to investigate and identify in concrete terms, the specific factors for the drop out rate of four Hispanic students in a high school located in southeast Wisconsin.

Chapter 2
The literature review discusses factors for the high drop out rate of high school Hispanics. The areas of research covered include the issue of language and communication, cultural and family factors, the educational system and socio-economic issues.

Chapter 3
This is a descriptive case study using qualitative research methods (i.e. interviews). Responses were grouped using the themes presented in the literature review.

Chapter 4
Results are presented by themes and include direct quotations from the respondents.

Chapter 5
The discussion focuses around the themes found in the literature; and also suggests that more research be conducted to better understand the range of particular factors for the high drop out rate of Hispanics.
ABSTRACT

This study investigated and identified in concrete terms, the specific factors for the high drop out rate of Hispanic students in a high school located in southeast Wisconsin. A total of four Hispanic students from ages 18-22, who had dropped out of a high school in southeast Wisconsin between 1999-2002, were the subjects of this study. Responses were collected through a set of open-ended questions, during face-to-face interviews. During the three months of the initial and follow-up interviews, the responses were tape-recorded on a micro-cassette recorder. These responses indicated that the following areas influenced the Hispanic students’ decision to drop out of high school: language and communication, cultural and family factors, concerns with the educational system and socio-economic issues. In addition, the results also concluded that there were additional factors that related to the areas indicated in Chapter 2, the Review of the Literature, however were not mentioned. These additional factors included peer pressure by other Hispanic students in school, stereo-typical beliefs by a father of a subject of how he perceives his child, prejudice of the parents of a subject towards other races, and educational repercussions felt by one subject whose family had to frequently relocate, due to the lack of job opportunities for illegal immigrants, like his father.
Instructional Materials Analysis-Thesis

Sexist language and Spanish foreign language textbooks
LD 801 C3K H58 2003

Chapter 1
Purpose Statement: The purpose of this study is to present a theoretical background on feminist linguistics, focusing on linguistic sexism in Spanish FL textbooks.
Research Question: How has the work of feminist linguistics influenced the use of sexist language and images in textbooks used to teach Spanish?

Chapter 2
The literature review covers relations between language, society and reality; women’s role in society and education; sexist language; textbooks and sexist language; foreign language textbooks, Spanish foreign language textbooks, and non-sexist language reform.

Chapter 3
The author explains how the materials that were analyzed were chosen. Using information discussed in the review of literature, the author explains criteria which were used in analyzing textbooks and presents rubrics to demonstrate specific principles presented in the survey of literature.

Chapter 4
Rubrics developed in the previous chapter are used to analyze selected components of textbooks. Examples of some of the information from the rubrics are expanded to demonstrate specific principles presented in the survey of literature.

Chapter 5
Examples presented in the previous chapter are interpreted, and the roles of sexist language in the various textbooks are compared. The author concludes that all of the textbooks studied contain sexist language and present stereotyped images of women, though some variations are noted. Limitations of the study include random selection of textbooks; specific analyses of chapters in textbooks on the family and cars that are likely to contain stereotyped images of women; and researcher bias. Classroom implications include providing teachers with tools for analyzing portrayals of women in foreign language textbooks.
ABSTRACT

Linguists have always studied the relationship that exists between language, reality, and society. However, research on feminist linguistics has usually been nonexistent until the “second wave” movement in the late 1960s. This thesis will present a theoretical background on feminist linguistics, focusing on linguistic sexism in Spanish FL textbooks.

Four different Spanish FL textbooks were examined using a rubric and a textual analysis. An evaluation of the portrayal of women in those textbooks took place. The author of the present study interpreted the results of the evaluation, thus providing conclusions useful for teachers and professors desiring to eliminate sexist attitudes from their classrooms.
Meta-Analysis-Thesis

*Academic effects of inclusion for students with learning disabilities: A meta-analysis*

LD 801 C3K D262 1995

Chapter 1
**Null Hypothesis:** There is no difference in achievement between students with learning disabilities who have been taught in inclusive settings, and those students with learning disabilities who have been given instruction in a pull-out, resource room assignment.

Chapter 2
The literature review covers the advantages and disadvantages of inclusion.

Chapter 3
The methods for conducting meta-analysis of two studies is described.

