

# **Saint Martin's University**



## **College of Education and Counseling Graduate Handbook**

### **Master in Teaching Master of Education**

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**Saint Martin's**  
UNIVERSITY

## **WELCOME**

I am so excited to welcome you to Graduate Program in Education of the College of Education and Counseling at Saint Martin's University! The advanced degrees and certificates that we offer will help propel you forward by honing your skills and deepening your knowledge through a variety of experiences ranging from coursework and internships to research and capstone projects. We pride ourselves in living out the Benedictine value of hospitality and welcome all to our college!

By choosing this graduate program, you have joined a knowledgeable and passionate community of faculty, staff, students, and alumni dedicated to creating the best educational experience possible. We do our best to contribute to the greater community of Saint Martin's University, Lacey/Olympia, the Northwestern U.S., and the world beyond and look forward to you joining us in this endeavor. You have also chosen a rigorous academic program that will both challenge you and provide you with a safe to explore ideas and examine your own background and experiences. You will join the faculty in constructing knowledge, skills, and dispositions that you can then incorporate into your professional life and career.

Lastly, you have become a part of an institution steeped in Catholic, Benedictine tradition that seeks to foster a commitment to life-long learning for all its students. We are proud to educate students in an environment that supports and promotes our University's themes of Faith, Reason, Service, and Community.

We look forward to your joining the Saint Martin's family! Congratulations on moving forward to the next exciting life adventure!

Fumie Hashimoto, Ph.D.  
Interim Dean of the College of Education and Counseling

## **UNIVERSITY MISSION STATEMENT**

Saint Martin's University is a Catholic Benedictine institution of higher education that empowers students to pursue a lifetime of learning and accomplishment in all arenas of human endeavor.

Saint Martin's students learn to make a positive difference in their own lives and in the lives of others through the interaction of faith, reason and service. The University honors both the sacredness of the individual and the significance of community in the ongoing journey of becoming.

## **College of Education Mission Statement**

In a culture inspired by the interaction of faith, reason, and service, our mission is to prepare a community of reflective practitioners who use their knowledge, skills, and dispositions to transform the lives of those they serve.

## TABLE OF CONTENTS

<i>Introduction and Major Program Goals</i>	<b>1</b>
<i>Commitment and Major Advisor</i>	<b>2</b>
<i>Program Plan, Admission and Supervisory Committee</i>	<b>3</b>
<i>Slash Courses, Grade Requirements and Exit Options</i>	<b>4</b>
<i>Thesis</i>	<b>5</b>
<i>Style and Format</i>	<b>6</b>
<i>Non-Thesis Option</i>	<b>7</b>
<i>Graduation Procedures and Deadlines</i>	<b>8</b>
<i>Table of Thesis Completion</i>	<b>9</b>
<i>Appendices</i>	<b>10</b>
<i>Appendix A – Application for Admission to Candidacy Form</i>	<b>11</b>
<i>Appendix B – Thesis outline</i>	<b>12-28</b>
<i>Appendix C – Authorization to Schedule Oral Defense (Thesis)</i>	<b>29</b>
<i>Appendix D – Thesis Format Approval Review</i>	<b>30</b>
<i>Appendix E – Examination Result</i>	<b>31</b>
<i>Appendix F – Library Requirements for Thesis</i>	<b>32</b>
<i>Appendix G – Institutional Repository Submission Agreement</i>	<b>33</b>

## **INTRODUCTION**

Welcome to the graduate programs of Saint Martin's University. This College of Education Graduate Handbook is intended to provide information specific to the various procedures and requirements of the programs within the College of Education relative to the Master of Education (MED) degree and the Master in Teaching (MIT) degree. For more complete information regarding the application process and the College, please consult the Graduate School Catalog or visit the website (<https://www.stmartin.edu/gradstudies/>).

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 supersede this handbook.

## **MAJOR OUTCOMES FOR MASTERS' PROGRAMS**

There are a number of goals for the masters' programs in education. Key goals are listed below. Although there are certainly more outcomes than these expected from candidates in the program, these represent some of the more important ones.

It is expected that as students progress through the program, students are engaged in the attainment of these goals in the various courses and experiences comprising the program. By the time students reach the exit requirement, students should be well prepared to demonstrate proficiency in these and other outcomes.

