

Saint Martin's University



Education Division Graduate Handbook

Master's Programs In Education

Revised Fall 2005

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University Mission

To know, to care, to serve – to educate:
the commitment of Saint Martin's University to
the student, the community and the world.

Education Division Mission

When an education professional leaves the Saint Martin's Education Programs, we believe they take with them a core set of human, spiritual, and democratic values. They are ready to promote hospitality, scholarship, and education within the community of the school. The pluralistic and ever changing worlds of diverse students and knowledge will always be welcomed by our graduates. Such is our mission.

Welcome

Welcome to the Education Division Graduate Studies Program. Saint Martin's University offers an environment of close relationships with faculty and fellow graduate students in a program known for its standards of excellence. You will be offered opportunities to grow intellectually, personally, and professionally. Saint Martin's graduates leave with a deeper understanding of their profession and an expanded view of the world. We look forward to working with you in your graduate studies.

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INTRODUCTION

Welcome to the graduate programs of Saint Martin's University. This Education Division Graduate Handbook is intended to provide information specific to the various procedures and requirements of the programs within the Education Division relative to the Master of Education (MED) degree and the Master in Teaching (MIT) degree. All Saint Martin's students are also subject to the policies, procedures, and regulations outlined in both the Student Handbook and the Saint Martin's University Academic Catalog. Students are also subject to changes in education requirements mandated by the State of Washington and other accrediting agencies all of which supercede this handbook.

ADMISSION

TO SAINT MARTIN'S UNIVERSITY

The form for admission to graduate status at Saint Martin's University must be completed and returned with the non-refundable \$35 fee. The application may be sent with materials required by the Education Division.

TO EDUCATION DIVISION

In order to ensure a timely acceptance, applications and transcripts must be received by the Education Division Office by June 1 for fall admission and by September 15 for spring admission. Applications and credentials for summer sessions should be received by the Division Office at least six (6) weeks before the opening date of the summer session. Exceptions can be made only at the discretion of the Graduate Director or appropriate designee.

Applications and transcripts are to be sent directly to the Education Division Office. One (1) official transcript must be submitted by the registrar of each institution previously attended.

For regular admission, applicants must meet the minimum standard of a cumulative grade point average of 3.0 for undergraduate coursework. In addition, the student must submit scores of either the Miller Analogy Test (MAT), or the Graduate Record Exam (GRE). The test must have been taken within the past five (5) years. The minimum scores required are MAT-35, and GRE-850 verbal plus quantitative. Scores must be reported directly from the testing agency to the Education Division, Saint Martin's University. Failing to meet any of the above criteria, the student should see information regarding Provisional Admission Status on page 2. International Students are subject to additional requirements. See details on page 3 in the section titled "International Students."

Three (3) letters of recommendation must be submitted with other materials. The letters should be written by professionals who have knowledge of your potential to do graduate level work and/or your ability to work with children.

Requirements for the Master of Education Program

1. Transcripts from all institutions previously attended

2. Education Division Student Contact Sheet
3. Program Application (green), accompanied by a \$25 non-refundable fee
4. Character and Fitness Supplemental
5. Release of Information Form
6. Personal Statement of approximately 400 words that describes how your Masters program will contribute to your professional development and aid in achieving your professional goals
7. Résumé of work experience
8. Passport size color photograph (2"x2")
9. Three letters of recommendation
10. WSP/FBI fingerprint/background check dated within the last two (2) years
11. Photocopy of current teaching certificate (except Guidance and Counseling strand)
12. GRE/MAT scores
13. Current First Aid/CPR card

Requirements for the Master In Teaching Program

1. Transcripts from all institutions previously attended
2. Education Division Student Contact Sheet
3. Program Application (green), accompanied by a \$25 non-refundable fee
4. Character and Fitness Supplement
5. Release of Information Form
6. Personal Statement of approximately 400 words that describes how your Masters program will contribute to your professional development and aid in achieving your professional goals
7. Résumé of work experience
8. Passport size color photograph (2"x2")
9. Three letters of recommendation
10. WSP/FBI fingerprint/background check dated within the last two (2) years
11. Oath of Confidentiality
12. Institutional Application for a Teacher's Certificate
13. Attachment to Institutional Application
14. Pre-program Observation Form
15. WEST-B test scores
16. Current First Aid/CPR card
17. GRE/MAT scores

Admission Status

Following submission of admission materials, the student must schedule an appointment with the graduate program director for preliminary advising.

Regular Admission Status

When Regular Admission is granted, a student may proceed with the completion of a degree in the standard manner and in accordance with all procedures established by the Education Division graduate programs.

Provisional Admission Status

Provisional Admission is granted when the Education Division requires additional evidence of an applicant's qualifications for admission to regular status. A final

determination to regular status is made by review of the Graduate Committee when a student has completed the provisions stated in the original admission letter. Students may not complete more than twelve (12) semester credit hours of graduate study until all requirements for Regular Admission status are complete.

If special circumstances preclude the completion of either the regular or provisional admissions process by registration deadlines, students may enroll for one term in graduate level courses, nine (9) semester credit hours of which may be accepted into their program of study. In certain situations, such as the field-based program, an exception may be requested to enable the student to enroll in a set of blocked courses that exceed the nine (9) credit limit. Taking graduate courses does not, however, guarantee acceptance into the program. Until the student has an approved program plan, the registration form for classes taken under provisional admission status must be signed each term by the Graduate Director or designee.

International Students

Saint Martin's University welcomes applications from International students and provides support services for them through the Office of International Student Services. Saint Martin's University maintains an active International Club that promotes interaction between U.S. and International students and fosters a supportive environment on campus.

International students must submit all application materials three (3) months before their expected date of enrollment. In addition to the previously stated requirements, International students seeking admission to the University must submit the following:

- A completed Saint Martin's University International Student Application for Admission and a non-refundable \$35 (U.S. currency) application fee (this is the same fee mentioned on page 1).
- An official translated transcript from each secondary school, college or university previously attended. Certified copies may be accepted.
- For applicants whose native language is not English, a minimum test score of 560 from the Test of English as a Foreign Language (TOEFL). The TOEFL may be waived if the student holds a Bachelor's degree from an American college or university granted in the United States. In some cases, the TOEFL may be waived if the student has successfully completed at least two (2) years of study in the United States with 3.0 GPA or higher.
- Proof of U.S. health insurance coverage. Those International students who lack U.S. health insurance coverage will be required to enroll in the University's health plan.
- A statement of financial support attesting to the student's ability to finance his or her education at Saint Martin's University. A letter of full guarantee or support submitted by any sponsoring agency will meet the requirement for proof of finances.

Other Required Testing

WEST-B Exam

Master's students pursuing teacher certification must take the WEST-B (Washington Educators Skills Test – Basic) test as a part of admission to the program. The current

bulletin of test dates and registration information is available from the Education Division Office. Scores must be reported to the Education Division before Regular Admission status can be granted. All portions of the test must be passed prior to completion of the first semester.

WEST-E (Praxis II) Exam

Beginning in the fall of 2005, the WEST-E (Washington Educators Skills Test - Endorsement) Exam must be taken, passed, and reported prior to beginning the teaching internship. A Praxis test of content knowledge is required for each endorsement being sought by the student. The WEST-E bulletin of test dates and registration information is available in the Education Division Office. Scores must be sent directly to the Education Division Office.

ADDITIONAL GUIDELINES AND REQUIREMENTS

Transfer Credit/Residency Requirement

Students are allowed to transfer in up to nine (9) semester credit hours of graduate credit from another regionally accredited institution, provided that all the following criteria are met:

- the work fits the program plan
- the work is recommended by the Major Professor
- the work is approved by the Graduate Director
- the work carries a grade of “B” or higher

If the work was completed prior to admission to the graduate program at Saint Martin's University the following criteria must be met:

- the request must be made prior to admission in order to ensure consideration of the credit
- credits must have been earned within a five-year period immediately prior to admission to the Saint Martin's University Graduate Program
- the work must not have been included in a previous graduate degree

If the work is to be completed after admission to the Graduate Program at Saint Martin's University, written approval by the Chair and the Graduate Director must be obtained prior to enrollment in the course.

With the exception of approved transfer credits, **all credit** must be earned in residence at Saint Martin's University.

ACADEMIC PLANNING

MAJOR PROFESSOR

Following admission to the program, the Graduate Director will assign a Major Professor. The assignment will be made insofar as possible based on the following factors:

1. area of study
2. equity of faculty advising/committee loads
3. student preference

The Major Professor will do the following:

1. serve as Supervisory Committee Chair
2. assist the student in planning a course of study, including selection of thesis/project or non-thesis option
3. make recommendations and assist the student in selection of Supervisory Committee members
4. guide the student and provide support through the thesis, project, or non-thesis exit option

Once the selection has been made, the student may change Major Professor only by (1) requesting the change in writing with copies to both the originally assigned Major Professor and the Graduate Director, and (2) securing the written permission of the original Major Professor, the new Major Professor and the Graduate Director. All written requests and permissions related to a change of Major Professor are to be kept in the student's file.

PROGRAM PLAN

Prior to registration for the second semester of study, a regularly admitted student should complete a Program Plan with the assistance of the Major Professor. Each member of the Supervisory Committee will receive a copy of the Program Plan. The Program Plan will outline a planned course of study for the degree. The first course in the research sequence (MED 501) should be taken early in the program of study and must be taken during the first half of the program of study.

ADMISSION TO CANDIDACY

The graduate student will be admitted to candidacy upon completion of the following requirements:

1. successful completion of 15 credit hours of graduate study
2. good standing (see Grade Requirements on page 6)
3. minimum cumulative GPA of 3.0
4. completion of MED 501 or be enrolled during the semester in which the application is submitted
5. formation of Supervisory Committee

The student may not be admitted to candidacy with any grades of Incomplete. Unfulfilled requirements must be completed and the grade of "I" removed before candidacy will be granted.

Upon completion of these requirements, it is the responsibility of the student to present the completed Admission to Candidacy form (*see* Appendix A – Application for Admission to Candidacy) to the Major Professor. The Major Professor will confirm the completion of requirements. The student will obtain the signature of the Major Professor and the committee members, then submit the form to the Graduate Director. The Graduate Director will complete the signature and filing process, and notify the applicant of admission to candidacy.