Chapter 4
Results present the calculated effect sizes, interpretation of effect sizes, and conclude that the null hypothesis was rejected.

Chapter 5
Concludes that a small positive correlation (.17) between academic success and education in inclusive settings exists.
ABSTRACT

This research explored the advantages and disadvantages of inclusion and examined studies that documented the effects that inclusion had on the achievement of students with learning disabilities. A thorough search of research, both published and non-published, yielded two studies that compared the achievement of elementary students with learning disabilities in resource settings to similar students educated in an inclusive classroom. The results of the studies were combined using meta-analysis, and revealed a small (.17) positive correlation between education in inclusive settings and academic success for students with learning disabilities. Conclusions drawn from this research were cautiously interpreted given the small sample size and limitations of meta-analytic research, but indicated the absence of a strong negative academic effect on these students and identified the need for more research to augment the data found in this study.
Chapter 1
**Purpose Statement:** The purpose of this study is to analyze children’s and adolescent literature that feature characters who are challenged by physical, emotional, or educational disabilities.

**Research Questions:**
1. How are characters with disabilities portrayed in children’s literature?
2. How does the plot of the story integrate disabled children with their non-handicapped peers?
3. How frequently are the various handicapping conditions featured?

Chapter 2
Topics covered in the review of the literature include history of inclusion; literature affects attitude change; criteria for book selection.

Chapter 3
The methods for selecting the books and the checklist of criteria used for analysis are presented.

Chapter 4
Results include the attributes present in the books and the type of disabilities.

Chapter 5
The research questions are discussed. Limitations include the books selected. Implications for further research include use of literature to change attitudes.
ABSTRACT

The purpose of this study is to analyze children’s and adolescent literature that features characters who are challenged by physical, emotional, or educational disabilities. Research supports the use of literature to treat and prevent problems during childhood, and to change student attitudes. In order to accomplish these goals, it is necessary to identify literature that positively portrays disabled individuals. A number of books, fiction and non-fiction, were selected for analysis in this study. A set of eight statements was developed using standards set forth in the research. The statements were used to analyze the selected books. The final results indicate there are a number of children’s and adolescent books that exemplify positive portrayals of disabled characters.
Teaching Strategies

The effects of the program “Starting Out Right” on seventh and eighth grade students’ knowledge of reading and study techniques
LD 801 C3K F717 1982

Chapter 1

Research Question: Will instruction in study and reading techniques in the intermediate grades result in improved knowledge of such skills as measured by a researcher designed criterion referenced test?

Null Hypothesis: There will be no significant difference (.05) in the gain scores of intermediate grade level students receiving modular instruction in study and reading techniques and a control group, as measured by a researcher designed criterion referenced test.

Chapter 2
A review of the literature covered intermediate grade level study skills.

Chapter 3
Seventh and eighth grade students were pre and post tested. Data was also collected from the “Starting Out Right: A Workbook in Study and Reading Techniques for Intermediate Grades,” workshop sessions, quizzes, grades, home contact and a researcher-designed criterion referenced test.

Chapter 4
Analysis of data included mean test scores presented in tables for the target and control groups.

Chapter 5
The researcher concluded there was a significant increase in the target group’s knowledge of study skills.
ABSTRACT

This study was designed to determine if the program “Starting Out Right” (Study And Reading Techniques for (intermediate Grades) would significantly increase intermediate students’ knowledge of reading and study techniques. The program was designed to use a workbook, teaching sessions and application assignments in content areas. A researcher designed criterion referenced test was used as a pre-test and a post-test. Seventh and eighth grade students at two catholic elementary schools served as the target and control groups for the experiment. The results of the post-testing indicated that the program “Starting Out Right” significantly increased the target group’s scores and thus the null hypothesis was rejected. It was concluded that the program “Starting Out Right” was an effective way to increase student’s knowledge of reading and study techniques.
**Project-Instructional Materials**

*Creating a poetry center in a kindergarten classroom to aid in the teaching of phonics, fluency, and word recognition skills.*
LD 801 C3k G69 2009

Chapter 1
**Purpose Statement:** The purpose of this project was to construct a guide for creating a poetry center in a kindergarten classroom to aid in the teaching of fluency, phonemic awareness and word recognition skills.