### **MED/MIT PROGRAM GOALS**

Knows major concepts and principles of core and content areas

Comprehends major concepts and principles of core and content areas, including predicting consequences of actions

Applies concepts and principles learned to practical situations as an educator

Analyzes practices to identify actions, their relationships, and likely consequences

Integrates learning from different areas into a plan for solving a problem

Judges the adequacy with which conclusions are supported by data

Judges the value of educational practices

Shows sensitivity to human needs and social problems

Shows concern for the welfare of all constituencies

Demonstrates a problem-solving attitude

Balances self-reliance in working independently and collaboration in group activities depending on the situation

Demonstrates skill in professional educational practice

## **COMMITMENT TO EXCELLENCE**

The goal of Saint Martin's University (SMU) education programs is to select and prepare teacher and administrator candidates to become outstanding P-12 professionals. In addition to SMU's emphasis on strength in academic areas of study for all graduates, the College of Education and Counseling adds strong professional teacher and administrator programs that comply with specific state requirements.

True to its Roman Catholic Benedictine heritage, the education programs share the University's strong emphasis on moral and ethical values. A teacher or administrator education candidate at Saint Martin's will be prepared not only with knowledge, but also with strong values, an educational philosophy centered on meeting the needs of the individual child, and a base of practical experience.

The programs also are shaped by practitioners who serve on professional educator advisory boards (PEAB). The PEAB will meet on a regular basis and advise the university regarding the development, implementation and revision of the professional preparation program.

### **MAJOR ADVISOR**

Following admission to the program, the Education Programs Graduate Director will assign a Major Advisor. 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 Advisor will do the following:

1. Assist the student in planning a course of study, including selection of thesis or non-thesis option
2. Make recommendations and assist the student in selection of Supervisory Committee members (if students select the thesis option)
3. Guide the student and provide support through the thesis or non-thesis exit option

Once the selection has been made, the student may change Major Advisor only by completing the following:

(1) requesting the change in writing with copies to both the originally assigned Major Advisor and the Education Programs Graduate Director (2) securing the written permission of the original Major Advisor, the new Major Advisor and the Education Programs Graduate Director. All written requests and permissions related to a change of Major Advisor are to be kept in the student's file. (Note: email suffices for a written document)

### **PROGRAM PLAN**

Prior to registration for the second semester of study, a regularly admitted student should complete a Program Plan with the assistance of his/her Major Advisor. If a student selects a thesis option, a Supervisory Committee needs to be established. Each member

of the Supervisory Committee will receive a copy of the Program Plan. If the Supervisory Committee has not yet been established, the Program Plan will outline a planned course of study for the degree. The research course (MED 601) should be taken early in the program of study (first 15 hours) 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)
3. Minimum cumulative GPA of 3.0
4. Completion of MED 601 or be enrolled during the semester in which the application is submitted
5. Formation of Supervisory Committee (if thesis option is selected)

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 Appendix A– Application for Admission to Candidacy* to the Major Advisor. The Major Advisor will confirm the completion of requirements. The student will obtain the signature of the Major Advisor and the committee members (if thesis option), then submit the form to the Education Programs Graduate Director who will complete the signature and filing process and notify the applicant of admission to candidacy.

### **SUPERVISORY COMMITTEE**

If the student selects the thesis option, a Supervisory Committee will need to be formed. The Major Advisor and the student will together nominate and submit to the Education Programs Graduate Director a Supervisory Committee of 2-3 members in addition to the Major Advisor to be chaired by the Major Advisor. This should be done no later than the end of the student's second semester. The student completes the form "Graduate Student Committee Members" Appendix B with committee members' signatures and returns it to the student's Major Advisor to be filed in student's file.

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
3. Reading and returning drafts of thesis
4. Participating in committee meetings and the oral defense portion of the exit option

### **SLASH COURSES**

Some courses are offered for either undergraduate credit (e.g. SED 359) or graduate credit (e.g. MED 559) and are sometimes called "slash courses" (e.g. SED 359/MED

559). Students enrolled for graduate credit are required to complete additional assignments and may receive fewer credits than undergraduate students. 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 a Graduate Committee. Additionally, all the courses with a C or lower must be re-taken and replace the grade with higher than a C grade. 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 as outlined in the Graduate School Catalog.

### **EXIT OPTIONS**

There are two options for satisfying the exit requirements of the program: Thesis (research) or non-thesis option (capstone project). See the Graduate Catalogue for additional information.