SUPERVISORY COMMITTEE

The Major Professor and the student will together nominate and submit to the Graduate Director a 2-3 member Supervisory Committee to be chaired by the Major Professor (see Appendix B – Summary of Master's Degree Exit Options). This should be done no later than the end of the student's second semester. The Supervisory Committee is responsible for the guidance and direction of the student's graduate program from the time of its formation through the completion of the program.

Committee responsibilities will include, but not be limited to the following:

1. acknowledgement of the Program Plan
2. guidance of the student as needed or requested in topic selection for thesis or project option
3. reading and returning drafts of thesis or project in a timely manner or guiding the student in preparation for comprehensive exams
4. participating in committee meetings and the oral defense portion of the exit option
5. supervise assessment of comprehensive exams

SLASH COURSES

Some courses are offered for either undergraduate credit (e.g. SED 359) or graduate credit (e.g. MED 559) and are called "slash courses" (e.g. SED 359/MED 559). Students enrolled for graduate credit will be required to complete additional assignments. Those assignments generally involve individual research, critical discussion of issues and/or oral presentations, and taking a leadership role in the class.

GRADE REQUIREMENTS

To maintain good standing, a cumulative GPA of 3.0 is required. Candidates who receive a grade of "C" or lower or whose cumulative GPA falls below 3.0 will be placed on academic probation and their candidacy reviewed by the Graduate Committee. Candidates who receive two grades of "C", or a grade lower than "C", will be withdrawn from the program.

If the student has a grade of Incomplete, the student must complete work to remove the "I" grade within the following semester. If the student fails to complete the work within the time specified in the Academic Catalog, an appeal for an extension must be submitted to the Graduate Director prior to enrolling in further coursework.

EXIT OPTIONS

There are two options for satisfying the exit requirements of the program: Research (thesis and project) or non-research (comprehensive exam). See Appendix B – Summary of Master's Degree Exit Options.

RESEARCH OPTIONS

The Master's thesis and the Master's project are each intended to serve as a capstone toward the Master's degree. Either should provide the opportunity to bring together some of the disparate aspects of one's chosen field of study and to work within the field to a greater depth of analysis or application.

Regardless of whether students choose to complete the thesis or the project option, it is important to realize that the process undertaken is as important as the product created. Both the thesis and project options allow students to demonstrate and build on their ability to reflectively apply knowledge and expertise, which has been acquired in their program of studies. Both are completed under the guidance of faculty and carried out in accordance with standards and procedures appropriate to the area of study.

The thesis, as one of the exit options for the graduate program at Saint Martin's University, serves to prepare students in the processes of scholarly inquiry and writing under the direction of the graduate faculty. As such, it is a demonstration of a student's ability in research, analysis, and effectiveness of expression. It also adds to the store of human knowledge and serves as a contribution to future scholars and researchers. Because it bears the University's name, as well as the student's, it represents the instructional and research functions of this University to the outside world. For these reasons, all theses from Saint Martin's University are expected to be of the highest quality in both content and form.

These expectations are a direct reflection of the Academic Values of Saint Martin's University: knowledge, spirituality, hospitality, service, creativity, communication, inquiry, discovery, and holistic education.

Sequence for Thesis/Project

Procedures are summarized in a flowchart in Appendix C, Procedural Outlines: Thesis/Project Option. Work on the thesis/project should begin during MED 509. Completion of the work will occur when the student is enrolled in MED 599. **If the thesis is not completed in the term in which the student enrolls in MED 599, a grade of "I" (incomplete) will be assigned. The student will be expected to continue work on the thesis in subsequent terms. If not enrolled in any other classes in a subsequent term, the student will be expected to pay the necessary service fee for access to library and related services. (Check with the Graduate Director for specific information.)** If the student must suspend work on the thesis/project due to unusual circumstances, such as military deployment, the student must apply in writing for a leave of absence, not to exceed one year. An additional leave of absence may be granted under special circumstances.

Thesis

The student who elects to complete a thesis will be involved in a supervised independent inquiry procedure. This process involves constructing knowledge, providing enhanced understanding, or in some way further illuminating the theory upon which the inquiry is built. The student's Major Professor will assist in selecting appropriate procedures, standards, and format for conducting and reporting the investigation so that it conforms to accepted practices in academic research within the given domain or discipline. A thesis normally results in a bound volume, which contains a complete report of the process and the conclusions of an investigation.

If the thesis option is chosen, the student will be presenting an exploration of one or more research questions or testing a hypothesis. For this reason, it is important that the thesis be conceptualized and structured so that the following aspects are explicit:

1. The problem and question(s) being pursued. This may or may not be formulated as a testable hypothesis.
2. The theoretical framework and the literature within which the questions have been formed.
3. The process or method of investigation.
4. Analysis of findings or observations.
5. Conclusions and suggestions for further study. Special care should be taken that conclusions or findings are interpreted in light of the theoretical and literature framework from which the study was derived.

Project

A project is similar to a thesis in that it involves a supervised independent endeavor, which is also built on an explicit theoretical foundation. However, a project differs from a thesis in that it is more focused upon application of the theory or theories from which it is derived. Generally, a project will include a product (such as a videotape, a curricular unit, a course of study, or a design for implementation of curricular innovation). Such a product will be accompanied by a bound document describing the theoretical basis upon which the product is built. In addition, the document will describe, in a summarized fashion, the project development process. It will include a report of trial testing along with results and their theoretical or practical implications. The student's Major Professor will assist in selecting appropriate procedures, standards, and format for conducting and reporting the procedures and outcomes so that it conforms to accepted practices of scholarship within the chosen domain or discipline.

If the project option is chosen, the student will be applying theory to practice. It is important to address both theory and practice in the document. In so doing, the following should be made explicit:

1. The need being addressed which provides a rationale for the project.
2. The theoretical base and literature from which the question(s) has been framed.
3. A description of the purpose of the project, a discussion of the process used in its development, and the final "product" (usually included as an appendix). If the project is implemented, a description of that process in a specific setting along with observed results should be included.
4. An integrative concluding discussion, placing the activities and learning from the project within the theoretical or practical context of the literature.

Ethical Considerations

As the research and writing begins, a number of ethical issues need to be considered. As a graduate of Saint Martin's University, students are expected to uphold the faith that has been bestowed by the faculty, in adhering to the highest standards of ethical accountability.

Plagiarism

It is understood that all of the writing (both wording and ideas) in the project or thesis is clearly the student's own unless appropriate attribution is made. Failure to properly cite

sources, even though it may have been unintended, constitutes plagiarism as well as poor scholarship, and must be scrupulously avoided. Please note carefully the section in the American Psychological Association (APA) Manual that addresses the appropriate forms of citation.

Human Subjects and Informed Consent

Special consideration must be applied when undertaking research with human subjects. The general principles that guide research with human subjects include informed consent, freedom to decline to participate, freedom from mental or physical discomfort, debriefing at the conclusion of the research project, and the right to confidentiality.

For a more detailed explanation of research with human subjects, the reader is referred to Principle 9 of the APA “Ethical Standards” (See Appendix D – APA Revised Ethical Standards) and the Informed Consent Policy Statement (Appendix E – Informed Consent Policy Statement and Release). Prior to initiating the research project, the student must obtain the appropriate consent forms from all participants (see Appendix F, Sample Release Forms).

Students are responsible for completing the form entitled Application for Review of Research Using Human Subjects (see Appendix G – Application for Review of Research Using Human Subjects), and submitting the application to the Institutional Review Board (IRB). Students should consult with their Major Professor for assistance and guidance in preparing these materials. They are normally submitted following committee approval of the thesis. Note: If the IRB requires substantive changes, resubmission to the committee for approval will be needed. Check to ensure all procedures for review established by the IRB are followed. (you may check requirements at www.stmartin.edu/irb/ . ***Data may not be collected for the Master's thesis before human subjects approval has been granted.***

Style and Format

Style

Students in the Education Division are expected to follow the style specified in the American Psychological Association Publication Manual, 5th Edition.

Format

Students in the Education Division are expected to follow the format specified in Appendix H, Sample Thesis.

Thesis/Project Oral Defense

The student will complete the Authorization to Schedule Oral Defense upon committee consensus of a defensible document. Authorization must be obtained at least 15 working days prior to the oral defense. The form required to submit a document for an oral defense is located in Appendix I – Authorization to Schedule Oral Defense.

The student will schedule the oral defense with the Committee Chair and the committee members. The student must pass the oral defense by unanimous vote (three or four members or four passing votes of a five member committee) of the committee.

Following a successful oral defense, final changes may be required in the thesis/project document prior to final submission of the thesis to the division.

Upon completion of the defense and completion of any required changes, the committee will sign the Master's Degree Approval form and provide a copy to the student. The Graduate Director will submit the Approval Form to the Registrar and facilitate posting of the degree pending a final file review.

Thesis Binding

Thesis option students will submit their final document to Reference Librarian in the O'Grady Library. The following requirements must be met:

- One (1) hard copy with completed signature pages
- \$30 per hard copy binding (cashier's check or personal check)
- Two (2) CDs with electronic thesis copies in PDF format

Additional copies of the document for the candidate's personal use may be submitted for binding at the same rate (\$30).

NON-THESIS OPTION

The MED and MIT non-thesis option requires two additional graduate level courses (6 credits) beyond the Program Plan requirements for the thesis option. These elective courses may be from any strand area, but may not include MED 580, 590, 595, or 597. Procedures are summarized in a flowchart in Appendix J, Procedural Outlines: Non-Thesis Option.

Comprehensive Exams

Comprehensive exams consist of a six (6) hour written and a two (2) hour oral examination. The exam provides an opportunity for the graduate student to synthesize the knowledge gained throughout the program of study and apply it to the crafting of an extemporaneous response to a situation, problem, or question. This exercise is intended to provide an experience which simulates one the student might encounter in the workplace. In order for the student to prepare for the examination, basic forms of questions will be provided in advance. This allows the student to prepare for the exam by in depth study and reflection.

It is expected that the student will demonstrate a reasonable command of writing style, construction, and conventions by following general "6 Trait Writing" guidelines and style.