**Guiding Questions:**
1) What does a poetry center look like in kindergarten? 2) What poems should be included in the poetry center? 3) What are the target skills that the children should learn from the poems? 4) What would the whole group teaching of the poem look like as well as the independent learning taking place in the poetry center?

Chapter 2
The literature review explains: why literacy centers as a classroom routine should be chosen; what a poetry literacy center looks like; teaching modeling as a strategy when introducing center routine; how to transition into manipulative based literacy centers; the effects of using centers as cooperative literacy settings; effects of repeated shared reading on phonological awareness; and how repeated poetry reading influences fluency and word-recognition skills.

Chapter 3
This chapter presents the following criteria used in developing the poem center: poem selection, routines for the poem center, materials to include in the poem center, and elements to consider when creating a poem center.

Chapter 4
A discussion of how the elements of the poem center were integrated based on the criteria is presented.

Chapter 5
This chapter presents a discussion, including how the guidebook will be distributed, what further research is necessary, drawbacks and further implications for its use.

Appendix A
Guidebook for Creating a Poetry Center in a Kindergarten Classroom to Aid in the Teaching of Phonics, Fluency and Word Recognition Skills
ABSTRACT

With the legislature of the No Child Left Behind Act developed by the United States Department of Education all children are expected to perform at the proficient or advanced levels of learning. The bar has been raised and teachers are expected to do all that they can to ensure children’s success in education. An area of importance is literacy achievement. It can be a difficult task for kindergarten teachers to progress children to that level of proficient or advanced in literacy development. This project was created in response to the need for kindergarten children to reach proficient or advanced levels in literacy, specifically in the areas of phonics, fluency and word recognition skills. An idea developed to support teachers in their efforts to help kindergarten children excel to their highest potential was to create a poetry center that focuses on the skills of phonics, fluency, and word recognition skills. This project is a guide for teachers on how to create a poetry center in their kindergarten classroom.
Project-Curriculum

*Developing a bioethics curriculum for the high school*
LD 801 C3A45 2004

Chapter 1
**Purpose Statement:** To develop a bioethics curriculum to be used in the high school as a social studies elective.

Chapter 2
Topics covered include: concept of curriculum, theories behind what is should entail, and what specific components are involved in generating a curriculum; bioethics as a subject; moral development and education as the foundation of teaching ethics; different instructional methods that are commonly used in teaching bioethics; content materials, including textbooks; assessment using lifelong learning standards developed by the McCrel Institute; and a description of standards and benchmarks used as the assessment instrument.

Chapter 3
This chapter includes the selection, rather than the creation of materials and implementation of instructional strategies into the curriculum. The curriculum was developed with learning theory, developmental theory, organization of the content, behavior objectives and instructional approaches in mind.

Chapter 4
This chapter presents the Bioethics Curriculum Guide, which includes 5 units with 44 lessons.

Chapter 5
This chapter presents areas for further research, implementation and assessment of the curriculum guide, as well as how the curriculum guide contributes to academia.
ABSTRACT

The thesis was designed using the alternative curriculum development method rather than the traditional research of a problem. The curriculum is based on the recently developed field of bioethics and is specifically designed for use in the public high school. The rationale and purpose for using bioethics in the high school, among other things, is that it helps foster critical and analytical thought. Using the lifelong learning standards and benchmarks as the instrument of assessment, the curriculum is designed for others in the social science field to use as a guide for teaching bioethics and enhancing critical thinking and communication skills in students.

Within the curriculum are instructional strategies of debate, classroom discussion, case studies, and cooperative learning. In addition to the lifelong learning standards and benchmarks, there are individual assessment instruments for particular lessons included in the curriculum. Materials, resources, and a rationale for their selection are also included. Finally, a theoretical foundation in moral development and learning theory using Kohlberg, Dewey, Piaget, and others, are also included in the thesis.