### **THESIS/ RESEARCH OPTION**

The Master's thesis is intended to serve as an 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.

The thesis option 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**

Work on the thesis should begin before or during enrollment in MED 699. Completion of the work will normally occur after the student is enrolled in MED 699. If the thesis is not completed in the term in which the student enrolls in MED 699, a grade of “IP” (in process) 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. If the student must suspend work on the thesis 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 Advisor 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.

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.

### **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 the Institutional Review Board (IRB). Review all requirements and obtain approval from the IRB prior to initiating the research project. Students are responsible for completing

Application for Review of Research Using Human Subjects and submitting the application to the Institutional Review Board. Students should consult with their Major Advisor 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. ***Data may not be collected for the Master's thesis before human subjects approval has been granted.***

## **Style and Format**

### ***Style***

Students in the College of Education are expected to follow the style specified in the *Publication Manual of the American Psychological Association*, 6<sup>th</sup> Edition.

### ***Format***

Students in the College of Education are expected to follow the format specified in Appendix C Sample Thesis. The format is based on APA style, but is slightly modified. For example, chapter titles and headings use a modification that is frequently used by universities for theses and dissertations.

## **Thesis 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 10 working days prior to the oral defense. The form required to submit a document for an oral defense is located in Appendix D.

The student will schedule the oral defense with the Committee Chair and the committee members and the appropriate Education Graduate Programs Director. In order to pass the oral defense, a committee of three or four members requires a unanimous vote; for a five-member committee, four pass votes are required from the five members. Following a successful oral defense, final changes may be required in the thesis document prior to final submission of the thesis to the O'Grady Library.

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 (Appendix F). The Education Programs Graduate Director will submit the Approval Form to the Registrar and facilitate posting of the degree pending a final file review.

## **Thesis Submission to O'Grady Library**

Thesis-option students will submit their thesis to the library's Resource Management Librarian, making an appointment in advance (360-688-2253). The student must include the following:

Printed and completed copy of the Thesis Submission Form (Appendix G)

Printed and signed copy of the Institutional Repository Submission Agreement (Appendix H)

A flash-drive or CD with your final, approved thesis in PDF/A format. This PDF must include a scanned copy of the signature page with all signatures. The PDF text must be searchable and all fonts embedded in the file.

The library will review the thesis to confirm it meets format requirements as outlined in this handbook. The library will then catalog, archive, and publish the thesis online.

### **NON-THESIS OPTION**

MED 698, *Integrating Theory and Practice in Education*, is a capstone course designed to be the culminating work for SMU Education Programs' Master Degree non-thesis option candidates. This course is intended to be a culminating experience in the Master's Degree Program. The MED 698 course supports candidates in accomplishment of their capstone project. The course provides candidates an opportunity to demonstrate an in-depth understanding in an area of knowledge selected by the candidate. The course will offer candidates resources, faculty support, and structured time to understand options and develop a capstone project. During one semester, candidates will work closely with their instructor for development and completion of their capstone project. Students will present their final project to a group of peers and educators in a seminar setting.

#### **Course Learning Objectives:**

Candidates will gain an understanding of multiple approaches for a capstone project designed to improve candidate learning and or contribute to their professional field in a meaningful manner.

At the end of this course, students will be able to design a capstone project that meets the expectations of graduate-level work, contributes to candidate learning, and addresses research in their field. Students will be able to complete the following:

*Articulate their professional goals*

*Demonstrate the synthesis and application of skills and knowledge from program courses*  
*Integrate Saint Martin's Core Themes into their professional practice and capstone project*

*Identify multiple approaches to implementing theory into action within their field*

*Demonstrate leadership skills and dispositions in their field of study*

*Reflect upon their philosophy of education and leadership, research, and professional growth*

*Present their capstone project orally in a professional and effective manner*

The MED non-thesis option requires a minimum of 36 credits, which includes one additional graduate-level course beyond the requirements for the thesis option. These elective courses may be from any strand area but may not include MED 580, MED 590,

MED 595, MED 597. The courses must be acceptable for graduate credit and typically are taken from courses offered in education. However, they may include undergraduate (with prior approval) or graduate courses from other departments.

**Complete MED 698 and all coursework  
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.

## **GRADUATION PROCEDURES AND DEADLINES**

### **Thesis 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. At the time of application for graduation, students must submit a working copy of their thesis to their Major Advisor. Academic completion will be verified by the Major Advisor and copies will be sent to the Registrar.