Scheduling of Exams

All course work must be completed and the student must have submitted the Approval to Proceed to Comprehensive Examination (Appendix K) prior to scheduling the comprehensive exam. Exams will be given on two (2) days during each term. They will be administered in the lower level classroom in the library. There will be three 3-hour segments of time offered on each of the two consecutive days: morning (e.g. 9am-12noon), afternoon (e.g. 1-4 pm), and evening (e.g. 6-9 pm). Students may sign up for any two of the time slots for a total of six hours to write their exams. One session will be devoted to questions from the core curriculum, the other session to questions from the area(s) of the student's specialization.

Exams will be administered according to the following schedule. Specific dates will be posted on the Education Division Graduate Bulletin Board each semester.

Table 1-Exam Schedule

Written Exam	Rewrite	Retake	Orals	Orals Retake
Last week in October	TBD by the committee	Last week in March	Approximately December 1	Approximately May 1
Last week in March	TBD	Last week of August	Approximately May 1	Approximately June 15
Last week of August	TBD	Last week in October	Approximately October 15	Approximately December 1

Guidance and Counseling strand students ONLY will take the School Counseling Comprehensive Exam as part of their exit option since it is required by the state as part of their MED 549 Internship class. This examination serves as the specialty area exam for students in the Guidance and Counseling strand. The questions on this exam will be chosen, proctored, and graded by the Internship class instructor. Guidance and Counseling strand students will take the foundations and research portions of their exam as outlined above.

The Supervisory Committee, and in particular the Major Professor, will be responsible for making sure the student understands well in advance the need to reserve the dates scheduled for comprehensive exams. Students will be expected to choose from among the scheduled time slots. Exceptions will only be made for an act of God or other extreme circumstance, and at the discretion of the Graduate Director. These events should be the rare exception rather than a common occurrence.

Proctoring of Exams

The Graduate Director of Education will proctor all exams with assistance from other faculty under special circumstances.

Questions for Comprehensive Examinations

A file of sample questions and answers for core questions will be developed and maintained in the Education Division Office. It will also be available on reserve in the O'Grady Library. It will be available for students to examine in the office. It may not be checked out or taken from the building. Committee members may give sample questions for the area of specialization at their discretion. However, the student should be aware that usually the questions on the exam will vary slightly.

Each session's specific questions (e.g. two or three questions for each three hour session) will not be given until the time of the test.

The student may bring one (1) 3"x5" note card per each of the two sessions (core curriculum, area of specialty). The 3"x5" cards will be collected and attached to the examination at the end of each test session. The intended use of the card is to provide a

reminder of key points or to ensure accuracy of quotations, citations, or information that may be critical to crafting a successful answer to the question. No other outside aids are permitted. The writing is to be generated by the student in the examination session.

Number of Attempts

Students will normally be notified of the result of the examination by the Chair of the Supervisory Committee. Students who fail all or a portion of the comprehensive exam on the first attempt may have one (1) opportunity to retake either all or the failed portion of the exam according to the timeline listed in the Scheduling of Examinations section.

If the student fails all or a portion of the written examination, the Supervisory Committee will determine whether a rewrite or retake is required. A rewrite is normally appropriate when the failure is due to mechanical errors or the answer requires relatively minor revisions in content (e.g. clarification or extension.) Rewrites are scheduled individually, and that scheduling may or may not fall in the same term the exam was originally taken.

If the Supervisory Committee determines that a retake is required, it can be retaken at the next scheduled exam administration. (See the Scheduling of Examinations section above.) The retake will consist of a different question in the same general area as each previously failed question.

If the student fails on the second attempt, the student will be dropped from the program. The student may appeal the decision to his or her Supervisory Committee. To appeal, the student will develop a proposal for remediation and present it to the committee. The committee will approve or revise the plan and oversee the implementation of the activities. Following completion of the remediation, the student will follow departmental procedures of an academic appeal for reinstatement into the program. Procedures are summarized in a flowchart in Appendix L, Non-Thesis Exit Option Flowchart.

If the committee, Graduate Director, and Dean are not in agreement that the student should be reinstated, the student may appeal to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs will be binding upon all parties concerned.

Non-Thesis Oral Examination

Upon successful passing of the written comprehensive examination, the student will schedule the two (2) hour oral examination with the Committee Chair and the committee members (See Appendix M, Authorization to Schedule Oral Examination [Non-Thesis]). The oral examination will consist of questions posed by members of the Supervisory Committee. The questions will address elaboration of the written examination and/or other areas of preparation. It also is an opportunity for the student to share personal reflection on the program and its relationship to his/her professional goals. The student must pass the oral examination. To pass requires a unanimous vote of a committee of three or four members, or no more than one fail vote from a committee of five members. If the student fails the oral defense, the student may retake the oral portion during the next term. (See the Scheduling of Examinations section above.)

Upon successful completion of the oral examination, the committee will sign the Master's Degree Approval Form and provide a copy to the student. The Graduate Director will submit the Approval Form to the Registrar and facilitate posting of the degree pending a final file review.

GRADUATION PROCEDURES AND DEADLINES

Thesis or Project Option: Format Evaluation/Oral Defense Procedures

Step 1: Apply for Graduation

Application for graduation must be made prior to the published deadline in the Academic Catalog for that term. Application is made at the Registrar's Office, Room 257, Old Main. At the time of application for graduation, students must submit a working copy of their thesis to their Major Professor. Academic completion will be verified by the Major Professor and copies will be sent to the Graduate Director and the Registrar.

Step 2: Submit Materials for Format Evaluation and Scheduling the Oral Defense

- Submit the following materials to the Graduate Director at least 10 working days prior to the defense:
- Thesis (one completed unbound copy) Format Approval Review (See Appendix N) (signed by student and Supervisory Committee Chair)
- Application for Authorization to Schedule a Defense completed by the Major Professor (see Appendix I – Authorization to Schedule Oral Defense).
- Title page and abstract (one additional copy)

Step 3: Hold the Oral Defense

Students must bring a clean copy of the correctly formatted format approval sheet to their defense. The Examination Result (Pass/Fail) Report (Appendix O) will have already been sent to the Major Professor from the graduate department or degree program for specific defense procedures.

Step 4: Obtain the Signature of the Graduate Director

In order for the Graduate Director to sign the format approval sheet, the student must provide the following:

- Final format approval
- One correctly-formatted Format Approval Review (Appendix N) (original) signed by the student's Supervisory Committee
- One completed Examination Result (Pass/Fail) Report (Appendix O) (original) signed by the student's committee indicating that the student has passed the oral defense.

Step 5: Submission to the Library

The student must submit one (1) unbound copy of the final document to the O'Grady Library no later than five (5) working days prior to commencement. The student must also submit two (2) CDs with complete copies of the thesis (PDF format) to the Library.

To ensure that the work is preserved for future researchers, specific paper and printing requirements have been established. Specifications for paper and printing are described in detail in Appendix H. Additional information may be obtained from the Reference Librarians in the O'Grady Library . Once submitted, these documents are not retrievable for substitutions or changes. **FAILURE TO MEET THE FOLLOWING DEADLINES WILL PREVENT THE STUDENT FROM GRADUATING.**

Table 2-Deadlines for Thesis Completion

Graduation	Per schedule for the term
Apply for graduation	Registrar published deadline for the term you will graduate
Submit document for format evaluation and schedule oral defense	15 working days prior to defense
Last day to hold oral defense	10 working days prior to Commencement
Last day to receive final format approval and obtain Graduate Director's signature	5 working days prior to commencement
Submit document to library for binding	5 working days prior to commencement
Commencement	Per schedule

Non-Thesis Option: Written Examination/Oral Examination Procedures

Step 1: Apply for Graduation

Application for graduation must be made prior to the published deadline for that term. Application is made at the Registrar's Office, Room 257, Old Main.

Step 2: Apply for Written Comprehensive Examination

Submit the Application for Comprehensive Examination to the Graduate Director at least 15 working days prior to the scheduled date of the examination.

Step 3: Take the Written Examination

See the section on Comprehensive Examinations for details.

Step 4: Schedule the Oral Examination

Submit the completed form to your Committee Chair. Your Committee Chair will schedule the time with the Graduate Director.

Step 5: Hold the Oral Examination

The student must perform satisfactorily on the Oral Examination. The pass/fail form will have already been sent to the Major Professor.

Table 2-Deadlines for Non-Thesis Completion

Graduation	Per schedule for the term
Apply for graduation	Registrar published deadline for the term you will graduate
Apply to schedule Written Examination	15 working days prior to Written Examination
Complete Written Examination	As scheduled (See Scheduling of Exams Section.)
Apply to schedule Oral Examination	10 working days prior to Oral Examination
Last day to hold Oral Examination	10 working days prior to Commencement
Commencement	Per schedule

APPENDICES

APPENDIX A – APPLICATION FOR ADMISSION TO CANDIDACY FORM

Application for Admission to Candidacy

NAME _____

Degree: MED _____ **MIT** _____

Strand (if applicable) _____

Major Professor will confirm records that indicate the above named student meets the following requirements:

- _____ has successfully completed 15 semester credit hours of graduate study
- _____ is in good standing
- _____ has a cumulative GPA of 3.0
- _____ has completed or is currently enrolled in MED 501
- _____ has no grades of incomplete appearing on transcript