In addition to the methods, theories, and materials included in the curriculum, the thesis contains a five-unit guide with 44 individual lessons to be administered during the course. The materials used in the lessons are included as well as directions for how one can replicate the lessons in the classroom. Lastly, as an alternative thesis that deals with the development of a curriculum, the actual implementation and assessment of the curriculum are beyond the scope of this thesis and are, therefore, recommended to others for further study and research.
Project-Guide

An emergent literacy pre-school reading intervention for parents and children of low-socioeconomic status
LD 801 C3k L833 2009

Chapter 1
Purpose Statement: The purpose of this project was to create a book reading guide for parents of children of low socioeconomic backgrounds to use when they read aloud to their children.
Guiding Questions: What reading techniques and emergent literacy interventions are shown to be the most effective in increasing the emergent literacy skills of children from low socioeconomic backgrounds? What parental prompts should be included to most easily achieve the goal of increasing emergent literacy skills? What children’s books should the guide focus on to achieve maximal results in the emergent literacy skills of the children? How often should read-aloud sessions be conducted with each book in order to ensure success?

Chapter 2
Topics covered in the review of the literature include emergent literacy skills, literacy activities, effective home interventions, and attitudes toward reading.

Chapter 3
The criteria developed for this project include: reading level of guidebook, book selection, guidebook structure and literature choices, frequency of book use and structure of each book plan.

Chapter 4
This chapter provides an overview of the guidebook elements as they were developed in the guidebook.

Chapter 5
Methods for distributing the guidebook are presented, as well as limitations and implications for further study.

Appendix A
Reading Aloud with Your Child, A Guidebook
ABSTRACT

In this project, a guidebook for parents/caregivers of preschoolers was created. The guidebook is specifically geared towards families of low socioeconomic status. The guidebook will instruct parents/caregivers on how to read various children’s books with their children in research proven ways that will increase their children’s emergent literacy skills. By following this guidebook, parents/caregivers will engage their children in strategies that develop both the inside-out and outside-in skills needed to be ready to learn to read upon school entry.
Appendix B: Capstone Experience Instructor/Director Request Form
The instructor of EDU 5550 will serve as your thesis/project director. With this director, you will discuss and organize the process of writing the Master’s Thesis or Project.

Student Name: ____________________________________________

ID Number: ________________________________________________

Area of Concentration: ______________________________________

E-mail: ____________________________________________________

Describe your research interests/topics/areas/ideas:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Mention any anticipated Literature Review/Methodology you have:

________________________________________________________________________

________________________________________________________________________

(Optional) List three Professors names you would like to work with (1= first choice):

1.

2.

3.

If you have any questions, contact the Education Department Chair, Jacqueline Easley.

Email: jeasley@carthage.edu

Office: Lentz Hall 322

Phone: (262) 551-2375

Student’s Signature: ____________________________  Date: ____________
Appendix C: Proposal Cover Sheet
CARThAGE COLLEGE CAPstone EXPERIENCE
PROPOSAL COVER SHEET

This proposal, signed by the EDU 5550 instructor/director, must be submitted to the Director of Graduate Studies.

DATE: \\
STUDENT’S NAME: ID: \\
ADDRESS: CITY: STATE: ZIP: \\
HOME PHONE: WORK PHONE: \\
CELL PHONE: EMAIL: \\
TRACK OPTION: \\
AREA OF SPECIALIZATION: \\
CHECK ONE: ☐ THESIS ☐ PROJECT \\
TITLE OR TOPIC OF CAPSTONE EXPERIENCE: \\

ATTACH YOUR PROPOSAL

Before you begin your work, you must submit a copy of this proposal and the IRB application to the Carthage Institutional Review Board in the Clausen Center, room 213, for review.

The thesis/project director’s signature below indicates that the thesis/project described in the attached proposal is worth doing, feasible, and academically appropriate for the student’s program, and that, along with the seminar instructor, the director is willing to supervise the work.

EDU 5550 INSTRUCTOR/DIRECTOR’S NAME: DEPARTMENT \\
SIGNATURE: DATE \\
COMMENTS (OPTIONAL):

--------The section below is to be completed by personnel in the Office of Continuing Studies--------
Proposal Received ______________________ by: ______________________ COPY: Student / Instructor/director \\
DATE Grad Assistant \\
--------To be completed upon student’s request for Thesis or Project Seminar--------
The signature below indicates that this student is eligible to enroll in EDUC 5550 \\
__________________________

__________________________ Date

Director of the Graduate Program

JK>Grad Program>Grad Capstone Guide Fall 2016

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Appendix D:  IRB Documentation When Using Human Participants Guidelines

Note: IRB forms must be obtained from Deborah Usinger, Administrative Assistant, Natural & Social Sciences & Professional Studies, dusinger@carthage.edu, Clausen Center 213)
NOTE: Do not include these guidelines with your proposal submission to the IRB.