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

- Submit the following materials to the Education Programs Graduate Director at least 10 working days prior to the defense:
- Thesis (one completed unbound copy) Format Approval Review (See Appendix D) (signed by student and Supervisory Committee Chair)
- Application for Authorization to Schedule Oral Defense completed by the Major Advisor (see Appendix C)
- 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 student's Major Advisor will handle the The Examination Result (Pass/Fail) Report (Appendix E).

#### **Step 4: Obtain the Signature of the Education Programs Graduate Director**

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

- Final format approval
- One correctly-formatted Format Approval Review (Appendix D) (original) signed by the student's Supervisory Committee

- One completed Examination Result (Pass/Fail) Report (Appendix E) (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 flash-drive or CD with final, approved thesis in PDF/A format. This PDF must include a scanned copy of the signature page with all signatures. The PDF/A is an archival format for long-term preservation. Part of the PDF/A specification is that fonts must be embedded. All text should also be searchable. Additional information may be obtained from O'Grady Library's Resource Management Librarian (360-688-2253). Once submitted, the document is not retrievable for substitutions or changes.

**Table 1-Recommended 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 Education Program Graduate Director signature	5 working days prior to commencement
Submit thesis to library (PDF/A) for archiving and publishing	5 working days prior to commencement
Commencement	Per schedule

## **APPENDICES**

APPENDIX A – APPLICATION FOR ADMISSION TO CANDIDACY FORM	<b>11</b>
APPENDIX B– SAMPLE THESIS	<b>12</b>
APPENDIX C - AUTHORIZATION TO SCHEDULE ORAL DEFENSE (THESIS)	<b>29</b>
APPENDIX D – THESIS FORMAT APPROVAL REVIEW	<b>30</b>
APPENDIX E – EXAMINATION RESULT	<b>31</b>
APPENDIX F – LIBRARY REQUIREMENTS FOR THESIS	<b>32</b>
APPENDIX G - INSTITUTIONAL REPOSITORY SUBMISSION AGREEMENT	<b>33</b>

**APPENDIX A – APPLICATION FOR ADMISSION TO CANDIDACY FORM**

**Application for Admission to Candidacy**

**NAME** \_\_\_\_\_

**Degree: MED** \_\_\_\_\_ **MIT** \_\_\_\_\_

**Strand (if applicable)** \_\_\_\_\_

**Major Advisor 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 601
- \_\_\_\_\_ has no grades of incomplete appearing on transcript

\_\_\_\_\_  
Major Advisor

\_\_\_\_\_  
Committee Member

\_\_\_\_\_  
Committee Member

\_\_\_\_\_  
Education Programs Graduate Director

\_\_\_\_\_  
Dean

**APPENDIX B – SAMPLE THESIS****In General:**

- ❖ Follow the current APA Publication Style for your thesis production
- ❖ 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 601: Research Methods I and the skeletal proposal developed in that class.

**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.
- ❖ Duplicates Statement of the Problem, **so often only one of the two is included.**

**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.

**F. Limitations/Delimitations:**

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

- ❖ 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 was conducted.

### A. Introduction:

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

**B. Research 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)

**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 methods, 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 Graduate 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* (6<sup>th</sup> edition) are to be followed (APA style.)

## **GENERAL INFORMATION**

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

**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.**

**SPACING** – All body text is to be double spaced, with six lines per inch, using only one side of the paper. 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

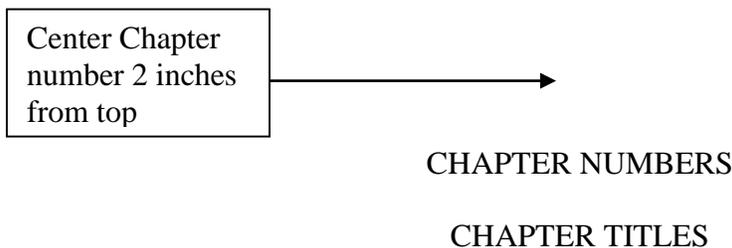
The following is the order of pages:

	<b>Page/Section Title</b>	<b>Optional or Required</b>	<b>Page number</b>	<b>Numbering System Used</b>
1	Title page	required	none	none
2	Signature page	required	none	none
3	Copyright page	required	i	lowercase Roman numeral
4	Dedication	optional	iii	lowercase Roman numeral
5	Vita	required	iv	lowercase Roman numeral
6	Acknowledgment	optional	v	lowercase Roman numeral
7	Abstract	required	vi	lowercase Roman numeral
8	Table of Contents	required	vii	lowercase Roman numeral
9	List of Figures (if figures are included)	required	viii	lowercase Roman numeral
10	List of Tables (if tables are included)	required	ix	lowercase Roman numeral
11	Body of paper	required	Chapter 1 begins with page 1	Arabic numeral
12	References	required		Arabic numeral

13	Appendices (if applicable)	required		Arabic numeral
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**LIBRARY SUBMISSION REQUIREMENTS** - Library Submission Requirements and Institutional Repository Submission Agreement are included in Appendix F.

### Sample Modified APA Format



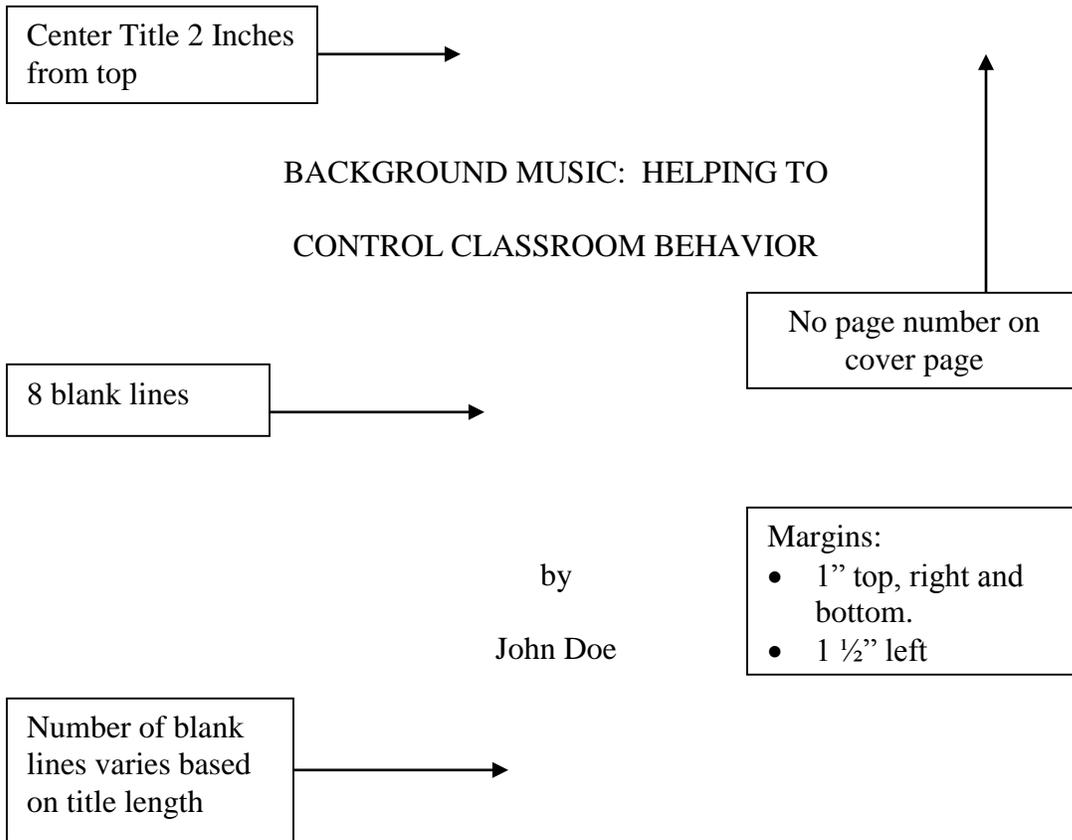
Chapter numbers and chapter titles must appear at the top of a new page, centered and in all capital letters. Note that the Chapter Number and Chapter Title are titles, rather than headings. The first level of heading would be main headings within the chapter. The following is the recommended style for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