Major Professor

Committee Member

Committee Member

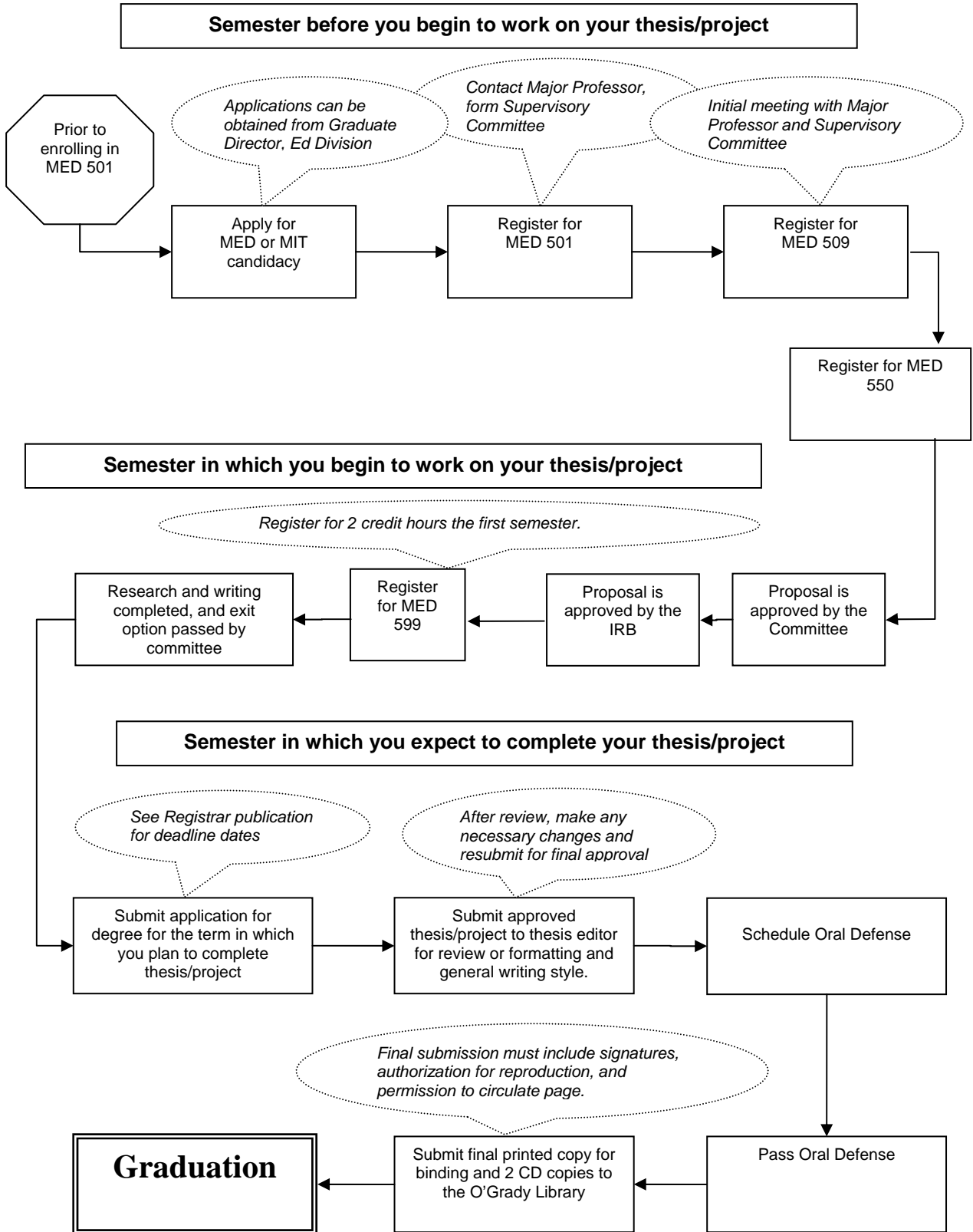
Graduate Director

Graduate Dean

APPENDIX B – SUMMARY OF MASTER’S DEGREE EXIT OPTIONS

Thesis Options		Non-Thesis Option
Research	Project	Comprehensive Exam
Do primary research, collect data and write a five chapter document to disseminate the information. May be either action research or traditional formal research.	Create a project (curriculum, training program, etc.) use it and measure the effect and write a 5 chapter document to disseminate the information.	Take two extra classes (6 semester hours). Answer questions created by the committee in written (6 hours – two 3-hour sessions) and in oral format (2 hours). MED G&C students use a modified format.
Need three person committee (At least 2 from Ed Division regular faculty and 1 may be from outside with a minimum of a Master’s degree).	Need three person committee (At least 2 from Ed Division regular faculty and 1 may be from outside with a minimum of a Master’s degree).	Need three person committee (3 regular Ed Division faculty).
Committee agrees to topics and format.	Committee agrees to project and format.	Core items are developed from pool. Committee creates questions for endorsement/ specialty course work.
Committee meets at least once before final approval of thesis. Committee ensures appropriate guidelines and IRB policy are followed if human subjects are used.	Committee meets at least once before final approval of project documentation.	Committee normally meets at least once before final approval of questions, assessment, and format of written and oral portions of the exam.
Committee must read, suggest edits, and tentatively approve thesis before scheduling of oral defense.	Committee reads, suggests edits, and tentatively approves documentation of project use and effect before scheduling presentation.	Committee reads, assesses, and decides on pass/fail on the written component. Rewriting one or more answers may be required before final acceptance.
Present thesis: approximately 40 minute presentation, 20 minute Q&A (reserve a 2 hour block of time). All committee members must be present for the oral defense and must sign the approval form.	Present project: approximately 40 minutes presentation, 20 minutes Q&A (reserve a 2 hour block of time). All committee members must be present for the oral defense and must sign the approval form.	Students answer questions for 6 hours in written form. Students also respond to oral questions from the full committee (2 hours). All committee members must be present for the oral exam and must sign the approval form.

APPENDIX C – PROCEDURAL OUTLINE: THESIS/PROJECT OPTION



APPENDIX D – APA REVISED ETHICAL STANDARDS

American Psychologist, (June 1981)
American Psychological Association
Principle 9

RESEARCH WITH HUMAN PARTICIPANTS

The decision to undertake research rests upon a considered judgment by the individual psychologist about how best to contribute to psychological science and human welfare. Having made the decision to conduct research, the psychologist considers alternative direction in which research energies and resources might be invested. On the basis of this consideration, the psychologist carries out the investigation with respect and concern for the dignity and welfare of the people who participate and with cognizance of federal and state regulations and professional standards governing the conduct of research with human participants.

- A. In planning a study, the investigator has the responsibility to make a careful evaluation of its ethical acceptability. To the extent that the weighing of scientific and human values suggests a compromise of any principle, the investigator incurs a correspondingly serious obligation to seek ethical advice and to observe stringent safeguards to protect the rights of human participants.
- B. Considering whether a participant in a planned study will be a "participant at risk" or a "participant at minimal risk," according to recognized standards, is of primary ethical concern to the investigator.
- C. The investigator always retains the responsibility for ensuring ethical practice in research. The investigator is also responsible for the ethical treatment of research participants by collaborators, assistants, students, and employees, all of whom, however, incur similar obligations.
- D. Except in minimal-risk research, the investigator establishes a clear and fair agreement with research participants, prior to their participation, that clarifies the obligations and responsibilities of each. The investigator has the obligation to honor all promises and commitments included in that agreement. The investigator informs the participants of all aspects of the research that might reasonably be expected to influence willingness to participate and explains all other aspects of the research about which the participants inquire. Failure to make full disclosure prior to obtaining informed consent requires additional safeguard to protect the welfare and dignity of the research participants. Research with children or with participants who have impairments that would limit understanding and/or communication requires special safeguarding procedures.
- E. Methodological requirements of a study may make concealment or deception necessary. Before conducting such a study, the investigator has a special responsibility to: (i) determine whether the use of such techniques is justified by the study's prospective scientific, educational, or applied value; (ii) determine whether alternative procedures are available that do not use concealment or deception; and (iii)

ensure that the participants are provided with sufficient explanation as soon as possible.

- F. The investigator respects the individual's freedom to decline to participate in or to withdraw from the research at any time. The obligation to protect this freedom requires careful thought and consideration when the investigator is in a position of authority or influence over the participant. Such positions of authority include, but are not limited to, situations in which research participation is required as part of employment or in which the participant is a student, client, or employee of the investigator.
- G. The investigator protects the participant from physical and mental discomfort, harm, and danger that may arise from research procedures. If risks of such consequences exist, the investigator informs the participant of that fact. Research procedures likely to cause serious or lasting harm to a participant are not used unless the failure to use these procedures might expose the participant to risk of greater harm, or unless the research has great potential benefit and fully informed and voluntary consent is obtained from each participant. The participant should be informed of procedures for contacting the investigator within a reasonable time period following participation should stress, potential harm, or related questions or concern arise.
- H. After the data are collected, the investigator provides the participant with information about the nature of the study and attempts to remove any misconceptions that may have arisen. Where scientific or human values justify delaying or withholding this information, the investigator incurs a special responsibility to monitor the research and to ensure that there are no damaging consequences for the participant.
- I. Information obtained about a research participant during the course of an investigation is confidential unless otherwise agreed upon in advance. When the possibility exists that others may obtain access to such information, this possibility, together with the plans for protecting confidentiality, is explained to the participant as part of the procedures for obtaining informed consent.

APPENDIX E – INFORMED CONSENT POLICY STATEMENT AND RELEASE**Minimal Ethical Procedures of American Anthropological Association (AAA)**

1. Informed consent
2. Confidentiality of people and places
3. Commitment on part of researcher that no harm will come to participants as a result of having participated in the study
4. Right to withdraw at any time without penalty

Human Subject Review**Participation in the Research**

1. The researcher has informed participants in the study, sample, class, group, or program that the researcher will be conducting research in which they will be the participants or that the researcher would like to write about them for publication.
2. The researcher has given each participant a clear statement of the purpose of the research or the basic outline of what the researcher would like to explore in writing, making it clear that research and writing are dynamic activities that may shift in focus as they occur.
3. The researcher has explained the procedures to be followed in the research project or the types of information which will be collected for the writing.
4. The researcher has explained that participation is voluntary, that there is no penalty for refusing to participate, and that the participants may withdraw at any time without penalty.
5. The researcher has explained to participants if and how their confidentiality will be protected.
6. The researcher has given participants sufficient contact information that they can reach the researcher for answers to questions regarding the research.
7. The researcher has explained to participants any foreseeable risks and discomforts involved in agreeing to cooperate (e.g., seeing work with errors in print).
8. The researcher has explained to participants any possible direct benefits of participation (e.g., receiving a copy of the article or chapter).
9. The researcher has obtained from each participant (or from a participant's parent or guardian) a signed consent form (see Appendix F) that sets out the terms of the agreement with the participants and has kept these forms on file.

Consent to Publish Student Work

10. If the researcher will be collecting samples of student work with the intention of publishing them, either anonymously or with attribution, the researcher has made that clear to participants in writing.
11. If the sample of student work (e.g., a signed drawing or signed piece of writing) will be published with the student's real name visible, the researcher has obtained a signed consent form (see Appendix F: Release Forms for Minors or Adults) and will include that form when submitting the manuscript for review and editing.
12. If the research or writing involves minors (persons under age 18), the researcher has supplied and obtained signed separate informed consent forms from the parent or guardian and from the minor, if he or she is old enough to read, understand, and sign the form (see Appendix F).
13. If the researcher is working with participants who do not speak English well or are intellectually disabled, the consent forms are written in a language that the participant or participant's guardian can understand.