What is the IRB?
- Institutional (Carthage College) Review Board
- Reviews all research projects involving human participants or animal subjects
- Complies with Federal Guidelines for the protection of the rights and safety of participants in research studies/projects in the following areas:
  - Physical
  - Psychological
  - Social

Who is currently on the IRB at Carthage? (Fall 2012)
- Chair (Biology): Dr. Scott Hegrenes, x6616
- Education: Dr. Cynthia Allen, x6671
- Psychology: Dr. Leslie Cameron, x5843 (sabbatical 2012)
- Biology: Dr. Thomas Carr x5887
- Psychology/Neuroscience: Dr. Dan Miller, x5967
- Business Administration: Mr. Mark Miller, x2115
- Modern Languages: Ms. Isabel Rivero-Vila x2122
- Sociology: Dr. Wayne Thompson, x5849
- Geography: Dr. Matthew Zorn, x5968
- Veterinarian: Dr. Kamran Khan, D.V.M. 653-0067

Projects that require IRB review
- All research projects that gather or ask for an individual participant's name, social security number, description, ethnicity or other voluntary or involuntary group membership, or any other substantial identifier.
- All research projects that may present risk to participants, including physical, social, or psychological risk.
- All dissertations or theses researching human participants.
- All research initiated by faculty or staff focused on human participants.
- All training programs with a research component, regardless of the source of funding.

Carthage College requires that all research utilizing human participants and/or animal subjects be approved BEFORE THE RESEARCH BEGINS. This satisfies a number of federal, state, and institutional regulations and, most importantly, assures the protection of the rights and welfare of individuals and/or animals used in research. Please CAREFULLY follow the procedures below.

1) After completion of your research design and obtaining principle investigator and department chair approval, please carefully follow the procedures outlined here to obtain IRB approval for your research involving human participants. If these guidelines do not provide full answers to your questions, please contact Scott Hegrenes (262-551-6616; email shegrenes@carthage.edu). For human participants, please complete the Human Participants Application form provided in Microsoft Word format at http://www.carthage.edu/provost/faculty/committees/institutional-review-board/.

(Revised October 2012 IRB-HumanParticipantsGuidelines pg. 1 of 5)
2) Completed packets, which you will return to Deborah Usinger in the IRB Office (CC 213, x5833), include:
   a) 2 Copies of Full Application, including 2 copies of each Appendix and the Signature sheet.
   b) 2 Copies of Application Checklist and Informed Consent Checklist.
   c) For Resubmissions of revised IRB applications, please again submit 2 copies of your revised Application OR the pages with sections altered, with CLEARLY marked sections corresponding to items in the IRB revision letter, a cover letter explaining the changes, AND one copy of your original proposal. Submission of these items will significantly speed the approval process.

3) Please allow at least two (2) weeks for your application to be processed. Upon completion of the review of your application, you will be notified via email (include correct email address) whether or not your application has been approved.

IRB specific concerns:
   o Do all components of the study individually and collectively involve minimal risk to participants?
   o Do all segments of society have the opportunity to participate?
   o Are vulnerable groups protected and not targeted/singled out/stigmatized?
   o Will the study potentially benefit the participants or others? Do the potential benefits outweigh the potential risks?

Criteria for selection of participants:
   — While a host of good intentions may drive the design of certain studies involving vulnerable groups, a clear and thoughtful analysis of possible risks of targeting and stigmatization (and additional psychological, physical, or social pressure) is required for approval of such a study, and if feasible, you may be encouraged to broaden or otherwise alter your study.
   — However, if your study excludes certain members of a group, based upon a perception of complicating factors such as gender, ethnic, economic, or social, you are encouraged to consider a more inclusive research design.

Research Design: The researcher provides a history of the experiments and findings relevant to the study, justifying the research proposed, as well as clearly presents the research objective/s of the study:
   — Is the research study clear and well-supported? Federal guidelines stipulate that research should not be done on humans or animals except through a well-designed study.
   — Is the research proposed supported by reasonable prior research?
   — Are sources cited throughout?
   — Is a reference page included, only for the cited resources?