#### Headings

##### Level

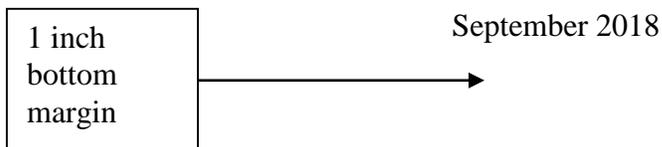
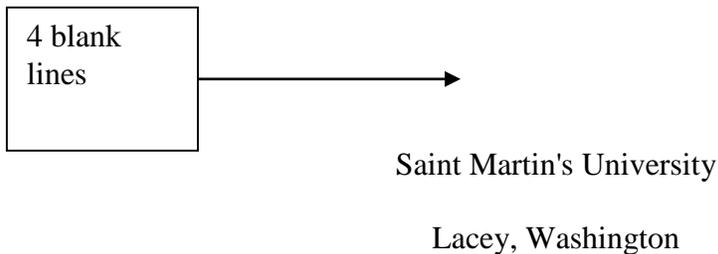
- 1 Centered, Boldface, Uppercase and Lowercase; then your paragraph begins below, indented
- 2 Flush, Left, Boldface, Uppercase and Lowercase; then your paragraph begins below, indented
- 3 Indented, boldface, lowercase paragraph headings ending with a period. Your paragraph begins right here in line with heading
- 4 Indented, boldface, italicized, lowercase paragraph ending with a period. Your paragraph begins here
- 5 Indented, italicized, lowercase paragraph heading ending with a period. Your paragraph begins here.

Consult the most current APA Publication Manual, and check your understanding of the format with the Education Programs Graduate Director.



A thesis submitted in partial fulfillment  
of the requirements for the degree of

Master of Education







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**John Doe**

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1 inch bottom  
margin



Center heading 2  
inches from top



ii

## **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



iii

## Vita

John Matthew Doe was born on June 19, 1980 in Portland Oregon. He graduated from Tigard High School in 1998. Mr. Doe received a Bachelor of Music Education from Lewis and Clark University, Portland Oregon in 2002. 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 2003, Mr. Doe enlisted in the US Army and had a tour of duty with the 21<sup>st</sup> 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.

Single spaced.

Center heading 2  
inches from top



iv

## **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.

Single spaced.



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.

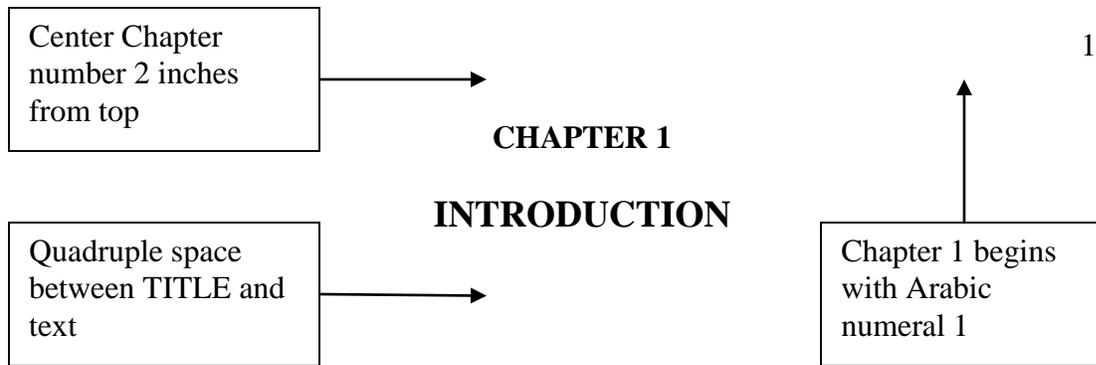
Conclusions drawn from the study indicate that while music can help control behavior and possibly stimulate academic achievement, more research is needed in isolating variables. One must realize that music is a personal choice having differing effects on people. It is believed that a teacher can use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

## Table of Contents

vi

Signature page .....	
Statement of Permission to Use .....	iii
Dedication .....	iv
Vita .....	v
Acknowledgements .....	vi
Abstract .....	viii
List of Figures (if applicable) .....	ix
List of Tables (if applicable) .....	x
Chapter 1: Introduction .....	1
Introduction .....	1
Purpose of the Study .....	3
Statement of Problem .....	4
Significance of the Study .....	5
Research Questions .....	7
Limitations and Assumptions .....	9
Definition of Terms .....	10
Summary .....	10
Chapter 2: Review of Literature .....	12
Historical .....	12
Effects of Music Therapy in Hospital and Clinical Studies .....	14
Effects of Music Therapy in Academic Achievement .....	17
Effects of Music Therapy in Behavior Modification .....	20
Summary .....	22
Chapter 3: Methodology .....	24
Sample and Population .....	24
Instrumentation .....	26
Reliability .....	28
Validity .....	28