APPENDIX F – SAMPLE RELEASE FORMS**Sample Consent Form**

Dear _____

You have been asked to provide information to me as part of the requirements for a thesis project in fulfillment of my Master's degree. The information will be gathered through interviews and/or observations of your (class). This project is part of graduate research required for my degree. Your right to confidentiality will be honored. Neither you, the person providing the information, nor the (school) in which you work will ever be identified or associated in any way with the information provided. The information will not be used for any purposes other than completion of this research project. Any written reports of this research will respect your privacy. Therefore, participation in this project poses no risk to you. Your participation is entirely voluntary, and you may withdraw at any time. Thank you for your willingness to participate in this project.

Participant Signature _____ Date _____

Researcher Information:

Researcher Name _____

Researcher Contact Information _____

Saint Martin's University Education Division

Sample Release Form for Publication***Release Form for Minors***

As Parent/Guardian of _____, (name of minor student)

I hereby grant permission for my child's work to appear in

_____ (name of publication)

to which copyright will be held by _____ (author's name). This copyright includes any and all rights to include the work in any future publications or promotions of above author, in any format, and to grant permission for its use in outside publications.

Participating Individual's Signature

Date

Release Form for Adults

I, _____, (name of individual)

hereby grant permission for my work to appear in

_____ (name of publication)

to which copyright will be held by _____ (author's name). This copyright includes any and all rights to include the work in any future publications or promotions of above author, in any format, and to grant permission for its use in outside publications.

Participating Individual's Signature

Date

APPENDIX G – APPLICATION FOR REVIEW OF RESEARCH USING HUMAN SUBJECTS**Submission Packets for IRB Review**

The following list identifies the materials that need to be submitted to the Institutional Review Board two weeks before the meeting date on which the review is to occur.

- Full Board Review:**
- 10 copies of the protocol
 - 10 copies each of any questionnaires, interview formats, or other survey instruments
 - 10 copies of the cover sheet
 - 10 copies of the consent form(s)
 - 1 full research proposal or grant application without the fiscal data
- Expedited Review:**
- 2 copies of the protocol
 - 2 copies each of any questionnaires, interview formats, or other survey instruments
 - 2 copies of the cover sheet
 - 2 copies of the consent form(s)
 - 1 full research proposal or grant application without the fiscal data
- Exempt Review:**
- 2 copies of the protocol
 - 2 copies each of any questionnaires, interview formats, or other survey instruments
 - 2 copies of the cover sheet
 - 2 copies of the consent form(s)
 - 1 letter establishing exemption from school/department
 - 1 full research proposal or grant application without the fiscal data

Available online at:

http://www.stmartin.edu/irb/documents/smu_irb_submission_packet.doc

APPENDIX H – SAMPLE THESIS

Format Specifications

Final Thesis and/or Project

In General:

- ❖ Follow APA Publication Style for your Thesis
- ❖ Review the attached “draft” specifications to further clarify the expectations and requirements of a thesis; sample theses are available for review in the library and from various faculty members.
- ❖ Chapters 1 through 3 **MUST** be approved before collecting any data. Failure to get committee approval on chapters 1 through 3 before collecting data could result in delaying the planned graduation date while the committee helps re-plan the timeline and data collection procedures.
- ❖ Develop a realistic timeline with the assistance of the committee that allows an adequate amount of time to complete the project. This vital piece of information will assist students in possibly avoiding adversity later.
- ❖ Typically, theses are written in the past tense from the beginning.
- ❖ Typically, **quantitative** research theses are written in the third-person. However, for **qualitative** theses, the researcher may choose whichever voice is most appropriate (with the approval of the committee).
- ❖ Refer often to the materials provided in Med 501: Research I and the Mock Thesis developed in MED 509: Research II.

Chapter 1:

The purpose of Chapter 1 is to acquaint the reader with the project or research to be undertaken including sufficient background information to provide a context for understanding the problem and the approach. As this is a formal piece of work, it does require some particular benchmarks.

A. Introduction: (2-7 pages)

- ❖ Describe briefly the background of the research topic.
- ❖ Identify the circumstances that developed the interest in the problem.
- ❖ Identify what is going on in the community, state and/or nation which makes this a problem or produces the gap in knowledge and/or skill.

- ❖ Cite a few key pieces of literature (if appropriate) in support of the problem to make the reader aware of the broad circumstances.

B. Statement of the Problem:

- ❖ Identify the particular problem or gap in current knowledge or skill that will be addressed.
- ❖ Formulate the one major research question or one main purpose of the study from the problem or gap. Develop a clear and concise paragraph that identifies what will be resolved, investigated, etc.

C. Purpose of the Study:

- ❖ Describe in one or two paragraphs the purpose of the particular inquiry or project as it relates to the overall problem area.
- ❖ Identify what you are going to do in this study.

D. Significance of the Problem/Need for the Study: (either or both may be addressed in this section.)

- ❖ Justify the importance of the problem as it relates to the overall problem or gap area.
- ❖ Identify why the problem or gap is important in terms of monetary cost, human capital, and/or time as well as the broader scheme of things.
- ❖ Identify the reason for developing or investigating this particular approach or phenomena.
- ❖ What are the substantive, practical and theoretical significance of the project?

E. Hypotheses or Research Questions:

- ❖ Identify the testable hypotheses (Research -and Null) for a **quantitative study**.
- ❖ Identify the research questions for a **descriptive** or **qualitative study**.
- ❖ Research questions are answered by primary data gathered in the study, not the review of literature.
- ❖ May be omitted for a **project**.

F. Limitations/Delimitations:

- ❖ State any delimitations made that are important to the reliability and validity of the study or project.
- ❖ Identify the particular factors that limit the generalization of the approach.
- ❖ Identify the factors that may have affected the outcome of the project (quality of the results).

G. Definition of Terms:

- ❖ Identify the terms that others would need to know to understand the constructs of the study.
- ❖ Provide clear and concise referenced definition of the terms.
- ❖ Review the selected terms to be sure the student did not invent any of the terms.
- ❖ List these terms (probably no more than ten or no fewer than two).
- ❖ A good rule of thumb for deciding which terms need to be defined is to decide whether the term is one with which a typical educator would be familiar. If it would be familiar, do not define it; if not, define it.

H. Summary and Guide:

- ❖ Briefly summarize the study, process, and format of the rest of the study/unit/project (e.g., where, how, and by whom this study/unit/project was accomplished).

Chapter 2: Review of Research and Related Literature:

The purpose of Chapter 2 is to establish the framework for undertaking research. This would include the research and theory, foundational writings and rationales. There are no page limits but the key conversationalist is the student author. The student is integrating the ideas of others. Therefore, the student should strive to report the ideas and findings of others, integrating multiple sources into the narrative. Sources of ideas should be cited appropriately.

A. Introduction:

- ❖ Alert the reader as to how the literature review was organized. This is probably only one or two paragraphs.

B. Sections:

- ❖ Organize the literature review around major concepts related to the topic. Use the problem and research question or purpose to formulate the sections. Background literature should be provided for each of the major **concepts** included.
- ❖ Develop a heading and sub-headings, as needed, for each section of the review.
- ❖ A professional review of the literature reflects the author's understanding, analysis and synthesis of what other authors have written. As such, it will require citation of the source(s) for those ideas.
- ❖ Use quotations from the above mentioned authors sparingly. Paraphrasing the ideas is preferred. Quotations should be used to emphasize unique phrasing of the original author, to ensure accuracy, or to create emphasis.

- ❖ Excessive use of quotations might convey that the author did not understand the material well enough to present it in her/his own words, so had to lean too heavily on the original works. Note how most published research has many citations in the review of literature, but has relatively few quotes.
- ❖ Review the writing to be sure what has been presented supports the reason the researcher chose the problem, what others have written about it, and what made the researcher decide to approach the circumstances in that particular way. Crosscheck each section to be sure that it has relevance to the overall study.
- ❖ Ensure that the literature review is critical in that the author has presented the works that both support and refute a bias toward the topic.

C. Summary:

- ❖ Develop a brief summary of the chapter that identifies the key points.
- ❖ Be sure that each question, concept, or hypothesis is theoretically supported through the writing of others.

Chapter 3: Methodology:

This chapter describes how the study and/or project was conducted. If it is a project, be sure to discuss how it was constructed, as well as the testing of the final product.

A. Introduction:

- ❖ Describe what is in the chapter, especially what was done and why.

B. Research/Project Design: This chapter describes the procedures used in conducting the study. Procedures should be specified in sufficient detail that another researcher could replicate the study using the information provided.

- ❖ Identify the hypotheses/research questions, and what was done to test the hypotheses or to provide data to answer the research question.
- ❖ Address the following headings for a research paper:
 - Sample and population
 - Description of the variables. Provide a thorough description of the intervention, if applicable
 - Methods and procedures for the treatment and/or data collection
 - Data collection instrument (including evidence of reliability and validity)
 - Data analysis procedures (i.e. statistics for quantitative studies or thematic analysis for qualitative studies)

OR

- ❖ Address the decision process involved in developing the project (workshop or instructional unit etc.). This would include the following:
 - Goals and objectives
 - Review by experts in the field

- Procedures for developing and testing the product
 - materials
 - methods
 - logistics such as time allocation
- Procedures for evaluating the effectiveness of the product

C. Summary: (usually several paragraphs.)

- ❖ Briefly summarize for the reader, what was done and how it was done.

Chapter 4: Results of the Study:

In this chapter the results of the study will be displayed and discussed.

If quantitative, lay out the charts and tables of first descriptive and then inferential statistical results of the study. State the decision with respect to the hypothesis. The results are described and analyzed. **This should be done in consultation with the committee.**

If qualitative, lay out the sub-headings of the themes found while coding and analyzing the data. Use one quote from the participants as representative data for each section. **This should be done in consultation with the committee.**

If mixed model, combine the necessary elements from both quantitative and qualitative approaches. **This should be in consultation with the committee.**

Chapter 5: Interpretations and Suggestions:

The researcher should identify the particular factors that limit the generalization of the approach, identify the factors that may have affected the outcome of the project (quality of the results), and state any assumptions made that are important to the reliability and validity of the study or project.