Procedures:
   — Provide the exact procedure/s by which you will conduct the study.
   — Include copies of any surveys or testing instruments.
IRB Application Guidelines

Risks and side effects:
- Please discuss possible risks with your advisor and colleagues to develop this section, using the below suggestions to guide your discussion. High risk items generally include those that analyze illicit or illegal behaviors, such as drug/alcohol use, sexual or criminal activities, etc.
- There are ALWAYS risks associated with participating in a study that asks for personal identifying information, whether this information is specific in collecting names and signatures or whether it is less specific in collecting demographic, economic, or racial information:
  - Risk elements include, but are not limited to: loss of confidentiality (collected data with names or other identifiers); stigmatization; psychological/emotional/mental, physical, and social risks. This requires a careful evaluation of potential risks within the environment of your particular study and a thoughtful analysis of the ways in which risks can be minimized by changes in the research procedures. The IRB cannot be expected to understand the ways in which you are minimizing risk unless you provide a clear explanation of the environment and planned execution of the study, as well as provide a thoughtful analysis to minimize potential risks.
- Another risk is the ability of the population studied to form independent judgments with full knowledge of the potential risks involved in participating in such a research study, especially for the following populations (state in your Research Proposal the ones you check below that apply):
  - _____ minors (under age 18)  _____ fetuses  _____ pregnant women
  - _____ persons with mental disabilities  _____ prisoners  _____ economically or educationally disadvantaged
- State and provide rationale for any monetary or other costs to the subject that may result from participation in the research.

Safeguards to minimize risks
Privacy and confidentiality—Because one of the risks of participating in research is a loss of privacy, a discussion of confidentiality issues should be included in the Risks section.
- The confidentiality discussion should begin with this statement: "Participation in research entails a potential loss of privacy."
- This section should describe in detail how the confidentiality of private information will be protected, i.e., coding of records, limiting access to the study records, not using any individual identifiers in publications or reports resulting from the study.
- Address other risks and possible side effects of your study with what safeguards you will have in effect. Discuss with your advisor what these safeguards might be and entail. For example, please address the fact that you are working with a high risk group (economically or educationally disadvantaged) as a risk factor, specifically by:
  - i) Stating how you will provide, for example, extra help in understanding what it means to participate in a research study, in this particular research study, and how to read the Informed Consent Statement.
  - ii) Especially, you should discuss the potential for loss of confidentiality and what you will do to minimize this loss (see above).
  - iii) Discuss how the results of this study might be used (potential benefits both to participants and to others) and how and when you will inform participants of the results of the study.
  - iv) It is very important that potential participants not feel in any way coerced to participate in the study; it should be part of your discussion about your research project and research projects generally that the decision is entirely up to the individual and that there will be no effects on their grade or job, etc., or how you view/treat them in the present or future. Also, it is important that whether a person participates or not is a private matter and this privacy must be protected.
If you plan to audiotape, videotape, or film the participants, indicate how you will be using this material, how you will protect confidentiality (who will view or listen to these recordings?), and what your plans are for keeping or destroying the recordings. If destroying, please state the time frame for doing so; if keeping, please state how you will maintain privacy over the long term.

State if DECEPTION is used, provide a rationale for such deception, and state exactly how you will provide an explanation at the conclusion of the participation. A debriefing statement providing the previously withheld information to the participants is required.

Benefits to the participant or to others; or to the extent of the contribution to the body of literature or knowledge

- Federal guidelines for research with human participants requires that benefit be derived. Proper design of the study significantly increases the likelihood that such benefit will be derived; thus the design of your study is also an important reviewed component. The IRB seeks to determine whether the potential benefits outweigh the risks of the study.
- How might YOUR study benefit the participants or others?
- If some subjects will receive fewer benefits than other subjects will, discuss ways to offer these benefits, or their equivalent, to the deprived subjects after the research project is completed.
- How might YOUR study contribute to the current body of literature or knowledge in the area?

State the terms of subject compensation for study participation, if any. If the subjects will be paid for participation, state how and when they will receive payments and/or compensation. If class credit will be given, list the amount and list alternative ways to earn the same amount of credit. The IRB will reject an application stipulating unduly large compensation or credit without alternatives. Also, only certain types of random monetary awards are allowed; for example, using the term ‘lottery’ or ‘raffle’ are off-limits due to state and federal regulations on usage. However, a random ‘drawing’ for a small sum of money is permissible.