Procedures .....	29
Analysis Procedures .....	32
Chapter 4: Results .....	34
Chapter 5: Discussion and Conclusions .....	42
Discussion .....	42
Conclusion .....	45
References .....	49
Appendices .....	52
Musical Selection List .....	53
Sample Observation Form .....	55



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 C – AUTHORIZATION TO SCHEDULE ORAL DEFENSE (THESIS)**

**Student Name:** \_\_\_\_\_ **Application Date:** \_\_\_\_\_

**Degree Program:**

- MED**
- \_\_\_ Classroom and Pedagogical Development
- \_\_\_ ESL/Diversity in Education
- \_\_\_ Guidance and Counseling
- \_\_\_ Reading Literacy
- \_\_\_ School Administration
- \_\_\_ 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

\_\_\_\_\_  
College of Education Committee Member

\_\_\_ Student notified

\_\_\_\_\_  
Committee Member (may be outside COE)

\_\_\_ COE office notified

\_\_\_ Committee reminder

\_\_\_\_\_  
Education Programs Graduate Program Director

**APPENDIX D – THESIS FORMAT APPROVAL REVIEW**

**Student Name:** \_\_\_\_\_ **Application Date:** \_\_\_\_\_

**Degree Program:**

**MED – CHECK ON CURRENCY**

- \_\_\_ Classroom and Pedagogical Development
- \_\_\_ ESL/Diversity in Education
- \_\_\_ Guidance and Counseling
- \_\_\_ Reading Literacy
- \_\_\_ School Administration
- \_\_\_ Special 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/A format
- \_\_\_ Plagiarism check

\_\_\_\_\_  
Committee Chair

\_\_\_\_\_  
Committee Member

\_\_\_\_\_  
Committee Member

**APPENDIX E – EXAMINATION RESULT**

**Saint Martin's University  
College of Education  
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:**

\_\_\_\_\_ Thesis Oral Defense

**Result:**

\_\_\_\_\_ Pass

\_\_\_\_\_ Fail

\_\_\_\_\_  
Major Advisor/Committee Chair

\_\_\_\_\_  
Committee Member

\_\_\_\_\_  
Committee Member

\_\_\_\_\_  
Education Programs Graduate Director

**APPENDIX F – LIBRARY REQUIREMENTS FOR THESIS****Thesis Submission Information Form**

Student name: \_\_\_\_\_

Phone and email: \_\_\_\_\_

Thesis title: \_\_\_\_\_

\_\_\_\_\_

Suggested keywords: \_\_\_\_\_

Degree: \_\_\_\_\_

Advisor: \_\_\_\_\_

Date approved:  
(by program) \_\_\_\_\_

Submit your thesis to the library's Resource Management Librarian, making an appointment in advance (360-688-2253). **Be sure to include all of the following:**

- Printed and completed copy of this form.
- Printed and signed copy of the Institutional Repository Submission Agreement.
- A flash-drive or CD with your final, approved thesis in PDF/A format. This PDF must include a scanned copy of the signature page with all signatures. The PDF text must be searchable and all fonts embedded in the file.

The library will review the thesis to confirm it meets format requirements as outlined in your program's handbook. We will then catalog, archive, and publish the thesis online.

***For library staff only***

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Date submitted to library: \_\_\_\_\_ Initials: \_\_\_\_\_

Date program director notified: \_\_\_\_\_ Initials: \_\_\_\_\_

Date cataloged: \_\_\_\_\_ Initials: \_\_\_\_\_

Date published online: \_\_\_\_\_ Initials: \_\_\_\_\_

**APPENDIX G – Institutional Repository Submission Agreement**

Author's name: \_\_\_\_\_

Work title and year: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Work title and year: \_\_\_\_\_

In submitting this thesis or project to the library, I understand and agree that the library shall catalog it, archive it, and publish it online through its catalog, institutional repository, or other publicly accessible system(s).

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I acknowledge that this work may constitute an educational record under FERPA, and I consent to the public availability of my work under the terms of this agreement.

Author's signature: \_\_\_\_\_

Date: \_\_\_\_\_