For all theses, this is the chapter in which the author is expected to discuss the results and provide interpretations. Conclusions must be drawn from the data gathered. The discussion should directly address the problem or gap and research question or purpose proposed in Chapter 1 of the Thesis.

Suggestions for further research, recommendations for action based on the research, and conclusions are also included in this chapter. **As before, this should be in consultation with the committee.**

Final Comments:

1. Review the writing to be sure that it is clear and specific.
2. Consult with the committee early and often. Meet with them prior to the oral defense.
3. Do not hesitate to discuss the work with various professors and the MED/MIT director. The faculty is here to help!

Style Requirements

With the exception of those items specified in this handbook, the requirements of the *Publication Manual of the American Psychological Association* (5th edition) are to be followed (APA style.)

GENERAL INFORMATION

LANGUAGE – The thesis or project must be written in English.

PAPER – Only 8 ½” x 11” white paper, or 11” x 17” (trimmed to any size needed) may be used for fold-out pages. Only 20-lb to 24 lb acid-free or acid-neutral paper with a watermark is acceptable. **Do not use regular paper from photocopiers or laser printers.**

PRINTER – Only black type on white paper will be accepted. Because ink jet copies can run when exposed to moisture and the binding process, a document that can be “smudged” with a moistened finger will not be accepted.

CORRECTIONS – Whiteout or correction tape, etc. will not be accepted on final copies. If changes need to be made before your work is submitted, make a copy of the corrected page for placement in your thesis or project. Once a thesis or project has been submitted, no corrections will be accepted.

ADHESIVES – The use of tape, glue, or any kind of adhesives (scotch tape, spray adhesive, rubber cement, etc.) is not acceptable. These materials are detrimental to the preservation of any document. They either become dry (so that items fall off of the page), or bleed (causing pages to stick together.)

FONTS – In general, a **12 point** font with full descenders (letters such as p and q extend below the line) is required. Larger type up to **16 point** may be used for document/chapter/section titles. Footnotes and footnote numbers can be in smaller font than the text, but no smaller than **9 point**. The same font and size must be used throughout the thesis or project. Do not use a script or italic font, except for special circumstances.

MARGINS – Left margin = 1.5”; top, right and bottom margins = 1.0”. **Page numbers and footnotes cannot be located in the margins.** Please measure your margins with a ruler to make sure that they are accurate.

SPACING – All body text is to be double spaced, with six lines per inch, using both sides of the paper (double-sided) whenever possible. Front material, such as acknowledgements and the vita may be single spaced. Text is to be left justified, with a ragged right margin (not right justified.) Right justification results in excessive internal spacing, making the text difficult to read.

HEADERS – Although APA style requires a running header for ready identification of specific articles in a journal, running headers are not used for a thesis.

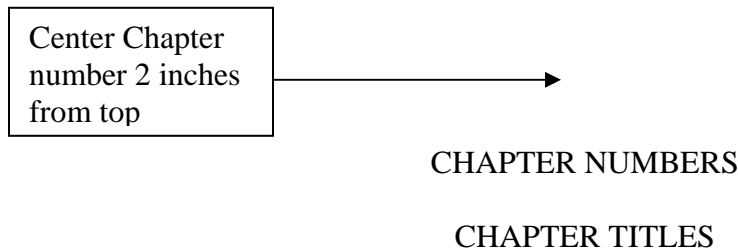
Order of Pages

The following is the order of pages:

	Page/Section Title	Optional or Required	Page number	Numbering System Used
1	Blank page	required	none	none
2	Title page	required	none	none
3	Signature page	required	none	none
4	Copyright page	required	i	lowercase Roman numeral
5	Statement of Permission to Use	required	ii	lowercase Roman numeral
6	Dedication	optional	iii	lowercase Roman numeral
7	Vita	required	iv	lowercase Roman numeral
8	Acknowledgment	optional	v	lowercase Roman numeral
9	Abstract	required	vi	lowercase Roman numeral
10	Table of Contents	required	vii	lowercase Roman numeral
11	List of Figures (if figures are included)	required	viii	lowercase Roman numeral
12	List of Tables (if tables are included)	required	ix	lowercase Roman numeral
13	Body of paper	required	Chapter 1 begins with page 1	Arabic numeral
14	References	required		Arabic numeral
15	Blank page	required		Arabic numeral
16	Appendices (if applicable)	required		Arabic numeral
17	Blank page (if appendices included)	required	None	none

LIBRARY SUBMISSION REQUIREMENTS - Additional Library Submission Requirements are included in Appendix P.

Sample APA Format



Chapter numbers and chapter titles must appear at the top of a new page, centered and in all capital letters. Note that the Chapter Number and Chapter Title are titles, rather than headings. The first level of heading would be main headings within the chapter. The following is the recommended style for major, minor, paragraph and subparagraph headings.

Major Headings

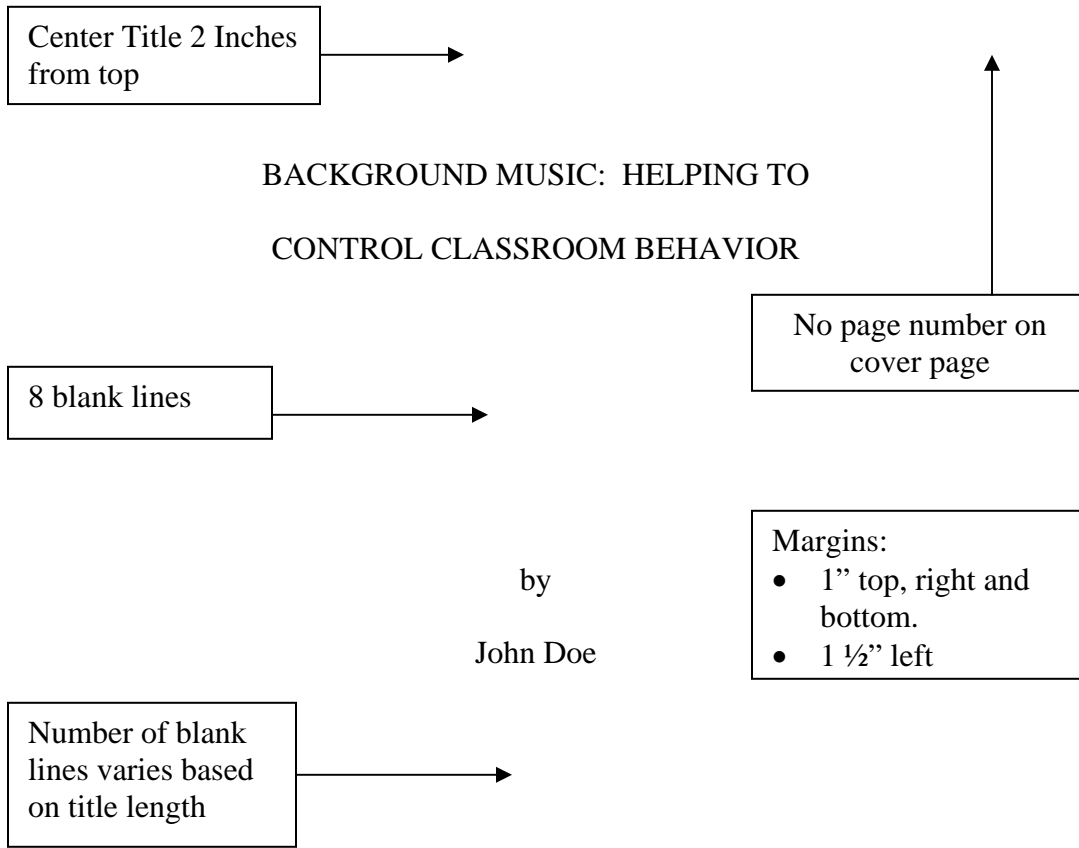
Major headings are centered and have important words capitalized. They do not appear at the top of a new page unless that is where they would otherwise appear in the text. The text begins following a normal double space. They are not italicized or underlined.

Subheadings

Subheadings are placed at the left margin. The first letter of each significant word is capitalized. They are *italicized*. The paragraph begins below and is indented as other paragraphs.

Paragraph headings These headings are indented five spaces (or 0.5 inches on variable character fonts.) They are *italicized*. The paragraph can then begin on the same line with five spaces between the text and heading.

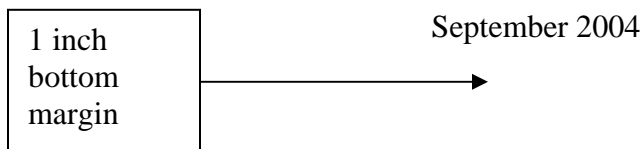
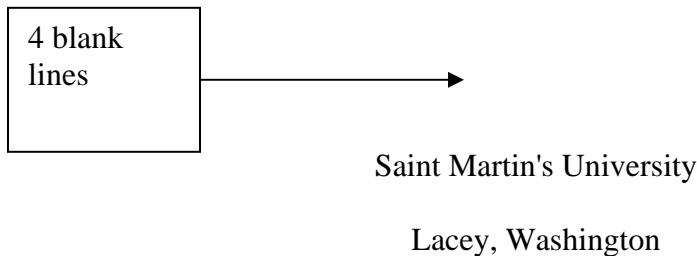
The above is accurate for situations with one to three levels of headings – sufficient for almost all theses. If you need a fourth level, consult the APA Publication Manual, and check your understanding of the format with the Graduate Director.



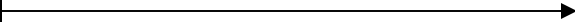
A thesis submitted in partial fulfillment

of the requirements for the degree of

Master of Education



Page number is lowercase Roman numeral, begins with i

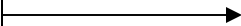


i

Copyright 2004


John Doe

1 inch bottom margin



All Rights Reserved

Center heading 2
inches from top



ii

Statement of Permission to Use

In presenting this thesis in partial fulfillment of the requirement for a Master of Education degree at Saint Martin's University, I agree that the Library shall make it available to borrowers under the rules of the Library. Brief quotations from this thesis are allowable without special permission, provided that accurate acknowledgement of source is made.


Requests for permission for extended quotation from or reproduction of this thesis in whole or in parts may be granted by the copyright holder.

Signature: _____

Date: _____

Paragraphs may
be single spaced.

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inches from top



iii


Dedication

To my lovely wife, Jane, and our three children, Josh, Jessie, and Julie, for their love, understanding, and help in the completion of this project.