The purpose of this research project is to develop a better understanding of how distraction affects memory.

If you agree to participate you will be asked to spend approximately fifteen minutes learning a list of words and then recalling the words after completing a puzzle.

Your participation in this project would not involve any personal risks to you or to others. Your participation would significantly contribute to the completion of the project and, to that extent, will further our understanding of human behavior.

If you agree to participate your name will not be connected with any information gathered. No reference will be made in verbal or written materials that could link you to the research project. All information is confidential. The results of the findings will be made available to the participants upon any requests made.

If you agree to participate, and if you are among those students who have volunteered in response to the opportunity for bonus points or extra credit in one of your courses, be sure to ask the researcher for a written verification of your participation so that you can bring that to your professor.

Please ask the student researcher and/or the supervising faculty member (see names below) any questions that you might have about the research project or the procedure at any time prior to or after signing this form.

Please be aware that your participation in this project is strictly voluntary. You may decline to participate; you may withdraw or be withdrawn at any time without penalty.
Carthage College Informed Consent Statement (SAMPLE ONLY)

If you sign below, your signature indicates that you have:

- read and understand all of the information on this consent form;
- received a copy of this form; and
- agree to participate in the research project described above; and
- are 18 years of age or older.

_______________________________
Printed Name

_______________________________
Signature of Informed Consent __________ Date __________

Faculty Principal Investigator: Student Researcher(s):
Name(s) of Faculty Member Name of Student(s)
College Address College Address
Phone Number Phone Number
Email Email

Include 2 copies of each Informed Consent Statement in your IRB application:

**One copy should state at the top or bottom:** Researcher Copy, Please Sign and Return.
**One copy should state at the top or bottom:** Participant/Principal/Parent/Guardian/Teacher Copy, Please Sign and Keep/Retain.

After IRB approval has been obtained, you will hand out two forms, one with each header or footer, to each potential participant or approver of your study.

(Revised October 2012 IRB-HumanParticipantsGuidelines pg. 5 of 5)
Appendix E: IRB Documentation When NOT Using Human Participants Guidelines

Note: IRB forms must be obtained from Deborah Usinger, Administrative Assistant, Natural & Social Sciences & Professional Studies, dusinger@carthage.edu, Clausen Center 213
Carthage College Institutional Review Board Guidelines for Research Requesting Exemption from Review

NOTE: Do not include this with your submission to the IRB.

Federal IRB guidelines specify the following procedure for investigators and IRBs regarding possible exempt research (adapted from http://www.nihtraining.com/ohsrsite/mpa/mpa.html#Applicability; III. C. 2 and III. I. 2):

**Exempt types of research are listed in Appendix G (attached next page)**

**Investigators:** Determination of human subjects research activities that are exempt from review (III. C. 2):

1. Research investigators make the preliminary determination as to whether or not the proposed human subjects research activity is exempt from IRB review (see Appendix G below).
2. If the investigator determines that the activity is exempt, s/he will provide the necessary document ("Request for Review of Research Activity Involving Human Participants for Determination of Exempt Status" provided in Microsoft Word format at http://www.carthage.edu/provost/faculty/committees/institutional-review-board/) to the Carthage College IRB for the final institutional decision concerning exempt status. **Send 2 copies of the completed document to Deborah Usinger in the IRB Office (CC 213, x5833).**
3. If the investigator or the Carthage College IRB determines that the activity is not exempt, the investigator will submit a full Carthage College IRB application.

**Institutional (IRB) determinations concerning exemptions (III. I. 2):**

1. The Carthage College IRB is responsible for reviewing the preliminary determinations of research investigators and for making final institutional determinations of whether research activities qualify for exemption from coverage under the Federal guidelines.
2. **Documentation of research activities that do qualify for exemption will be kept on file in the Carthage College IRB.**
3. Documentation of research activities that are determined not to be exempt will be returned to the investigator for incorporation into a Carthage College IRB application.

**APPENDIX G: ACTIVITIES EXEMPT FROM COVERAGE UNDER 45 CFR 46**

(http://www.nihtraining.com/ohsrsite/mpa/appendix_g.html)
Research in which the only involvement of human subjects will be in one or more of the following categories is exempt from coverage under this Assurance:

(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as:
(i) research on regular and special education instructional strategies, or
(ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

(Revised October 2012 IRB-ExemptionGuidelines pg. 1 of 2)
APPENDIX G: ACTIVITIES EXEMPT FROM COVERAGE UNDER 45 CFR 46, CONT.

(http://www.nihtraining.com/ohsrsite/mpa/appendix_g.html)

Research in which the only involvement of human subjects will be in one or more of the following categories is exempt from coverage under this Assurance:

(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as:
   (i) research on regular and special education instructional strategies, or
   (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:
   (i) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and
   (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subject's financial standing, employability, or reputation.

(3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (2) above if:
   (i) The human subjects are elected or appointed public officials or candidates for public office; or
   (ii) federal statutes(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

(4) Research, involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

(5) Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine:
   (i) Public benefit or service programs;
   (ii) procedures for obtaining benefits or services under those programs;
   (iii) possible changes in or alternatives to those programs or procedures; or
   (iv) possible changes in methods or levels of payment for benefits or services under those programs.

(6) Taste and food quality evaluation and consumer acceptance studies,
   (i) if wholesome foods without additives are consumed or
   (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency of the Food Safety and Inspection Service of the U.S. Department of Agriculture.

Revised October 2012 IRB-Exemption Guidelines pg. 2 of 2)
Appendix F: Writing the Master Thesis for Target Language Experts (TLEs)
# Master of Education Thesis/Project for Target Language Experts

**Modern Languages Department**

The following guidelines describe the culminating experience process for TLEs, including possible schedules, required courses, and detailed information. The student and the instructor/director are expected to organize the completion of the thesis or project draft so that the committee has the final revision prior to the Oral Defense. The dates may vary depending on the process established by the instructor/director in consultation with the other committee members.

<table>
<thead>
<tr>
<th>Number of Credits</th>
<th>Required and Optional Courses</th>
<th>Description of the Thesis/Project Process</th>
</tr>
</thead>
</table>
| First Year (Fall and Spring Semesters) | 18 | 1. EDU 5060 Foundations in Education (2 credits)  
2. MLA 5700 Methods and Materials in Teaching Modern Languages (4 credits)  
3. EDU 5240 Qualitative Methods in Educational Research (3 credits)  
4. EDU 5250 G I Quantitative Methods in Educational Research (3 credits)  
5. Other courses according to the course of study. | May: Program of study for two years is submitted to the Office of Continuing Studies. [Blue Sheet]  
May: The TLE enrolls in EDU 5550 during spring semester and chooses a thesis/project committee confirmed with the director of TLEs and the Education Dept (fill out the Capstone Experience Instructor/Director Request Form).  
May: The student works with his/her EDU 5550 instructor to determine a topic for the thesis/project. They outline the subtopics that will be investigated over the summer independently by the student. A thesis statement is agreed upon, proposal is completed, and IRB process approved. |
| Summer School | Optional | 1. Other courses according to the course of study. | The student does some research on the topic of interest. |
| Second Year (Fall and Spring Semesters) | 18 | 1. EDU 5550 Master’s Degree Capstone Experience (4 credits)  
2. Other courses according to the course of study. | **By September 15.** The first week of September, the TLE and instructor/director discuss research done over the summer. The TLE continues work on thesis/project and revises it as many times as necessary to receive approval by the instructor/director.  
**November to April.** Each one of the chapters must be submitted, revised, resubmitted, and approved by the thesis/project instructor/director. The organization of the thesis/project writing process depends on the agreements made by both the student and the instructor/director.  
**By the First Monday in May.** On or prior to this date, the completed Master’s thesis/project is submitted to the thesis committee and the thesis/project instructor/director schedules a date for the oral defense. |
Appendix G: Sample Pages

Title Page

Table of Contents

First Page of Chapter
Expanded Course of Study for
the English Course:

The Literature of Sports

by

James John Runge

Submitted in partial fulfillment of the requirements
for the degree of Master in Education

at Carthage College

Kenosha, Wisconsin

Spring 2010
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Chapter 1

Introduction

Numerous educators and researchers.........