To my parents, Herbert J. and Nancy P. Doe, for their support in my education and love for music.

Paragraphs may
be single spaced.

Center heading 2
inches from top




iv

Vita

John Matthew Doe was born on June 19, 1958 in Portland Oregon. He graduated from Tigard High School in 1976. Mr. Doe received a Bachelor of Music Education from Lewis and Clark University, Portland Oregon in 1986. His first teaching assignment was as band director for the Josephine County School District in Grants Pass, Oregon where he was team teaching beginning and middle school instrumental classes and had full responsibility for the high school band program. In 1988, Mr. Doe enlisted in the US Army and had a tour of duty with the 9th Infantry Division/I Corps Army Band at Fort Lewis, Washington. As a Non-Commissioned Officer, his duties included public relations, recruitment auditions, and assistant conductor of the band. Currently, he is the Director of Bands at North Kitsap High School and Kingston Junior High School and is the Director of Music and Worship at North Kitsap Baptist Church in Poulsbo, Washington. Mr. Doe is married to the former Jane Ann Johnson and the couple has three children, Joshua, Jessica, and Juliane.

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Acknowledgements

The writer is deeply grateful to the following people: Kathy Doe; Paula Martin; St. Michael's School, Olympia Washington; Chief Warrant Officer Kevin C. Deary and the I Corps Army Band, Fort Lewis Washington; Dr. Joyce Westgard and Dr. Linda Miller, Saint Martin's University, Lacey Washington; Timberline Baptist Church Choir, Lacey Washington; Tim Crepaea; Frank Minear; Tim and Lois Doe; Paul and Sharon Lucas; and anyone else who was inadvertently not mentioned. To each of them I give my deepest thanks.

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Teaching in Classrooms without behavioral problems is a dream many educators share. Reality shows that many everyday distractions thwart that dream. Using background music to help control undesirable behavior or to create motivational learning in children has been found to be an effective tool.

However, existing literature is vague and sparse in describing what specific variables can help to make background music more effective in the classroom. A better understanding of these variables and how to best use them would not only help classroom discipline but also have residual effect in academic achievement and creative spontaneity. The purpose of this study is to determine if light classical, baroque, and electronic music help contribute in aiding specific behavior modification in general classroom management.

A fourth grade general music class was selected for a two-week baseline period and experimental period study. The first week students were video taped for their actions during small group project/study time. The second week a preprogrammed audiotape was played during the study time and again students were videotaped. Their actions, whether they were disrupting their entire class, were recorded for behavioral data. This data was subjected to a three way repeated measures analysis of variance to determine if any significant decrease of off-task behavior was found between baseline and experimental conditions.

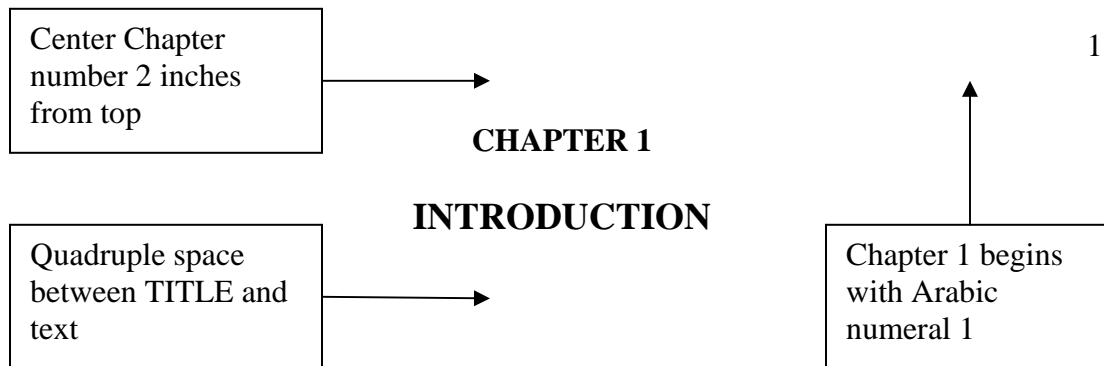
The results supported the use of background music as a behavioral modification tool. Students were at first distracted by the camcorder and audio tape equipment. Some electronic music and up-beat jazz music agitated the students. Trio and quartet music playing standard chamber and classical music worked well for study time. Easy listening jazz was effective for group projects.

Conclusions drawn from the study indicate that while music can help control behavior and possible stimulate academic achievement, more research is needed in isolating variables. One must realize that music is a personal choice having differing effects on people. It is believed that a teacher can use music to help control behavior and modify it to fit to their own classroom as they see fit.

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It is the goal of every educator to establish an environment where students can relax, feel comfortable, and yet be motivated to learn the matter of things needed to be both productive and necessary in life. Reality dictates that unforeseen distractions can interrupt this learning environment. Changes in daily operating schedules, problems at home, personality conflicts, and even changes in the weather are but a small portion of a seemingly endless list of factors that raise havoc with teaching. With so many distractions it would be helpful to find some tool useful in gaining control of these outside factors.

The influence of background music has been shown to be effective in helping to control undesirable behavior or to create motivational learning in young children. William van de Wall, an innovator and organizer in music education and music therapy felt that music could be used to stimulate moods and feeling of satisfaction (van de Wall, 1991). In a later study van de Wall documented how music could promote stimulation and documentation of student responses, why this might be potentially useful and how teachers might more effectively use music with handicapped students (van de Wall, 1992).

APPENDIX I – AUTHORIZATION TO SCHEDULE ORAL DEFENSE (THESIS/PROJECT)

Student Name: _____ **Application Date:** _____

Degree Program:

- MED**
- ___ Classroom and Pedagogical Development
- ___ ESL/Diversity in Education
- ___ Guidance and Counseling
- ___ Reading Literacy
- ___ Special Education
- ___ Technology in Education

- MIT**
- ___ **Elementary education**
- Primary endorsement: Elementary Education
- Second endorsement: _____
- ___ **Secondary education**
- Primary endorsement: _____
- Second endorsement: _____
- ___ **Special education**
- Primary endorsement: Special Education
- Second endorsement: _____

Permission to complete course work during the same semester of defense: Courses to be completed:

Committee Chair: _____

Defense schedule (to be completed by Committee Chair and Supervisory Committee):

Day: _____ Date: _____

Time: _____ Location: _____

Signatures:

Committee Chair

___ Room reserved

Division Committee Member

___ Student notified

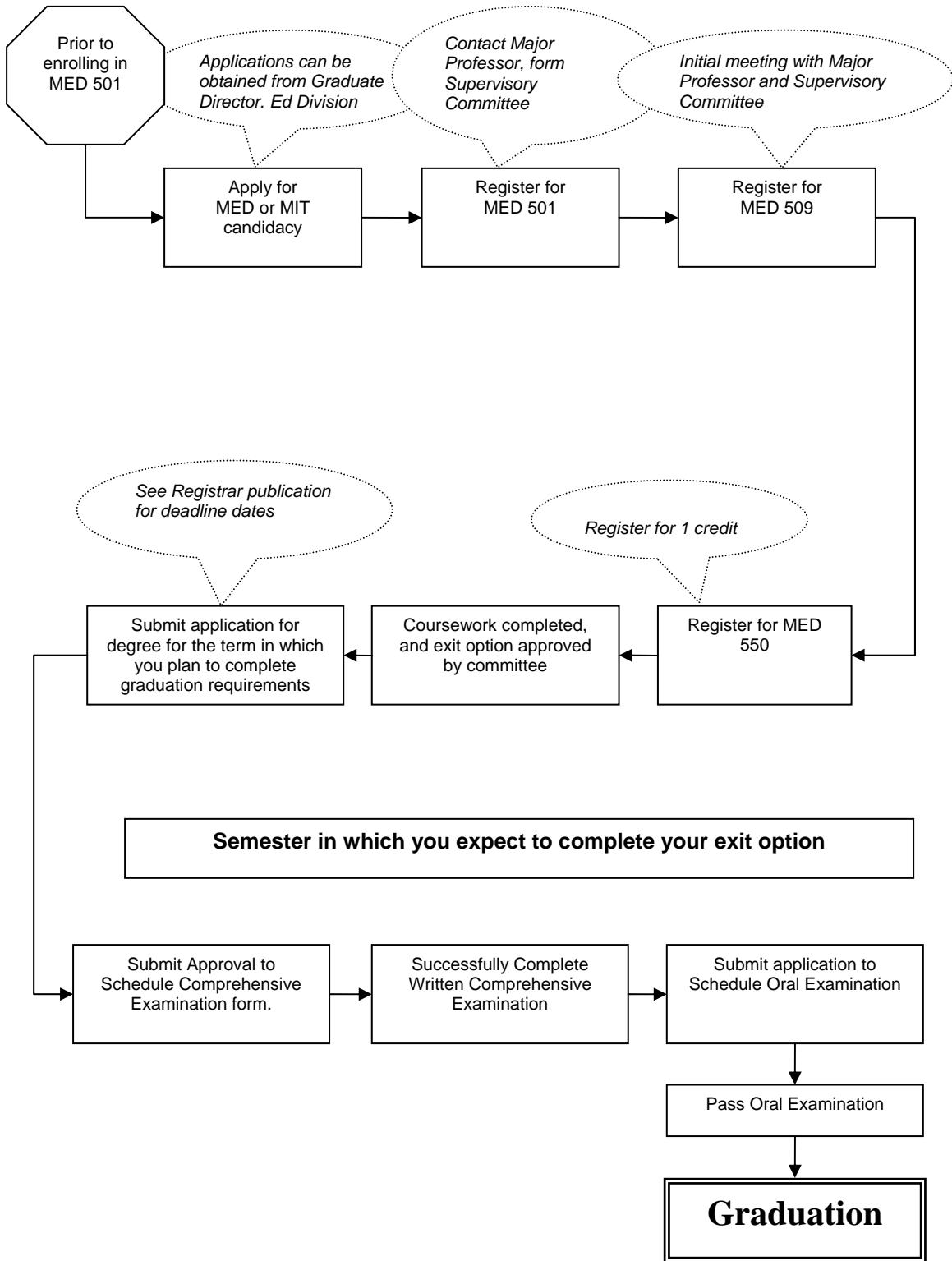
Outside Committee Member

___ Division office notified

Graduate Program Director

___ Committee reminder

APPENDIX J – PROCEDURAL OUTLINE: NON-THESIS OPTION



APPENDIX K – APPROVAL TO PROCEED TO COMPREHENSIVE EXAMINATION

Student Name: _____ **Application Date:** _____

Degree Program:

MED

- ___ Classroom and Pedagogical Development
- ___ ESL/Diversity in Education
- ___ Guidance and Counseling
- ___ Reading Literacy
- ___ Special Education
- ___ Technology in Education

MIT

___ **Elementary education**
 Primary endorsement: Elementary Education
 Second endorsement: _____

___ **Secondary education**
 Primary endorsement: _____
 Second endorsement: _____

___ **Special education**
 Primary endorsement: Special Education
 Second endorsement: _____

Committee Chair will confirm records that indicate the above named student meets the following requirements:

_____ has successfully completed all coursework or will complete during current term

Coursework to be completed in current term. List

1. _____
2. _____
3. _____

_____ is in good standing

_____ has a cumulative GPA of 3.0

_____ has no grades of incomplete appearing on transcript

Committee Chair

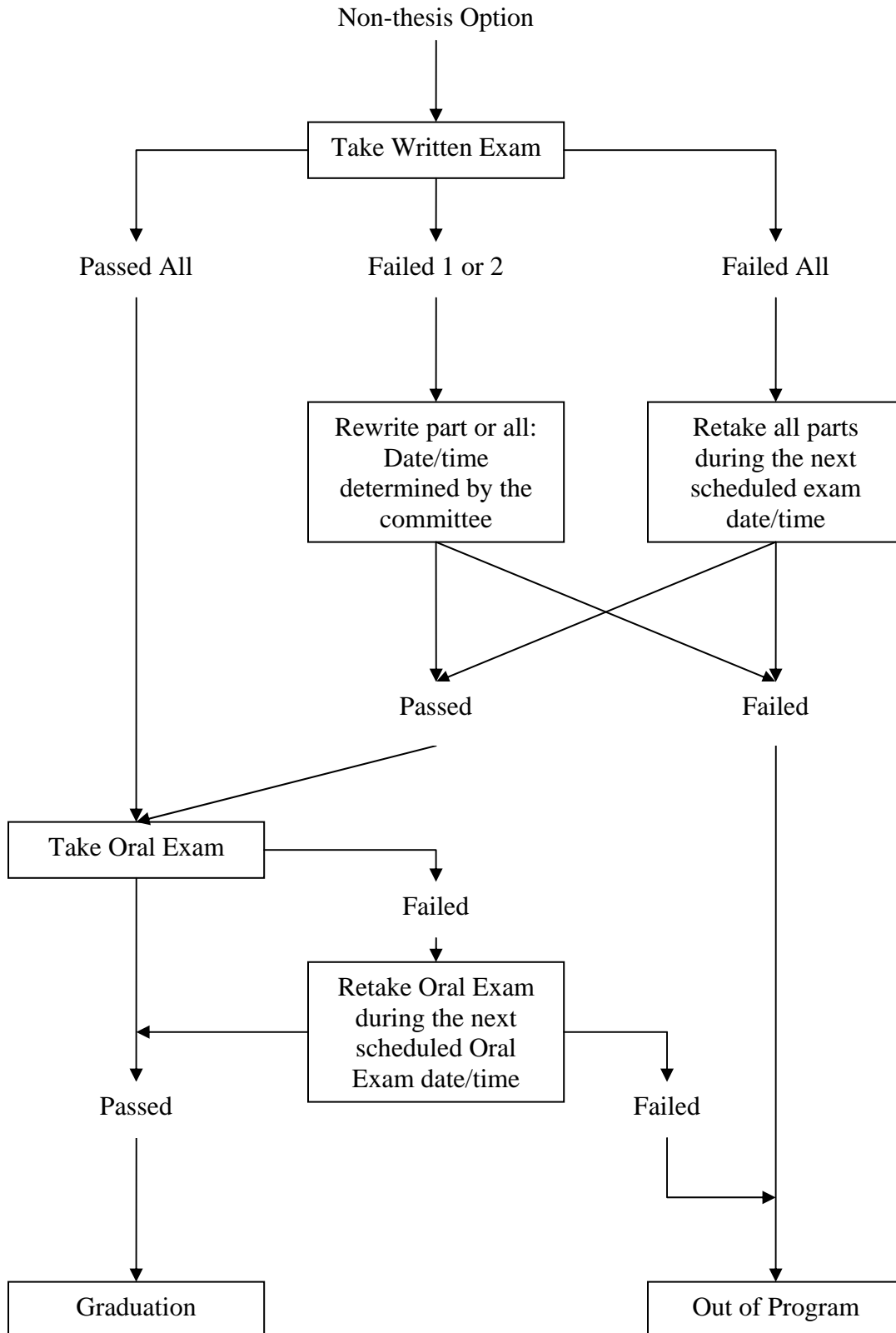
Graduate Director

Committee Member

Graduate Dean

Committee Member

APPENDIX L – NON-THESIS EXIT OPTION FLOWCHART



APPENDIX M – AUTHORIZATION TO SCHEDULE ORAL EXAMINATION (NON-THESIS)

Student Name: _____ **Application Date:** _____

Degree Program:

MED

- ___ Classroom and Pedagogical Development
- ___ ESL/Diversity in Education
- ___ Guidance and Counseling
- ___ Reading Literacy
- ___ Special Education
- ___ Technology in Education

MIT

- ___ **Elementary education**
Primary endorsement: Elementary Education
Second endorsement: _____
- ___ **Secondary education**
Primary endorsement: _____
Second endorsement: _____
- ___ **Special education**
Primary endorsement: Special Education
Second endorsement: _____

Committee Chair: _____

Oral Examination schedule (to be completed by Committee Chair and Supervisory Committee):

Day: _____ Date: _____

Time: _____ Location: _____

Signatures:

Committee Chair

___ Room reserved

Division Committee Member

___ Student notified

Outside Committee Member

___ Division office notified

Graduate Program Director

___ Committee reminder

APPENDIX N – FORMAT APPROVAL REVIEW

Student Name: _____ **Application Date:** _____

Degree Program:

MED

- ___ Classroom and Pedagogical Development
- ___ ESL/Diversity in Education
- ___ Guidance and Counseling
- ___ Reading Literacy
- ___ Special Education
- ___ Technology in Education

MIT

- ___ **Elementary education**
Primary endorsement: Elementary Education
Second endorsement: _____
- ___ **Secondary education**
Primary endorsement: _____
Second endorsement: _____
- ___ **Special education**
Primary endorsement: Special Education
Second endorsement: _____

The document of the above named student has been reviewed and met the following criteria:

Hard copy:

- ___ APA style
- ___ SMU format
- ___

Electronic copy:

- ___ Successfully opens
- ___ PDF format
- ___ Plagiarism check

Committee Chair

Division Committee Member

Outside Committee Member

Graduate Program Director

APPENDIX O – EXAMINATION RESULT

**Saint Martin's University
Education Division
Examination Result (Pass/Fail) Report**

NAME _____ **DATE** _____

Degree: MED _____ **MIT** _____

Strand (if applicable) _____

Completion of this form confirms the examination results for the above named student.

Examination:

_____ Non-Thesis Written Examination

_____ Non-Thesis Oral Examination

_____ Thesis Oral Defense

Result:

_____ Pass

_____ Fail

_____ Rewrite required (Written Examination Only): Please specify _____

_____ Retake required: Specify area(s) if appropriate _____

Major Professor

Committee Member

Committee Member

Graduate Director

APPENDIX P – LIBRARY REQUIREMENTS FOR THESIS

Thesis Submission Procedures: Education

Submit all of the following in a large envelope or small box at the Reference Desk:

- One (1) printed copy of the thesis with all required signatures. (Include additional copies if having them bound for your personal use.)
- Two (2) electronic copies of the thesis—CD-Rs in jewel cases.
- A check for \$30.00 payable to Saint Martin's University, with Student ID number. (Each personal copy to be bound is an additional \$30.00.)
- Completed "Thesis Submission Form."

Note. The O'Grady Library cannot accept partial submissions. Please be sure you have all of the above.

Requirements

The printed copy of the thesis must follow all style and format guidelines listed in the *Education Division Graduate Handbook: Masters Programs in Education*. This includes requirements for paper, printing, corrections, margins, pagination, appendices, and signatures. The electronic version must satisfy the criteria described in "Electronic Thesis: Submission Requirements."

Support

- Questions concerning submission should be directed to the library's Technology Coordinator, Ric Kube (rkube@stmartin.edu or (360) 486-8811).
- The Technology Coordinator also offers training in converting to PDF, burning CDs, and using Microsoft Word. Call or e-mail to schedule an appointment.

Schedule

Theses will be sent to the binder twice a year. A thesis submitted to the library in the spring semester should be bound, cataloged, and shelved by the end of August. One submitted in a summer session or the fall semester should be available by the end of March.

If you have requested personal copies to be bound, the library will contact you when these are available. This will be either March or August, depending on when the thesis was submitted.

Thesis Library Submission Form

Student name: _____

Permanent address: _____

Phone: _____

E-mail: _____

Submit this completed form and the following to the Reference Desk in a large envelope or small box:

- One (1) printed copy of the thesis with all required signatures. (Include additional copies if having them bound for your personal use.)
- Two (2) electronic copies of the thesis—CD-Rs in jewel cases.
- Check for \$30.00 payable to Saint Martin's College, with Student ID number. (Each personal copy to be bound is an additional \$30.00.)

The printed copy must follow all style and format guidelines listed in the *Education Division Graduate Handbook: Master's Programs in Education*. The electronic version must satisfy the criteria described in the O'Grady Library's "Electronic Thesis: Submission Requirements."

For library staff only

Reference staff accepts the submission. Acquisitions is responsible for verifying that the print thesis is acceptable and the Technology Coordinator for verifying that the electronic copies are acceptable.

Date submitted to Reference: _____ Initials: _____

Total to bind: _____ Check amount (\$30/copy): _____ Check number: _____

_____ Hard copy meets format requirements Date: _____ Initials: _____

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Date Education notified: _____ Initials: _____

Date sent to bindery: _____ Initials: _____

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Notes: