

University of Mary
Liffrig Family School of
Education and
Behavioral Sciences



UNIVERSITY
of MARY

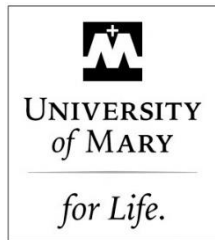
for Life.

Education Graduate Programs
Handbook

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SECTION 1: INTRODUCTION



**Liffrig Family School of Education
and Behavioral Sciences**

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Department of Graduate Education

Dear Graduate Student:

We prayerfully extend to you our warmest welcome to the University of Mary. Your commitment to graduate study is recognized and fully supported by the Liffrig Family School of Education and Behavioral Sciences (SEBS) faculty and staff. We acknowledge your expectations of our programs of study and will strive to fulfill our obligations as professors and advisors. The thesis/dissertation or capstone clearly represents a milestone in your academic career.

Your research topic will investigate a topic which speaks to your passion in the field of educational leadership and administration. Thus, deep examination of the topic will lead to the development of your research plan and ultimately your contribution to the body of knowledge in our profession.

This handbook is designed to provide you with the detailed guidelines needed to complete your thesis/dissertation or capstone. Please read it thoroughly and refer to it often as you complete your research project in educational leadership.

Best wishes for your timely progress on this scholarly journey!

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Graduate Education Mission Statement

Innovative educational leaders addressing problems of practice with moral courage, for life.

Graduate Education Vision Statement

University of Mary *for* Life: Cultivating morally courageous educational leaders

Education Leadership Program Outcomes:

1. Demonstrates collaborative visionary leadership and decision-making skills needed to engage others in meaningful change.
2. Demonstrates a commitment to the development of the professional and personal skills needed to lead effective educational institutions.
3. Demonstrates the ability to conduct and evaluate educational research for the purpose of developing a thorough understanding of the teaching and learning environment.
4. Understands the importance of a personal code of ethics.

University of Mary Graduate Competencies:

1. COMMUNICATION

Graduates demonstrate excellence in all facets of communication, including the publication and presentation of scholarship.

Graduates differentiate themselves via an ability to fortify technical acumen with robust communication skills. They become leaders who actively listen to those with whom they work and collaborate; who dialogue when they introduce ideas, clarify meaning, and strategize towards solutions; and who write with disciplined purpose to effectively disseminate and contribute to new or existing information. Graduates' communication skills enable them to excel through effective interaction with colleagues across all levels and environments.

2. MORAL COURAGE

Grounded in faith and reason, graduates clarify and defend moral, personal, and social values, to uphold the pathway for justice in multiple contexts.

Graduates evaluate the human, cultural, religious, and social conditions and history in which decisions are made and habits are formed. With courage, they take responsibility to make and follow the course of action which helps build a profession of integrity and a civilization of virtue and dignity, rooted in ethical principles that serve the authentic good of all persons.

3. PROFESSIONAL DISTINCTION

Graduates are values-based and evidence-driven professionals who are servant leaders committed to excellence in their professions and communities.

Graduates grow in excellence, focusing on professional skills and technical proficiency towards a higher commitment to service. They interact collaboratively and effectively within environments comprised of individuals who have diverse educational backgrounds, cultures, and professional talents. Their leadership is founded in both values-based and evidence-driven practice and recognizes its role in contemporary society as one of distinct contribution and gift of self.

4. SCHOLARSHIP

Graduates access, analyze, evaluate, and process information from a variety of sources to generate new ideals which guide decision making to influence meaningful change.

Graduates foster a culture conducive to scholarship in which they use research principles to answer relevant questions which lay the foundation from existing knowledge and from those foundations generate relevant and innovative ideas and new knowledge. Our graduates are leaders in the synthesis of research to inform best practices.

University of Mary's Statement Regarding the Purpose of Research

The University of Mary, a center of learning in the Benedictine tradition, has a three-fold mission of teaching, community service, and scholarly activity (integrated study and research).

The integrated study and research component calls for a climate in which scholarly inquiry is valued and critically evaluated. Scholarly activity further provides a mechanism by which faculty and students can interact in the teaching and learning process. Conducting research prepares students to meet the professional obligation of continued scholarly inquiry and sets the foundation for doctoral education.

Research can be described as a scholarly method of acquiring dependable and useful information. In this light, the role of research at the University of Mary is meant to enhance the quality of teaching and to add to the body of knowledge in one's profession. The University of Mary encourages research in all its methodologies, including qualitative and quantitative procedures, and in all its applications, pure and applied.

The Graduate Program Thesis/Dissertation

The graduate thesis/dissertation is the application of research principles to investigate an area of study in educational leadership. Students will explore, develop, and organize materials associated with an education topic to create a study that will advance the scholarship of teaching and leadership. Its goal is not only to have students conduct research that is related to their major, but it also will advance students' writing skills. The process of completing this scholarly research paper prepares students for the rigors of further study in their professions in order to invoke transformational change.

The thesis/dissertation becomes a permanent record of the quality of work a graduate student has accomplished at the University of Mary. One copy of the thesis/dissertation will be shelved in the Welder Library for public access; one copy will be archived by the library, and students will also submit an electronic copy and a bound copy to the Chair of Graduate Education following the successful final thesis/dissertation defense.

The University of Mary graduate programs require all students to observe professional ethical practices and standards when they prepare this piece of scholarly work. This work must be the student's own, or where it is the work of others, the sources must be acknowledged completely and accurately. Please review the *University of Mary Academic Honor Code and Honor System* (<https://www.umary.edu/sites/default/files/2021-10/Academic-Honor-Code-and-Honor-System.pdf>) which may be found linked within all graduate syllabi, University of Mary web page, and student catalog. Thus, all quoted or paraphrased material must be referenced in accordance with the most recent edition of the *Publication Manual of the American Psychological Association* (APA). Students are required to submit their work to the Turnitin program. Documents which receive a rating greater than 15 percent match from originality reporting software will not be accepted.

To complete data analysis of the thesis/dissertation (Chapter 4), students are required to consult appropriate statisticians competent in the research methodology selected for the study. In the Master's degree, thesis work is embedded into EDU 557 Research and Applied Stats, EDU 708 Research and Advanced Stats, EDU 701 Research Seminar I, and EDU 704 Research Presentation II. At the Doctoral level, the dissertation work will be embedded in the curriculum throughout the duration of the graduate plan of study. A student who does not complete the thesis/dissertation work during the curriculum time frame will be required to register for HUM 899 each semester until a thesis/dissertation defense has been scheduled and successfully completed. Students must maintain continuous enrollment in graduate coursework after initial enrollment. There is a seven-year time limit to complete the graduate degree, after which the student is declared unsuccessful in completion of the degree and must begin the program of study anew.

The Graduate Program Capstone

The graduate capstone program requires students to use research principles to answer relevant questions which lay the foundation from existing knowledge and from those foundations generate relevant and innovative ideas and new knowledge. Students will prepare a research analysis that is a synthesis of research informing best practices. Following the submission of the final draft, students will then share their analysis via a formal presentation before a faculty panel.

Capstone work will be embedded in EDU 557: Research and Applied Stats, EDU 705: Research Analysis and Capstone Preparation, and EDU 706 Research and Analysis Capstone Preparation. The final presentation of the capstone must occur before the end date of EDU 706.

The capstone research analysis will include three sections and a reference page. Section One will serve as the introduction where the learner will present the purpose of the analysis, research questions, and rationale. Research questions should focus on a relevant problem of practice. Section Two will be the literature review of scholarly research conducted in the field to help synthesize answers to the research question(s). Section Three will consist of discussion and recommendations that the learner can apply to the problem of practice that was identified in Section One. Review the Appendix for a capstone study guide.

The University of Mary graduate programs require all students to observe professional ethical practices and standards when they prepare this piece of scholarly work. This work must be the student's own, or where it is the work of others, the sources must be acknowledged completely and accurately. Please review the *University of Mary Academic Honor Code and Honor System* (<https://www.umary.edu/sites/default/files/2021->

[10/Academic-Honor-Code-and-Honor-System.pdf](#)) which may be found linked within all graduate syllabi, University of Mary web page, and student catalog. Thus, all quoted or paraphrased material must be referenced in accordance with the most recent edition of the *Publication Manual of the American Psychological Association* (APA). Students are required to submit their work to the *Turnitin* program. Documents which receive a rating greater than 15 percent match from originality reporting software will not be accepted.

Students completing a capstone are **EXEMPTED** from the IRB process because they will not be conducting their own independent research study on participants nor will they be seeking to submit results of their study to expand upon the body of knowledge on the subject studied.

INSTITUTIONAL REVIEW BOARD

Purpose

The University of Mary is committed to ensuring that all research involving human and animal subjects at the University is conducted in accordance with ethical and professional standards. The primary mission of the Institutional Review Board (IRB) is to protect the public and protect the subjects of research. However, the students' research advisors have primary responsibility for guiding research projects and selecting appropriate methodologies. Research advisors are required to review all applications prior to the student researchers submitting them to the IRB. The University's Scientific Misconduct Policy can be found in the *Corporate Faculty Handbook* Appendix E. Details and forms for IRB may be found at:

[https://my.umary.edu/ICS/Institutional_Review_Board_\(IRB\).jnz](https://my.umary.edu/ICS/Institutional_Review_Board_(IRB).jnz)

Guidelines for Preparation of Protocols for Review by the Institutional Review Board (IRB)

Composition and Function of the Institutional Board

The Institutional Review Board (IRB) is composed of four members appointed for three-year terms by the vice president for academic affairs. Initial committee members will be appointed for terms as follows: two members for three years, one member for two years, one member for one year. The assistant vice president for academic affairs serves as board chair. The board will select from its members a secretary who will serve a one-year term without restriction of number of terms. The chair shall call meetings as needed to accomplish the work of the board. Except for those areas of research that are exempt, all proposals for research done under University auspices (research by students, research by faculty, and research by outside agents conducted within the University community) shall be reviewed by the board. After the initial chair review, the IRB usually determines that the following types of research are exempt from a formal review:

- a) those studies which draw data only from pooled results of educational tests,
- b) survey procedures,
- c) observations of public behavior, and,
- d) study of existing data, documents, records or specimens.

The board is charged by the University with reviewing each research protocol and subject consent form to ensure that human rights and the welfare of subjects are adequately safeguarded and that there are no undue risks to subjects or others. The board also reviews the research design in terms of producing reliable results. Separate approval must be granted by the vice president for student development for any project (research or otherwise) involving asking University of Mary students to participate by sending information via the university's email, phone, or campus mail systems, or going door to door in the student residences.

Adoption of the U.S. Department of Health and Human Services IRB Guidelines

The University of Mary has adopted the Guidelines of the U.S. Department of Health and Human Services (HHS) for Institutional Review Boards available at <https://www.hhs.gov/ohrp/education-and-outreach>. The University complies with the processes and procedures identified in this guidebook regarding basic IRB review, considerations of research design, biomedical and behavioral research, and special classes of subjects.

Criteria for Disapproval of Projects

The IRB will not approve a proposal if it: 1) violates any laws or regulations of the United States, State of North Dakota, or University of Mary; 2) the risks to human subjects are greater than the benefits to them; 3) unnecessary risks are created; 4) selection of subjects is inequitable; 5) procedures for receiving and documenting informed consent are inadequate; 6) the IRB judges that inducements or other offered payments are likely to influence subjects unduly; or 7) if the research design is unlikely to produce reliable results.

Preparation of Proposal Protocol for Submission to the IRB

The proposal is made up of three parts: 1) a cover sheet; 2) a brief description of the study; and 3) an Informed Consent form required when human subjects are involved. Directions for completion of each part are found within the Cover Sheet and the Human Subjects Review forms. Additional information regarding informed consent follows.

Content for the Informed Consent

Direct link to University of Mary informed consent form template.

https://my.umary.edu/ICS/Portlets/ICS/Handoutportlet/viewhandler.ashx?handout_id=e2a6919d-3654-41fa-97bd-962b0ba566b9

SECTION 2: THE THESIS/DISSERTATION PROCESS

THESIS/DISSERTATION PROCESS CHECKLIST

Please use this checklist to ensure that all requirements for the thesis/dissertation are met.

<input checked="" type="checkbox"/>	Date Completed	Action
<input type="checkbox"/>		Carefully review this entire <i>Graduate Program Thesis/Dissertation Handbook</i> . Familiarize yourself with the student's responsibilities, thesis/dissertation committee chair's responsibilities, and thesis/dissertation committee members' responsibilities.
<input type="checkbox"/>		Formation of Thesis/Dissertation Committee (page 17 of this handbook) <ol style="list-style-type: none"> 1. Reach out to your chair for a meeting. 2. The Doctorate Program Director, Dr. Tufte will work with Doctoral faculty to assign your chair and committee members based on our research focus.
<input type="checkbox"/>		Utilize the thesis/dissertation rubric in this handbook to format and to create your initial thesis/dissertation proposal. Refer to APPENDIX H (see page 70 of this handbook) for the thesis/dissertation rubric. This proposal must follow the grading rubric that is contained in this handbook. You are responsible to revise your thesis/dissertation proposal prior to submitting the first draft of this proposal to your thesis/dissertation committee chair. Submit the proposal to your thesis/dissertation committee chair for critique and revision. This manuscript is considered to be the foundation for your thesis/dissertation proposal.
<input type="checkbox"/>		Write several drafts of the thesis/dissertation proposal with revisions as suggested by the thesis/dissertation committee chair. This proposal will have several revisions before presenting it to the other members of your thesis/dissertation committee.
<input type="checkbox"/>		After approval from the thesis/dissertation committee chair, schedule a proposal meeting with your committee. You are responsible for scheduling this meeting.

<input type="checkbox"/>		Submit copies of revised proposal (Chapters 1-3) to thesis/dissertation committee chair and members. Make sure to allow a minimum of two weeks before the scheduled proposal meeting for faculty to review the materials.
<input type="checkbox"/>		Make any necessary changes suggested by the committee and review with your thesis/dissertation committee chair; a second proposal meeting may be requested based on the degree of revisions that are needed.
<input type="checkbox"/>		Work with your Chair to complete the University of Mary IRB application. Refer to the University of Mary IRB page at https://my.umary.edu/ICS/Institutional Review Board (IRB).jnz . You will also get a start on the draft of your IRB in your research course. Submit the IRB application to the thesis/dissertation committee chair for review. After permission is obtained from the thesis/dissertation committee chair to submit the IRB application to the University of Mary IRB committee, send the application to the thesis/dissertation committee chair for his/her signature. The packet must then be forwarded to the Chair of Graduate and Distance Education who will review the application and sign the document. Upon approval by the Chair, the IRB application will be forwarded to University of Mary IRB.
<input type="checkbox"/>		After approval of the University of Mary IRB application, submit the <i>Thesis/Dissertation IRB Approval Verification</i> (APPENDIX B, page 59 of this handbook) form with a copy of the email notification of the IRB approval to the thesis/dissertation committee chair who will forward it to the Graduate Education Chair.
<input type="checkbox"/>		Secure additional IRB application(s) from outside organization(s) if required. When you receive IRB approval from this (these) organization(s), please forward this (these) approvals to the Graduate Education Chair.
<input type="checkbox"/>		After IRB approval(s) are obtained; initiate/implement data collection for thesis/dissertation. Consult a statistician if you are completing a quantitative study or a person experienced in coding data if you are completing a qualitative study after the data are collected.
<input type="checkbox"/>		Revise Chapters 1-3 and write Chapters 4-5 (SECTION 3: THESIS/DISSERTATION FORMATTING AND MECHANICS). Refer to the thesis/dissertation rubric (APPENDIX B) for grading. Note: For <u>quantitative</u> studies, a statistician consultant is required for Chapter 4 data analysis and for <u>qualitative</u> studies a person experienced in <u>qualitative</u> data analysis is required to review the typed transcribed interview data to assist with the analysis of the data. Change the verbs in Chapters 1-3 to past tense. You may need to hire an editor to write the final version of the thesis/dissertation.

<input type="checkbox"/>		At the discretion of the Committee Chair, candidates will participate in a preliminary defense meeting. If the committee approves the thesis/dissertation, the student will proceed to schedule the final oral defense meeting
<input type="checkbox"/>		Schedule the final oral defense with the entire thesis/dissertation committee and the Graduate Education Chair. Send the thesis/dissertation with revisions from the preliminary defense meeting to the entire thesis/dissertation committee for review of materials a minimum of two weeks prior to the final defense meeting.
<input type="checkbox"/>		Complete the <i>Announcement of Final Oral Defense</i> form (Appendix D, page 63 of this handbook) and submit it to the Graduate Education Chair as soon as the oral defense is scheduled with the thesis/dissertation committee.
<input type="checkbox"/>		The student needs to bring a copy of the <i>Approval Page</i> (Appendix B, page 59 of this handbook) of the thesis/dissertation to the thesis/dissertation committee chair to have in hand at the time of the final defense meeting to secure the committee members' signatures as well as the signature of the Chair of Graduate Education. The completed pages will be returned to the student. This page and its copies will be placed in the bound thesis/dissertation. The paper that this form is printed on must be at least 20 percent cotton and 20-pound weight, 8 ½ x 11-inch white bond paper with a visible watermark. Be sure the form has a 1.5" left margin to allow for binding. The signature page and permission to copy page must have <u>original</u> signatures. These forms are not folded when mailed as they are part of the bound copies of the thesis/dissertation.

<input type="checkbox"/>		<p>Please send a final electronic copy of your thesis/dissertation to your chair before copying and binding for review. When the final revisions are complete and your chair tells you that you are ready to copy your final thesis/dissertation, be sure that all pages have a left margin of 1.5 inches to allow for binding and that the paper is at least 20 percent cotton and 20-pound weight, 8 ½ x 11-inch white bond paper with a visible watermark.</p>
<input type="checkbox"/>		<p><i>Thesis/Dissertation Binding Instructions:</i></p> <p>You can hand deliver or mail the printed and collated pages yourself or ask a printer to ship them for you. Printers are accustomed to doing this. Students are responsible for the cost of printing and binding. Follow the guidelines on the Welder Library link to access the binding instructions and complete the binding order form. https://www.umary.edu/sites/default/files/2023-03/Library-Thesis-Binding-Form.pdf</p> <p>The cost to bind is \$28 per thesis/dissertation. If shipping, you pay to ship to the library, and the library will pay to ship to you, however many copies you ordered. Your check must be included when you deliver the documents to the library. Include with your check, a note that specifies where the copies should be delivered or shipped (include specific names and addresses). For University of Mary professors, just note the department. These theses/dissertations will have a red binding. The binding takes 3-8 weeks. When your chair receives the bound copy from the library, he or she will officially close your IRB by e-mailing the Institutional Review Board Chair.</p>

FORMATION OF THESIS/DISSERTATION COMMITTEE COMMITTEE MEMBERSHIP REQUIREMENT GUIDELINES

The student must collaborate with his/her thesis/dissertation committee in the writing of his/her paper. The entire committee will meet synchronously on at least two occasions or more at the discretion of the committee chair:

- 1) the proposal meeting.
- 2) the final oral defense.

Meetings may be held in person or over a virtual meeting space.

The Thesis/Dissertation Committee Chair:

- Shall be recognized as a University of Mary Graduate Faculty member who has earned a terminal degree.

The student is responsible for reviewing faculty biographies to determine who he/she wants to ask to serve as members of his/her thesis/dissertation committee. The student should discuss ideas for committee members with the committee chair before asking members to serve. When the student and the committee chair agree on individuals who would be suited for the particular thesis/dissertation topic, the student will ensure that the *Consent to Thesis/Dissertation Committee Service* form (see page 57 of this handbook) is completed and forwarded to the Graduate Education Chair.

Thesis/Dissertation Committee Membership Requirements:

- There must be an odd number of members on the thesis/dissertation committee with a minimum of three individuals to serve on the thesis/dissertation committee
- In addition to the assigned thesis/dissertation committee chair, one additional thesis/dissertation committee member must be a member of the University of Mary School of Education and Behavioral Sciences

Additional Thesis/Dissertation Committee Members may be:

- a non-education Graduate or Doctoral prepared Faculty member; and/or
- a Member at Large – a professional who has expert knowledge in the content area of the thesis/dissertation process and the research topic

STUDENT'S RESPONSIBILITIES

- Familiarize yourself with this handbook and consult it as needed during the development of the thesis/dissertation.
- Complete the thesis/dissertation utilizing the Thesis/Dissertation Process Checklist.
- Maintain ongoing timely communication with the committee chair.
- Develop a timeline for completion of thesis/dissertation work with the committee chair.
- **Quality, high-level scholarly writing is expected for the thesis/dissertation.** This should be your original work. You may take assistance for revision in proofreading.
- Follow the appropriate grading rubric that is contained in this handbook to prepare the thesis/dissertation proposal and the final draft of the document.
- Complete all of the required thesis/dissertation forms and procedures that are outlined in the manual.
- Use feedback and make appropriate revisions that are made by the committee chair and associated committee members on the document.
- Send the revised thesis/dissertation to the entire committee **at least two weeks** prior to the scheduled thesis/dissertation proposal meeting, the preliminary defense meeting, and the oral defense examination meeting. The committee needs this time to review your work.
- Schedule the thesis/dissertation proposal meeting.
- Schedule the preliminary thesis/dissertation defense meeting.
- Schedule the formal final oral defense meeting.
- Contact the head librarian at the Welder Library for the binding of the thesis/dissertation.
- Submit the following copies of the thesis/dissertation with proper formatting for binding to the Welder Library: one for the library, one bound copy for the department of education (to be delivered to the Chair of Graduate Education), and any additional copies you wish to have.
- Please remember to also send a final electronic copy to the Chair of Graduate Education.

THESIS/DISSERTATION COMMITTEE CHAIR'S RESPONSIBILITIES

- Assist the student in selecting persons for committee membership.
- Serve as an instrumental role in the facilitation of student progression with research work.
- Facilitate communication among the thesis/dissertation committee members and the student.
- Edit the preliminary proposal and subsequent revisions until approved for the proposal meeting. Suggest the use of an editor for the student to hire if this service is needed.
- Attend and chair the thesis/dissertation proposal meeting(s). Notify the Chair of Graduate Education that the proposal meeting is being held.
- Submit the completed *Thesis/Dissertation Proposal Approval* form to the Graduate Education Chair.
- Critique the IRB application and sign the University of Mary IRB application form when the application is deemed satisfactory for submission. Ensure that the student forwards the IRB application to the Graduate Education Chair.
- Guide data analysis. Data analysis must be completed with the aid of a statistician if the student is completing a quantitative study or a person who is experienced in coding data if the student is completing a qualitative research project.
- Edit preliminary thesis/dissertation drafts and subsequent revisions until approved for preliminary defense meeting. An editor may need to be hired by the student to facilitate this process.
- Attend and chair the preliminary thesis/dissertation defense meeting. Notify the Graduate Education Chair that this meeting is taking place.
- Attend and chair the final oral defense meeting.
- Sign the *Approval Page* form(s) and mail the completed form(s) via the postal service to the student after the successful thesis/dissertation oral defense meeting (do not fold).

THESIS/DISSERTATION COMMITTEE MEMBERS' RESPONSIBILITIES

- Review the **revised** thesis/dissertation proposal and make editorial suggestions.
- Attend and participate in the thesis/dissertation proposal meeting. Ensure that editorial suggestions and feedback are forwarded to the student.
- Review the final draft of the thesis/dissertation and make editorial suggestions before the preliminary defense meeting is convened.
- Attend and participate in the preliminary thesis/dissertation defense meeting. Ensure that editorial suggestions and feedback are forwarded to the student.
- Attend and participate in the final oral thesis/dissertation defense meeting. Ensure that editorial suggestions and feedback are forwarded to the student (if needed).
- Sign, scan, and return all required forms which require thesis/dissertation committee members' signatures to the student.

Sign and return the *Approval Page* form, after successfully completing the final oral thesis/dissertation defense meeting, via the postal service in an appropriate envelope (do not fold the document) to the student.

- Ensure the dissertation/thesis copy has been submitted for binding to the library.
- Ensure one bound copy and the final electronic copy for the Department of Education are sent to the Chair of Graduate Education.

PROPOSAL MEETING GUIDELINES

Prior to scheduling a proposal meeting, the student will need to author Chapters 1-3 of his/her thesis/dissertation. If a professional editor will be hired to help prepare the proposal, the student should work with this person prior to the proposal meeting. The student will be responsible for placing the thesis/dissertation content in chapter form that is described in the thesis/dissertation rubric (APPENDIX H, page 70) in this handbook. The student will submit revised versions of the document to his/her committee chair for review until the chair approves the proposal to go before the entire thesis/dissertation committee for a proposal meeting.

The student will then work with the committee chair and committee members to schedule a proposal meeting. The student must submit the proposal to the entire committee at least two weeks prior to the scheduled proposal meeting.

The proposal meeting is an examination of the student's proposed research by the thesis/dissertation committee as a whole. It is also a collaborative work session in which potential problems in the proposal are identified, and guidance in the collection of data as well as data analysis can be addressed.

The proposal meeting may be held face to face or in a virtual meeting space. It is highly recommended the student test any technology prior to the scheduled proposal meeting time when using a virtual meeting space. Keep in mind that this is a professional meeting. A quiet work environment that is free of distraction is essential. Professional attire is required.

At the proposal meeting, the student should expect to be questioned on the content of the proposal that will include, but is not limited to:

1. the research question,
2. content from the literature review,
3. theoretical/conceptual framework
4. the study methodology, and
5. the planned approach for data analysis.

Note: Suggested revisions that are made at the proposal meeting will be incorporated by the student at the discretion of the committee chair.

UNIVERSITY OF MARY


INSTITUTIONAL REVIEW BOARD PERMISSION GUIDELINES

Students involved in the study of human subjects **must** have:

1. Approval from the University of Mary Institutional Review Board (IRB) as well as IRB approval(s) from the organization(s) involved in the collection of data before any data collection can be initiated.

2. Students who complete EDU 708 Research and Advanced Stats or EDU 917 Research Methodology & Data Analysis from the University of Mary achieve IRB certification from CITI as part of that course. Students who do not complete these courses at University of Mary must provide evidence of completing this certification to their committee chairs. This CITI Web-based training course *Protecting Human Research Participants* can be accessed at the URL below:

Directions for CITI Training

- Complete CITI Training in Protection of Human Subjects in Research. <https://about.citiprogram.org/en/homepage/> (Links to an external site.)
- Follow the instructions on this document to start the CITI training [CITI-Training Instructions.pdf](#) . You need to complete all 14 modules for Social & Behavioral Research -Basic Course.
- Upload your certificate to this site to receive credit.

List of modules under the Social & Behavioral Research-Basic Course:

1. History and Ethical Principles – SBE
2. Defining Research with Human Subjects – SBE
3. The Federal Regulations – SBE
4. Assessing Risk - SBE
5. Informed Consent - SBE
6. Privacy and Confidentiality - SBE
7. Research with Prisoners – SBE
8. Research with Children – SBE
9. Research in Public Elementary and Secondary Schools – SBE

10. International Research – SBE
11. Internet-Based Research - SBE
12. Unanticipated Problems and Reporting Requirements in Social and Behavioral Research
13. Populations in Research Requiring Additional Considerations and/or Protections
14. Conflicts of Interest in Human Subjects Research

Students can access the University of Mary IRB application forms from the link which is found on the UMary.edu web page [IRB](#). You will need to download these documents, complete them, and submit them to your thesis/dissertation committee chair for review. Once the committee chair gives permission, the chair will submit the IRB application to the University IRB Chair. A copy of the approved thesis/dissertation proposal is part of the University of Mary IRB application packet.

After IRB approvals are secured, the student must:

1. Include the IRB approval in the thesis/dissertation as an appendix and electronically submit a *Thesis/Dissertation IRB Approval Verification* form (see APPENDIX C) to the committee chair. A copy of the email that indicates IRB approval must be included with the submission of this form.

UNIVERSITY OF MARY IRB PROCESS

The following is a summary of the process for submitting and receiving a response from student submission to the University of Mary Internal Review Board (IRB). It generally requires no more than a week turn-around time for an Exempt or Expedited review and no more than one month for a Full Review. If the document needs to be returned to the research group for any reason, the allotted time starts over again - one week for Exempt or Expedited and one month for a full review.

- 1) Students develop and assemble all four sections of the IRB. A copy of the approved thesis/dissertation proposal should be submitted as part of the IRB application. Directions and a link to the federal guidelines can be found on the following website [https://my.umary.edu/ICS/Institutional_Review_Board_\(IRB\).jnz](https://my.umary.edu/ICS/Institutional_Review_Board_(IRB).jnz)
- 2) Research advisers/chair review the documents carefully to make sure they are accurate and in order. Then the research adviser/chair signs it and returns it to the student or student group.
- 3) Chair submits a paper copy (3-hole punched and clipped) to the IRB office and sends an electronic copy to the university IRB Chair.
- 4) The IRB office generally takes no more than one week to review the documents with the following options:
 - a. Return to the research adviser and students because the IRB forms are not properly completed.
 - b. Accept the document and
 - i. If it is Exempt or Expedited: Review and approve.
 - ii. Designate appropriate person for an exempt or expedited review.
 - iii. For Full Review, submit the student's IRB proposal electronically to the Institutional Review Board members.
 - c. If the document is approved, the IRB office returns it with the approval letter to the adviser.

d. Individual board members may each require additional changes; these changes are communicated to the adviser by the IRB. Once changes are requested, the one-month period begins again upon receipt of revisions.

e. If the document is not approved, the IRB office returns it with a letter regarding how the document or research did not meet the requirements.

- 5) If the document needs a full review, the Board members generally respond within three weeks to review, sign, and return the document to the IRB office.
- 6) The process generally takes no more than one month.

PRELIMINARY DEFENSE MEETING

The preliminary defense meeting is scheduled when the thesis/dissertation committee chair determines that the document is ready to go before the entire committee for review. The purpose of this time is to meet with the committee to identify any necessary final content and editorial changes in preparation for the final oral defense. Only the committee and student will attend this meeting. Copies of the thesis/dissertation are electronically submitted to all committee members a minimum of two weeks prior to the scheduled date of the preliminary defense meeting. The preliminary defense meeting may be held face to face or in a virtual meeting space.

It is recommended this meeting should serve as a “dress rehearsal” for the Final Defense presentation, where committee members and chair can review the dissertation work and help prepare the candidate for Final Defense and address any final edits, questions, concerns or feedback. Thus, candidates are expected to complete a presentation during this meeting.

FINAL ORAL DEFENSE MEETING

The final oral defense meeting is scheduled after a successful preliminary defense meeting is completed, and revisions to the thesis/dissertation from the preliminary defense meeting are made. Copies are submitted to the thesis/dissertation committee for review a minimum of two weeks prior to the scheduled date of the final oral defense meeting.

The final oral defense meeting may be held face to face or in a virtual meeting space. The candidate will work with the Committee Chair to schedule the meeting with the committee, Graduate Chair, and student's advisor. The scheduled final oral defense meeting must be made public; therefore, the student must electronically submit a completed *Announcement of Thesis/Dissertation Oral Defense* form (see APPENDIX D, page 63 of this handbook) to the Graduate Education Chair **at the time that the meeting is scheduled**. The Graduate Education Chair will then publish notice of this defense meeting to the university community.

At the time of the defense meeting, the student needs to bring two paper copies of the thesis/dissertation (these 2 preliminary copies may be on regular paper and may be double-sided copies) and send all committee members an electronic copy of the final revised paper. The student must also submit to the committee chair, copies of the *Thesis/Dissertation Approval form* (see APPENDIX E, page 65 of this handbook) – for signing – one for the department of education and one for the library (and any additional copies that the student wants to be made for himself or herself). The committee chair will have these in hand at the time of the final defense meeting for signatures. All copies of this form must be printed on paper that must be at least 25 percent cotton and 20-pound weight, 8 ½ x 11-inch white bond paper with a visible watermark. The form must be formatted with a 1.5-inch left margin to allow for binding. These forms are not folded when mailed as they are part of the bound copies of the thesis/dissertation.

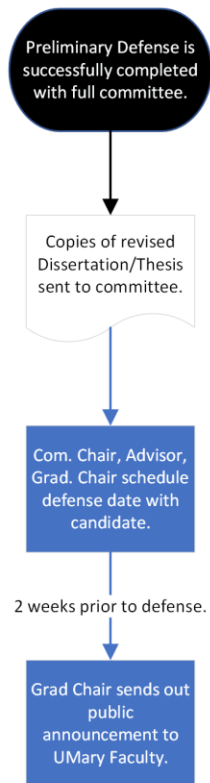
After final revisions are completed (after the defense), the candidate submits copies of the

thesis/dissertation to the library for binding. The signature pages must be original signatures (not copies), and the candidate should specify which faculty will receive a copy of the thesis/dissertation when they are complete. The candidate must order and pay for one copy of the thesis/dissertation for the library and one for the Department of Education (should be sent to the Chair of Graduate Education). In addition, the candidate may order copies for himself or herself (optional). The cost for binding is \$28.00 per copy. If the candidate lives out of the area, it is recommended that you carefully examine the copies before shipping them or having the printer ship them to the library.

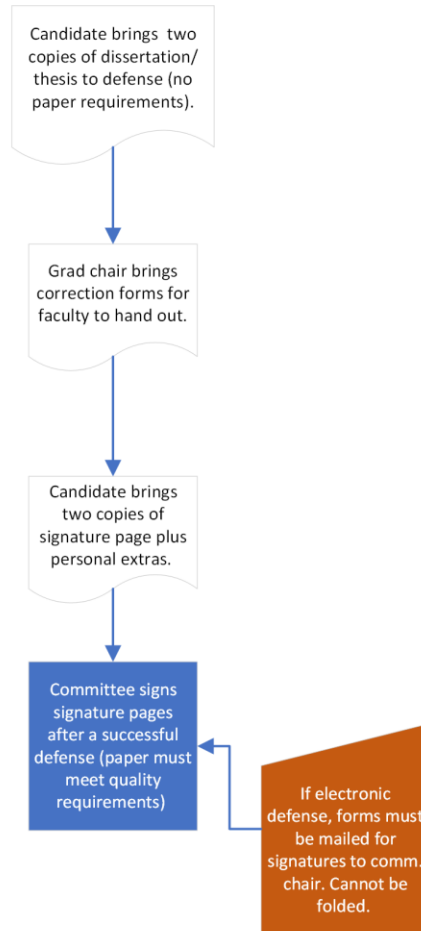
For the final thesis/dissertation defense meeting, the student will be expected to present a summary of the research work *in a thirty-minute PowerPoint* (or other digital media presentation program) presentation. It is recommended that the major sections of Thesis/Dissertation Grading Rubric Defense are followed to prepare this PowerPoint (or other digital media presentation program) presentation (see APPENDIX H, page 70 of this handbook). The identification of the University of Mary, as well as acknowledgment of the thesis/dissertation committee chair and committee members, should be a part of this presentation. Note that the use of the PowerPoint (or other digital media presentation program) presentation template and the acknowledgment of the university as well as the thesis/dissertation committee chair and thesis/dissertation committee are also required for future poster or podium presentations to present this scholarly work after graduation. A poster template with the University of Mary logo is provided for graduate students to use for Poster presentations at <http://www.makesigns.com>. See appendix for a sample of the template.

Prep for Final Oral Defense

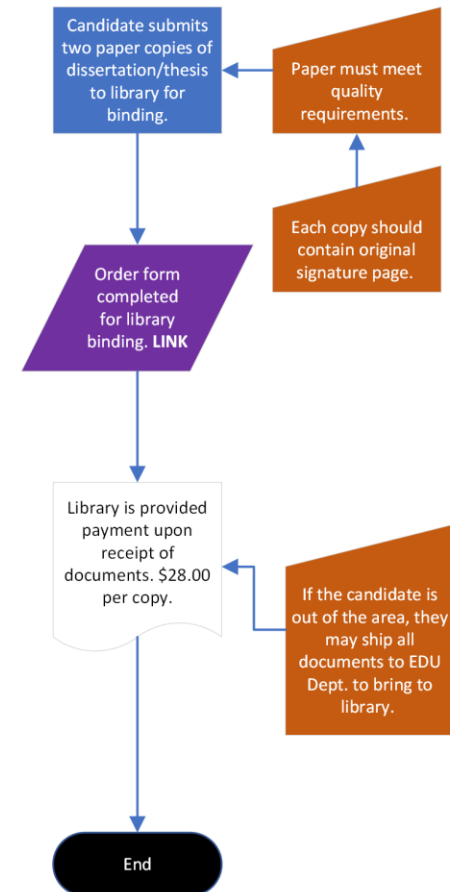
Pre-Defense Process/ Documents



Defense Documents/ Process



Post-Defense Documents/ Process



SECTION 3: THESIS/DISSERTATION FORMATTING AND MECHANICS

The Department of Graduate Studies and Distance Education utilizes APA 7th edition formatting style. Students are required to follow APA 7th edition writing style guidelines unless otherwise indicated in this *Thesis/Dissertation Handbook*. The following pages serve as an outline of the thesis/dissertation format for the final document. Each section of the thesis/dissertation will be described and followed by an example that demonstrates that content. It will be expected that the document will be in this format for the thesis/dissertation proposal meeting, the preliminary defense meeting, and the final oral defense, when disseminating it electronically, and in bound copies (one for the department of education and two to Welder Library).

FORMATTING FOR WELDER LIBRARY SUBMISSION

Print

Laser printed documents or a photocopy of a laser-printed document are required. The print must be letter quality with dark black characters that are consistently clear and dense.

Thesis/Dissertation

For the **final** library copy (not draft), the document must be at least 25 percent cotton and 20-pound weight, 8 ½ x 11-inch white bond paper with a visible watermark. This paper is expensive. **Be sure not to print the final copy of the document until final approval of the committee chair is obtained.** The weight and color of the paper used for the thesis/dissertation must be uniform throughout the document; the only exceptions will be for full-size photographs and the paper used for drawings. In addition to purchasing two library copies, candidates are

Font

APA 7th edition approved font size and style is required for the text of the

thesis/dissertation. The same font must be used throughout the thesis/dissertation except for appendix material or legends on charts or illustrations, in which case APA 7th edition format is followed. Boldface and italic lettering (for emphasis) is not allowed except in cases where the APA 7th edition style manual dictates.

Page Numbering/Spacing

Although the title page will not have a page number, it is included in the page numbering of the document. Any materials preceding the body of the thesis/dissertation, such as permission page, acknowledgments, etc., must be numbered with lowercase Roman numerals and must be arranged in that order after the title page (i.e. the first page after the title page will be ii). On these pages, Roman numerals should appear centered, one inch from the bottom of each page. Page numbers are placed in the footer of the thesis/dissertation. Pages must be numbered sequentially from the first page of Chapter 1 through the reference pages. This numbering will begin with the number 1 and be placed *in the upper right-hand corner, approximately ¾ inch from the top edge of the paper and even with the 1-inch right margin*. **All page numbers must be of the same font and type size as the text of the paper.** All page numbers stand alone. Do not place periods, parentheses, hyphens, or dashes before or after the page numbers. **Do not use a running head on any of the pages.**

Spacing

Double-spacing is required throughout the preliminary pages of the thesis/dissertation and the thesis/dissertation text. Single-space between the same line of a title in the table of contents, list of figures, and list of tables. Double-space each list of figures, tables, and appendices. Single space the subheadings within the text if they are more than one line. Space the list of references and in-text citations in accordance with the APA manual.

Margins

Margins for the thesis/dissertation include a 1½-inch margin on the left side, a 1-inch margin on the right side, and a 1-inch margin on the bottom throughout the text. There will be a 1-inch margin on the top of all pages except for the first page of each major section or chapter, which requires a 2-inch margin. Margin requirements apply to all parts of the thesis/dissertation which include figures, tables, illustrations, templates, and all materials in the appendices.

Binding

The copies of the thesis and dissertation will be bound in red covers. Students must contact the head librarian at the Welder Library to obtain specific instructions for document binding.

Additional detailed instructions to the binding process of the Thesis/Dissertation submission can be found on the following link: <https://www.umary.edu/sites/default/files/2023-03/Library-Thesis-Binding-Form.pdf>

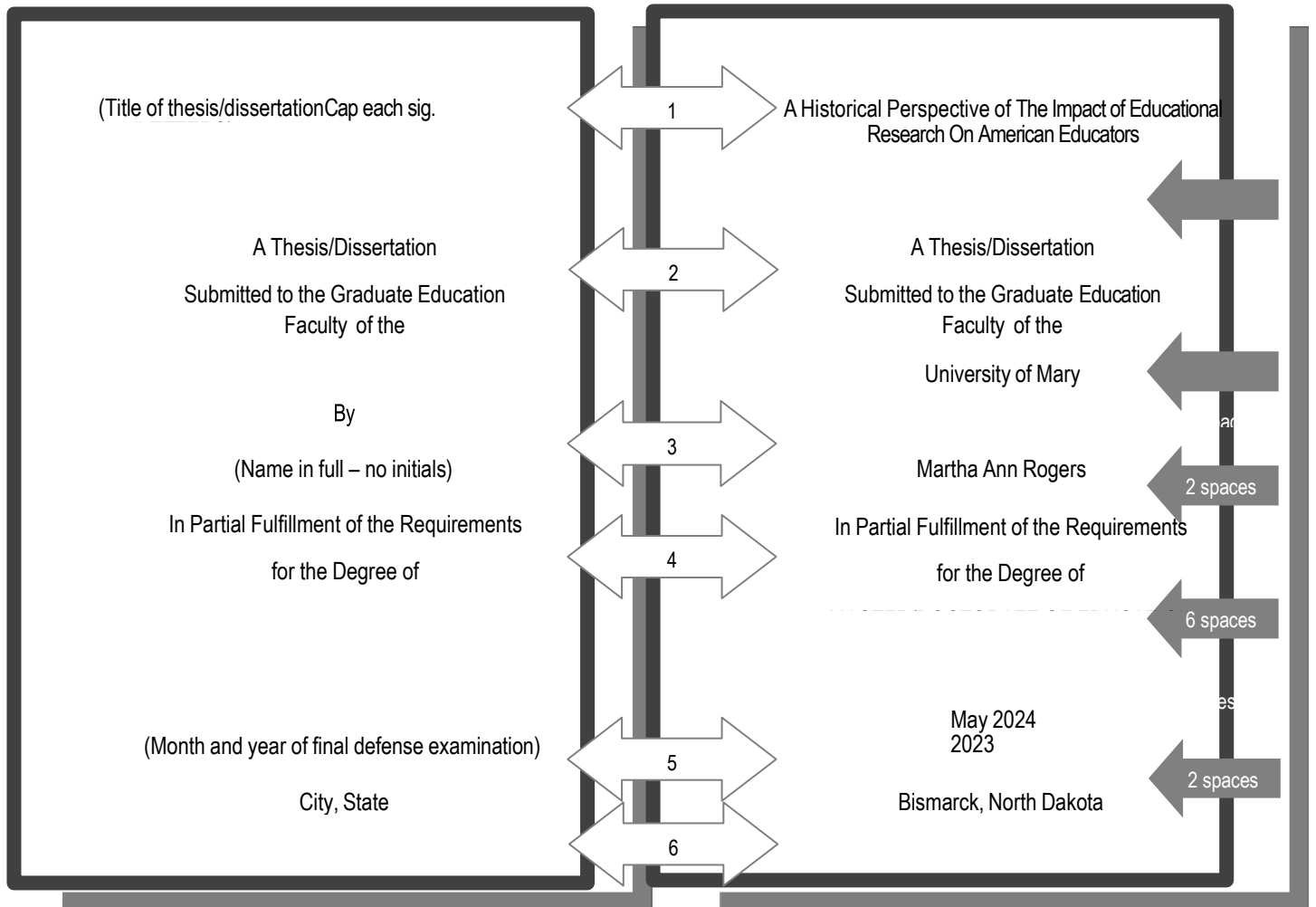
Formatting

The following pages contain explanations regarding the mechanics and formatting components of the thesis/dissertation. Examples are provided in the following section for all pages except for the References page and the Guidelines for Appendices page.

TITLE PAGE

The purpose of the *Title Page* is to allow for modern retrieval systems to locate your work and therefore make it available to other scholars. The title should be descriptive but concise and specific. It should be a statement directly related to the main topic of the thesis/dissertation. Abbreviations should be avoided.

See example on the following page.



- 1 – **Title of thesis/dissertation** – (2 inches from the top and all capital letters. Do not use boldface, italics or underlining on the title page; italics or underlining maybe used for scientific names)
- 2 – **Thesis/Dissertation and university recognition** (to read as *A Thesis/Dissertation Submitted to the Graduate Education Faculty of the University of Mary*)
- 3 – **Full Name** [to include first name, middle name(s), and last name(s)]
- 4 – **Degree** (to read as *In Partial Fulfillment of the Requirements for the Degree of Master of Education/Doctorate of Education*)
- 5 – **Month and year of successful final thesis/dissertation defense**
- 6 – **City, State** (Bismarck, North Dakota)

A Historical Perspective of the Impact of Educational Research On
American Educators

A Thesis/Dissertation
Submitted to the Graduate Education Faculty of
the
University of Mary

By

Martha Ann Rogers

In Partial Fulfillment of the Requirements for
the Degree of
Master Of Science/Doctorate of Education

May 2024

Bismarck, North Dakota

Approval Page Form

The *Approval Page* form immediately follows the title page. The thesis/dissertation committee chair needs to have at least two copies of this page **prior** to the Final Oral Defense meeting. The copies need to be printed on the required paper and format (20-pound, white bond with a visible watermark). **If the meeting is held on a virtual space, then the student needs to send the forms to the committee chair prior to this meeting.** The thesis/dissertation committee chair and thesis/dissertation committee members need to sign this page after the successful defense of the thesis/dissertation. Photocopied pages and photocopied signatures are not acceptable.

A 2-inch top margin is used on this page. Use lower case roman numerals centered on the bottom of the page. This will be page ii of the thesis/dissertation. See example on the following page.

Approval Page

This thesis/dissertation, *(delete which does not apply to you)* submitted by *(insert your name)* in partial fulfillment of the requirements for the Degree of Master of Education/Doctorate of Education from the University of Mary, has been read by the Thesis/Dissertation Committee under whom the work has been done and is hereby approved.

Type Name, Thesis/Dissertation (delete one) Committee Chair Date

Type Name, Thesis/Dissertation (delete one) Committee Member Date

Type Name, Thesis/Dissertation (delete one) Committee Member Date

This thesis/dissertation meets the standards for appearance, conforms to the style and format requirements of the Graduate Education Programs of the University of Mary, and is hereby approved.

Dr. Matthew Lonn, Chair, Graduate Education

Date

Statement of Permission to Copy Form

University of Mary Graduate Programs use the *Statement of Permission to Copy* form to allow for the reproduction of the document for scholarly purposes. The author's signature on this page must be original.

This page will require a 2-inch top margin. This page is numbered with lower case Roman numerals on the bottom center. This will be page iii of the thesis/dissertation. You must provide a signature and a date on the line that is provided on the form. The text on this page within the body of the text is single-spaced. See the example on the following page.

Statement of Permission to Copy

Title:

Department:

Degree:

In presenting this thesis/dissertation in partial fulfillment of the requirements for a Master's/Doctorate in Education degree at the University of Mary, I agree that the Welder Library shall make it freely available for inspection. I further agree that the Welder Library Director may grant permission for extensive copying of this document for scholarly purposes. It is understood that any copying or publication of this thesis/dissertation for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to the University of Mary in any scholarly use which may be made of any material in my thesis/dissertation.

Signature

Date

Printed Name

Acknowledgments

The *Acknowledgments* section is included to allow the author the opportunity to thank the people who assisted in the completion of the research study, such as:

1. thesis/dissertation committee chair and thesis/dissertation committee members;
2. persons who assisted with data analysis who did not receive compensation;
3. the subjects of the study (no names are cited);
4. persons who assisted with the study; and/or
5. family members and friends who provided support.

This page will have a 2-inch top margin and will be numbered with lower case Roman numerals.

This will be page iv of the thesis/dissertation. The entire entry will be double-spaced.

The acknowledgment page should be limited to one page. Example:

Acknowledgments

The author expresses sincere gratitude to Arne Duncan, who served as the thesis/dissertation committee chair of my committee for his tireless work in this thesis/dissertation preparation. I also want to thank my committee members, Jane Doe and John Brown, for their guidance and time. I want to thank Dr. Jane Smith, who assisted me with the analysis of data for this study. I gratefully acknowledge my family for all their understanding and support while I dedicated my time and efforts in creating this scholarly work.

Table of Contents

The *Table of Contents* has a 2-inch top margin for its first page. If there are additional pages to the table of contents, a 1-inch top margin is needed on those pages. If subdivisions of a chapter are listed for one chapter, they must be listed for all chapters. For example, if you start listing the first level subheadings in Chapter 1, you need to list all first-level subheadings for all chapters. If you choose to list second or third-level subheadings, do so for all chapters.

The headings and subheadings are in mixed case. Each new level of heading is indented one tab. This page is numbered with lower case Roman numerals. This will be page v (and vi, vii, etc., if the Table of Contents is more than one page) of the thesis/dissertation. See the following pages as examples.

Table of Contents

List of Figures.....	viii
List of Tables.....	ix
Abstract.....	x
Chapter I – Introduction to the Study.....	1
Problem Statement	3
Purpose of the Study	4
Research Question.....	4
Organizing Framework.....	5
Definition of Terms	5
Hypothesis (if quantitative study)	6
Assumptions of the Study	6
Delimitations of the Study	7
Significance of Study to Education	8
Chapter II – Review of Literature.....	9
History of the Profession.....	9
Early Era (Third level heading).....	9
Dark Ages (Third level heading).....	10
Reform (Third level heading).....	11
History of Educational Law	11
Impact of Educational Leaders on K-12 Policy.....	12
Summary	13

Chapter III – Methodology and Design (The content listed below is an example; please consult with your Chair on the specifics of your study).

Research Methodology	13
Research Design.....	14
Protection of Human Subjects.....	15
Instrumentation	16
Data Collection.....	17
Data Analysis	19
Chapter IV – Findings	
Background Characteristics of the Sample	20
Presentation of the Data	21
Summary	22
Chapter V – Discussion And Recommendations	
Discussion	25
Study Limitations and Recommendations for Future Research.....	25
Implications for Education Practice	26
Conclusion	27
Appendices	
Appendix A: Letter of Introduction to Participate in Study	28
Appendix B: Informed Consent Form.....	30
Appendix C: University of Mary IRB Approval.....	32
Reference.....	35

List of Figures

The *List of Figures* will have a 2-inch top margin. This page will also be numbered with lower case Roman numerals. The list of figures needs to match the exact caption as that in the text. If the figure title is more than one line, be sure to single space between the lines of the same figure title.

Figures will be placed within the text of the thesis/dissertation. The page number a figure falls on, within the text of the thesis/dissertation, will be the page number listed in the list of figures, which is part of the *Table of Contents*.

List Of Figures

FIGURE 1: History of Education in ND.....	36
FIGURE 2: History of ND Student.....	37

LIST F TABLES

The *List of Tables* will have a 2-inch top margin. This page will also be numbered with lower case Roman numerals. The list of tables needs to match the exact caption as that in the text. If the table title is more than one line, then single spaces are used between the lines of the same table title.

Tables will be placed within the text of the thesis/dissertation. The page number that a table falls on within the text of the thesis/dissertation will be the page number listed in the List of Tables, which is part of the *Table of Contents*.

List Of Tables

Table 1: Demographic of Study Sample.....38

Table 2: Rate of Code of Ethics Memorization.....39

Note: List by number and title all of the tables included within the thesis/dissertation and list the page number for each table.

Abstract

The *Abstract* has a 2-inch top margin. The abstract is required and is limited to 250 words. The abstract should be no longer than one page. The abstract itself is a single paragraph without paragraph indentations. The body of the abstract is double-spaced. This page will be numbered with lower case Roman numerals. There is no referencing of sources in the abstract. The text of the abstract should contain the research topic, research questions, participants, methods, results, data analysis, and conclusions.

Abstract

This study was conducted to determine if the history of John Dewey as the founder of epistemology and progressive liberal education was truly based on principles of general psychology.

Chapters and Subheadings

An introduction is placed at the beginning of each chapter. This introduction does not have a heading. Its purpose is to engage the readers and to outline the elements of the chapter. The statement of purpose and/or the research question(s) are included in this section to provide an organizing framework.

Please follow the appropriate grading rubric (see [Appendix H, page 70 of this handbook](#)) for each of the chapter headings, subheadings, and content needed to write the thesis/dissertation. The first page of all new chapters will have a 2-inch top margin, and all subsequent pages will have a 1-inch top margin. Label the chapters CHAPTER I, CHAPTER II, etc. The chapter numbers and their titles will be recognized as a Level 1 heading according to the most recent APA manual. **Although you will introduce each chapter, remember the word *Introduction* is not used as a heading label.** All subsequent subheadings within that chapter should follow the APA level of headings guidelines. Do not begin subheadings at the bottom of a page if a natural break occurs and causes the text below that subheading to fall on the following page. If this would occur, the subheading should be moved to the subsequent page. Text within a chapter should be continuous. See examples on the next two pages.

Chapter I

Introduction to Study

(An introduction is placed here with no heading.) Many novice education students often ask about the development of the teaching profession. This study was conducted to explore the life of John Dewey and his role in the development of the modern profession of education.

Problem Statement

The lack of knowledge demonstrated by education students regarding the development of the profession of education has posed many questions. The problem statement that was selected for this study was:

References

The *References* page has a 2-inch top margin from the top of the first page of the list of references. All citations on subsequent pages will begin one inch from the top of the page. The reference list contains all of the research sources cited in the study. All reference lists in the study must be cited in the reference list, and all sources cited in the reference list must be cited in the text of the thesis/dissertation. There is no sample for this page in this manual.

Appendices

The *Appendices* are listed in the *Table of Contents* above the *References* section. The appendices are listed in the order that they are mentioned in the text of the thesis.

Each appendix has a title page. On this title page, the word Appendix with the identifying capital letter (A, B, etc. in the order mentioned in the text) is centered at the top of the page. The appendix title is centered and double-spaced below the title in upper and lower case letters.

If an appendix title is more than one line, single space between the lines of the same appendix title. The content of each appendix is contained on subsequent page(s) after every individual title page. Each appendix title page is listed in the *Table of Contents*.

All cover pages and pages of the appendices are numbered. The page numbers that appear on the title page for each appendix are the numbers that are listed in the *Table of Contents*.

Section 4: Appendices That Contain Forms for the Thesis/Dissertation Process

This section contains the forms that will be used to complete the thesis/dissertation. These forms have been referenced in the handbook and are placed in this section for your referral.



Appendix A

Thesis/Dissertation Proposal Approval Form

**Liffrig Family School
of Education and
Behavioral Sciences**



Thesis/Dissertation Proposal Approval

Student's Name		Student ID No.	
Mailing Address	<i>Street Address</i>	<i>City</i>	<i>State</i> <i>Zip</i>
E-mail Address		Telephone No.	

Proposal Approval Verification

First Attempt

Date(s)/Time(s)	
Pass	Fail ... If fail, list special requirements (if any):
Verified by Thesis/ Dissertation Committee Chair	Date

Second Attempt

Date(s)/Time(s)	
Pass	Fail ... If fail, list program suspension recommendation:
Verified by Thesis/ Dissertation Committee Chair	Date

Approved by Graduate Education Chair

Signature *Date*

The student will email this form to the thesis/dissertation committee chair prior to the proposal meeting. The thesis/dissertation committee chair will return this signed form to:

**University of Mary
Chair of Graduate Education
7500 University Drive
Bismarck, ND 58504**

APPENDIX B

Thesis/Dissertation IRB Approval Verification Form

**Liffrig Family School
of Education and
Behavioral Sciences**



Note: The student must keep a copy of every form and save them in a secure place on his/her computer.

Thesis/Dissertation IRB Approval Verification

Student's Name		Student ID No.	
Mailing Address	<i>Street Address</i>	<i>City</i>	<i>State</i> <i>Zip</i>
E-mail Address		Telephone No.	

Proposed Topic		
Requested by	<i>Student's Signature</i>	<i>Date</i>
Topic approved by	<i>Thesis/Dissertation Committee Chair's Signature</i>	<i>Date</i>

Human Research – Institutional Review Board (IRB) Approval Verification

If human subjects are involved in the research, you **must** have IRB approval before beginning the research.

Human Subjects Involved? Yes No [If yes, attach proof of IRB approval before submitting]

Copy of email confirmation of IRB approval submitted with this form? Yes No

IRB Approval Number:

Approved by Graduate Education Chair

Signature

Date

The student will initiate this form and send it to the thesis/dissertation committee chair.

The student will return signed form and a copy of the IRB approved email to:

**University of Mary
Chair of Graduate Education
7500 University Drive
Bismarck, ND 58504**

Appendix C
Announcement of Oral Defense Form

**Liffrig Family School
of Education and
Behavioral Sciences**



Announcement of Oral Defense

Student's Name		Student ID No.	
Mailing Address	<i>Street Address</i>	<i>City</i>	<i>State</i> <i>Zip</i>
E-mail Address		Telephone No.	

I am familiar with the requirements for the preparation for the oral examination. Each member of my Examining Committee has agreed to attend an Oral Examination Session at the time and place indicated below.

Student's Signature and Date

Title of Thesis/Dissertation

Oral Defense Schedule

<i>Date</i>	<i>Time</i>	<i>Location</i>
-------------	-------------	-----------------

Approved by Graduate Education Chair

Signature

Date

The student will initiate this form as soon as the oral defense meeting is scheduled and send it to:

**University of Mary
Chair of Graduate Education
7500 University Drive
Bismarck, ND 58504**

Appendix D

Thesis/Dissertation Approval Page

At least two copies of this form need to be printed on at least 20 percent cotton and 20-pound weight, 8 ½ x 11-inch white bond paper with a visible watermark. Mail these forms in a photo-mailer envelope to the thesis/dissertation committee chair. The thesis/dissertation committee chair must receive at least two copies of this form prior to the Final Oral Defense Meeting.

APPROVAL PAGE

This thesis/dissertation, (*delete which does not apply to you*) submitted by (*insert your name*) in partial fulfillment of the requirements for the Degree of Master/Doctorate in Education from the University of Mary, has been read by the Thesis/Dissertation Committee under whom the work has been done and is hereby approved.

Type name Thesis/Dissertation (Delete one) Committee Chair Date

Type name Thesis/Dissertation (Delete one) Committee Member Date

Type name Thesis/Dissertation (Delete one) Committee Member Date

Type name Thesis/Dissertation (Delete one) Committee Member Date

This thesis/dissertation meets the standards for appearance, conforms to the style and format requirements of the Graduate Programs of the University of Mary, and is hereby approved.

Dr. Matthew Lonn –Graduate Education

Date

Appendix G
Template for Future Poster Presentations

Appendix H

Thesis/Dissertation Rubric

Thesis/Dissertation Rubric

Evaluation of Dissertation by Dissertation Committee.

<p>1.0 Abstract</p> <p><i>No Description</i> ESPB 50045.2 UM 2</p>	<p>1.0 Unsatisfactory</p> <p>Abstract is not provided or is outside the range of 150-250 words; table of contents is omitted; lists of tables and figures are omitted or inaccurate.</p>	<p>2.0 Emerging</p> <p>Abstract provides minimal and sometimes confusing information about the research proposed and is outside 150-250 word range; inaccurate or incomplete table of contents; inaccurate or incomplete lists of figures and tables.</p>	<p>3.0 Proficient</p> <p>Abstract adequately addresses the research proposed within 150-250 words; accurate table of contents; accurate list of tables and figures provided.</p>	<p>4.0 Exemplary</p> <p>Abstract provides a crisp, complete 150- 250 word summary of the research proposed; the table of contents, and titles and subheadings are complete and accurate; lists of tables and figures (if used) are complete and accurate.</p>	<p>0.0 Not Observed</p> <p><i>No Description</i></p>
<p>1.0 Chapter 1 : Problem Statement (Introduction)</p> <p>Introduction: Introduces the topic and provides a brief rationale for selection of topic</p> <p>CAEP A.1.1 UM 1</p>	<p>1.0 Unsatisfactory</p> <p>Topic is ill-defined; little or no rationale for selection of the problem.</p>	<p>2.0 Emerging</p> <p>Topic is barely introduced; provides a rationale for selection but is not persuasive.</p>	<p>3.0 Proficient</p> <p>Topic is introduced; provides a brief rationale for selection of the problem that is somewhat persuasive.</p>	<p>4.0 Exemplary</p> <p>Topic is concisely introduced; provides a brief and persuasive rational for selection of the problem.</p>	<p>0.0 Not Observed</p> <p><i>No Description</i></p>

<p>1.0 Background of the Problem - Identification & Boundaries</p> <p>Identifies a problem of practice and recognizes its boundaries.</p> <p>CAEP A.1.1 UM 1 CPED 5</p>	<p>1.0 Unsatisfactory</p> <p>Alludes to a situation where a problem might exist.</p>	<p>2.0 Emerging</p> <p>Describes an educational situation and alludes to a problem.</p>	<p>3.0 Proficient</p> <p>Identifies the problem and alludes to its boundaries.</p>	<p>4.0 Exemplary</p> <p>Clearly identifies the problem and its boundaries.</p>	<p>0.0 Not Observed</p> <p><i>No Description</i></p>
<p>1.0 Background of the Problem - Context</p> <p>Describes the context of the problem of practice</p> <p>CAEP A.1.1 UM 1 CPED 5</p>	<p>1.0 Unsatisfactory</p> <p>Provides vague descriptions of context of problem and does not situate it in larger context.</p>	<p>2.0 Emerging</p> <p>Vaguely situates the problem in its historical, social, and/or cultural context(s).</p>	<p>3.0 Proficient</p> <p>Generally situates the problem in at least one of its relevant historical, social, and/or cultural context(s).</p>	<p>4.0 Exemplary</p> <p>Clearly situates the problem through an analysis of its historical, social, and/or cultural context(s).</p>	<p>0.0 Not Observed</p> <p><i>No Description</i></p>
<p>1.0 Background of the Problem - Validates</p> <p>Validates problem exists</p> <p>CAEP A.1.1 UM 1 CPED 5</p>	<p>1.0 Unsatisfactory</p> <p>Provides no evidence that the problem exists.</p>	<p>2.0 Emerging</p> <p>Provides minimal evidence that the problem exists.</p>	<p>3.0 Proficient</p> <p>Generally describes the existence of the problem.</p>	<p>4.0 Exemplary</p> <p>Draws upon multiple sources of information to substantiate the existence of the problem.</p>	<p>0.0 Not Observed</p> <p><i>No Description</i></p>

<p>1.0 Statement of the Research Problem</p> <p>States the purpose and rationale (argument) for the study, based on the argument made above.</p> <p>UM 1</p>	<p>1.0 Unsatisfactory</p> <p>Statement of the research purpose and the overall reasons for the study are not given.</p>	<p>2.0 Emerging</p> <p>Statement of the research purpose and the overall reasons for the study are vague and marginally related to the background of the problem.</p>	<p>3.0 Proficient</p> <p>Statement of the research purpose and the overall reasons for the study are clear and related to the background of the problem.</p>	<p>4.0 Exemplary</p> <p>Statement of the research purpose and the overall reasons for the study are compelling, apt and precise, and closely and clearly related to the background of the problem.</p>	<p>0.0 Not Observed</p> <p><i>No Description</i></p>
<p>1.0 Significance of the Research Problem</p> <p>Analyzes educational significance of addressing this problem of practice.</p> <p>CAEP A.1.1 CPED 2</p>	<p>1.0 Unsatisfactory</p> <p>Unable to make a case that the problem has any educational significance or ignores educational significance.</p>	<p>2.0 Emerging</p> <p>Minimally describes the educational significance of the problem.</p>	<p>3.0 Proficient</p> <p>Generally explains the educational significance of the problem.</p>	<p>4.0 Exemplary</p> <p>Clearly delineates the educational significance of the problem, including issues of equity.</p>	<p>0.0 Not Observed</p> <p><i>No Description</i></p>

<p>1.0 Presentation of Methods & Research Question</p> <p>Introduces methods and presents research questions. Makes a clear connection between research questions, purpose and problem.</p> <p>CAEP A.1.1 UM 2</p>	<p>1.0 Unsatisfactory</p> <p>Fails to introduce methods. Includes no researchable questions. Lacks connection between research questions, purpose and problem.</p>	<p>2.0 Emerging</p> <p>Introduces methods. Lists a few researchable questions. Makes weak connection between research questions, purpose and problem.</p>	<p>3.0 Proficient</p> <p>Introduces methods briefly. Lists researchable question(s). Makes a connection between research questions, purpose and problem.</p>	<p>4.0 Exemplary</p> <p>Introduces methods briefly but clearly describes methods. Lists researchable question(s). Makes a clear and compelling connection between research questions, purpose and problem.</p>	<p>0.0 Not Observed</p> <p>No Description</p>
<p>1.0 Definitions of Key Concepts</p> <p>Defines key concepts and terms relevant to the problem of practice</p> <p>UM 2</p>	<p>1.0 Unsatisfactory</p> <p>No evidence that key terms are identified or defined.</p>	<p>2.0 Emerging</p> <p>Attempts to define the relevant concepts and terms.</p>	<p>3.0 Proficient</p> <p>Defines key concepts and terms and begins to explain their relevance to the problem.</p>	<p>4.0 Exemplary</p> <p>Clearly defines and explains the key concepts and terms and their relevance to the problem.</p>	<p>0.0 Not Observed</p> <p>No Description</p>
<p>1.0 Chapter 2: Literature Review (Introduction)</p> <p>Introduction to the literature review.</p> <p>UM 1</p>	<p>1.0 Unsatisfactory</p> <p>Does not introduce the chapter. Starts with the review with no context setting.</p>	<p>2.0 Emerging</p> <p>Reiterates topic and purpose of study or orients reader to literature review.</p>	<p>3.0 Proficient</p> <p>Reiterates topic and purpose of study and orients reader to literature review.</p>	<p>4.0 Exemplary</p> <p>Clearly reiterates topic and purpose of study and orients reader to literature review.</p>	<p>0.0 Not Observed</p> <p>No Description</p>

<p>1.0 Theoretical Framework: Describes and cites major sources for theoretical framework . Identifies theoretical framework(s) relevant to the problem.</p> <p>UM 1 UM2 CAEP A.1.1 CPED 5</p>	<p>1.0 Unsatisfactory</p> <p>Selects inappropriate theoretical framework and makes no connection to the problem.</p>	<p>2.0 Emerging</p> <p>Identifies framework(s) with incomplete connection to the problem.</p>	<p>3.0 Proficient</p> <p>Identifies relevant theoretical framework(s).</p>	<p>4.0 Exemplary</p> <p>Clearly identifies relevant theoretical framework(s); provides a rationale.</p>	<p>0.0 Not Observed</p> <p>No Description</p>
<p>1.0 Theoretical Framework: Analyzes Problem</p> <p>Uses theoretical framework(s) to analyze the problem.</p>	<p>1.0 Unsatisfactory</p> <p>Inaccurate definition and description of theoretical framework with no connection to the problem.</p>	<p>2.0 Emerging</p> <p>Summarizes theoretical framework(s) without clear connection to the problem.</p>	<p>3.0 Proficient</p> <p>Connects theoretical framework(s) to the problem and uses it to analyze the problem.</p>	<p>4.0 Exemplary</p> <p>Insightfully connects theoretical framework(s) to the problem and uses framework(s) to analyze the problem.</p>	<p>0.0 Not Observed</p> <p>No Description</p>
<p>1.0 Theoretical Framework: Critique</p> <p>Critiques the theoretical frameworks as they relate to the problem.</p> <p>UM2 CAEP A.1.1 CPED 5</p>	<p>1.0 Unsatisfactory</p> <p>Does not examine any assumptions of theoretical framework.</p>	<p>2.0 Emerging</p> <p>Begins to question assumptions of theoretical framework(s) in relationship to the problem.</p>	<p>3.0 Proficient</p> <p>Generally questions assumptions of theoretical framework(s) without examining how these assumptions may hinder understanding the problem.</p>	<p>4.0 Exemplary</p> <p>Specifically questions the assumptions of the theoretical frameworks and how these assumptions may hinder understanding the problem.</p>	<p>0.0 Not Observed</p> <p>No Description</p>


<p>thorough review of literature. Presents research literature relevant to problem; follows an organizing principle that is evident to reader; sections support one another to make persuasive argument that research is appropriate.</p> <p>UM 1 UM2 CAEP A.1.1 CPED 5 ESPB 50045.2</p>	<p>haphazard.</p>	<p>structure.</p>	<p>indicate relevance of articles to addressing the problem.</p>	<p>literature discussed, well-developed, coherent discussion of the literature and its relevance.</p>	
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<p>1.0 Synthesis</p>	<p>1.0 Unsatisfactory</p>	<p>2.0 Emerging</p>	<p>3.0 Proficient</p>	<p>4.0 Exemplary</p>	<p>0.0 Not Observed</p>
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<p>1.0 Critique</p> <p>Critique of previous research; brings in confirming and opposing viewpoints.</p> <p>UM 2 ESPB 50045.2</p>	<p>1.0 Unsatisfactory</p> <p>No critique of previous research.</p>	<p>2.0 Emerging</p> <p>Identifies previous research with weak connections to significance.</p>	<p>3.0 Proficient</p> <p>Practical significance is discussed with mention of opposing views.</p>	<p>4.0 Exemplary</p> <p>Critiques practical and scholarly significance of previous research.</p>	<p>0.0 Not Observed</p> <p>No Description</p>
<p>1.0 Review of the Methodological Literature</p> <p>Reviews methodological literature relevant to study; justifies selection of research methods based on review.</p> <p>UM 2 ESPB 50045.2 CAEP A.1.1</p>	<p>1.0 Unsatisfactory</p> <p>No critique of methodological literature.</p>	<p>2.0 Emerging</p> <p>Discusses methodological literature with incomplete connection to chosen method.</p>	<p>3.0 Proficient</p> <p>Discusses existing methodological literature, makes connection to chosen method.</p>	<p>4.0 Exemplary</p> <p>Critiques methodological literature and justifies selection of research methods.</p>	<p>0.0 Not Observed</p> <p>No Description</p>
<p>1.0 Summary of the Research Literature & Application to the Study</p> <p>Summarizes conclusions from literature reviews; includes transition to methods chapter.</p> <p>UM 1 UM 2 ESPB 50045.2</p>	<p>1.0 Unsatisfactory</p> <p>No summary and no connection to methods chapter.</p>	<p>2.0 Emerging</p> <p>Brief summary of literature.</p>	<p>3.0 Proficient</p> <p>Complete summary of literature, with tentative conclusions and brief transition to methods chapter.</p>	<p>4.0 Exemplary</p> <p>Excellent and thorough summary from literature review with robust transition to methods chapter.</p>	<p>0.0 Not Observed</p> <p>No Description</p>

<p>1.0 Chapter 3: Methods: Selects, Defines & Describes Appropriate Research Methods, including Data Collection Procedures & Data Analysis (Introduction)</p> <p>Re-introduce purpose of the study including research problem and question; transition to methods included.</p> <p>UM 1 UM 2</p>	<p>1.0 Unsatisfactory</p> <p>No re-introduction to purpose of the study including research problem and/or question; transition to methods not included.</p>	<p>2.0 Emerging</p> <p>Re-introduces purpose of the study including research problem and/or question; transition to methods vague, if included.</p>	<p>3.0 Proficient</p> <p>Re-introduces purpose of the study including research problem and question; transition to methods included.</p>	<p>4.0 Exemplary</p> <p>Clearly and succinctly re-introduces purpose of the study including research problem and question; smooth transition to methods included.</p>	<p>0.0 Not Observed</p> <p><i>No Description</i></p>
<p>1.0 Research Methods (Type)</p> <p>Type: Describes if research is qualitative or quantitative or mixed-methods.</p> <p>UM 2 ESPB 50045.2 CAEP A.1.1</p>	<p>1.0 Unsatisfactory</p> <p>No reference to type of method used.</p>	<p>2.0 Emerging</p> <p>Vague reference to type of research being conducted. Non-persuasive justification for the type of research used.</p>	<p>3.0 Proficient</p> <p>Describes if research is qualitative or quantitative or mixed methods and provides adequate justification for selection of type in relation to research problem and research questions.</p>	<p>4.0 Exemplary</p> <p>Describes if research is qualitative or quantitative or mixed methods and defines type. Provides clear justification for selection of type in relation to research problem and research questions.</p>	<p>0.0 Not Observed</p> <p><i>No Description</i></p>

<p>1.0 Research Methods (Participants)</p> <p>Participants: Identifies participants in the study and provides rationale for their selection; describes sampling methods.</p> <p>UM 2 ESPB 50045.1</p>	<p>1.0 Unsatisfactory</p> <p>Unable to identify exact participants nor any reason for their selection to participate in the study.</p>	<p>2.0 Emerging</p> <p>Vague identification of participants in the study and provides non-persuasive rationale for their selection; no sampling methods included.</p>	<p>3.0 Proficient</p> <p>Identifies participants in the study and provides rationale for their selection; describes sampling methods.</p>	<p>4.0 Exemplary</p> <p>Clearly identifies participants in the study and provides compelling rationale for their selection; describes sampling methods concisely and clearly.</p>	<p>0.0 Not Observed</p> <p><i>No Description</i></p>
<p>1.0 Research Methods (Procedures)</p> <p>Procedures: Describes the procedures used to conduct the study for sample recruitment, informed consent, maintaining data. Describes the steps taken during data collection and any interventions initiated (professional development activities). Provides rationale for any intervention.</p> <p>UM 1 UM 2 ESPB 50045.1</p>	<p>1.0 Unsatisfactory</p> <p>Describes no procedures used to conduct the study for sample recruitment, informed consent, maintaining data. Describes no details of the protocols and steps taken during data collection. Describes no protocols for any interventions initiated (e.g., professional development activities). Provides no rationale for any intervention. Many questions remain about the procedures and protocols and the rationales for any actions.</p>	<p>2.0 Emerging</p> <p>Describes a few of the procedures used to conduct the study for sample recruitment, informed consent, maintaining data. Describes only a few of the details of the protocols and steps taken during data collection. Describes vague protocols for any interventions initiated (e.g., professional development activities). Provides weak, if any, rationale for any intervention. A few questions remain about the procedures and protocols.</p>	<p>3.0 Proficient</p> <p>Describes most of the procedures used to conduct the study for sample recruitment, informed consent, maintaining data. Describes most of the details of the protocols and steps taken during data collection. Describes protocols for any interventions initiated (e.g., professional development activities). Provides rationale for any intervention.</p>	<p>4.0 Exemplary</p> <p>Clearly describes the procedures used to conduct the study for sample recruitment, informed consent, maintaining data. Describes the step-by-step details of the protocols and steps taken during data collection. Clearly describes protocols for any interventions initiated (e.g., professional development activities). Provides compelling rationale for any intervention.</p>	<p>0.0 Not Observed</p> <p><i>No Description</i></p>

1.0  Research Methods

(Instruments & Measures)
Instruments and measures: Describes the data collection instruments. Includes rationale for these instruments. Includes copies of actual instruments to be used.
 UM 2 CAEP A.1.1


1.0 Unsatisfactory
 Vague reference to the data collection instruments. Includes no rationale for the selection and format of these instruments in reference to other choices. Does not include copies of actual instruments to be used in the Appendix.

2.0 Emerging
 Lists the data collection instruments. Includes weak rationale for the selection and format of these instruments in reference to other choices. Does not include copies of actual instruments to be used in the Appendix.

3.0 Proficient
 Describes the data collection instruments. Includes rationale for the selection and format of these instruments in reference to other choices. Includes copies of actual instruments to be used in the Appendix.

4.0 Exemplary
 Fully describes the data collection instruments. Includes persuasive rationale for the selection and format of these instruments in reference to other choices. Includes copies of actual instruments to be used in the Appendix.

0.0 Not Observed
 No Description

1.0  Role of the

Researcher (Quantitative, Qualitative or Mixed Methods):
Role of the researcher (quantitative, qualitative or mixed methods): Identifies previous knowledge and any biases. Explains procedures used to suspend bias.
 UM 2 CAEP A.1.1 ESPB 50045.1 ESPB 50045.2

1.0 Unsatisfactory
 Does not identify previous knowledge or any biases. No information on procedures used to suspend bias.

2.0 Emerging
 Identifies previous knowledge or any biases. No information on procedures used to suspend bias.

3.0 Proficient
 Identifies previous knowledge and any biases. Explains procedures used to suspend bias.

4.0 Exemplary
 Identifies previous knowledge and experience that can lead to biases. Provides persuasive explanation about procedures used to suspend bias.

0.0 Not Observed
 No Description

1.0  Data Collection &

Analysis
Data collection and analysis: Describes data analysis procedures, including coding methods and statistical analysis, if appropriate. Tie these closely to research questions.
 UM 1 UM 2 CAEP A.1.1 ESPB 50045.2

1.0 Unsatisfactory
 Vaguely describes data analysis procedures. Does not tie procedures closely to research questions.

2.0 Emerging
 Describes data analysis procedures, including coding methods and statistical analysis, if appropriate. Tie procedures to research questions.

3.0 Proficient
 Describes data analysis procedures, including detailed coding methods and statistical analysis, if appropriate. Tie these procedures closely to research questions.

4.0 Exemplary
 Clearly describes steps of data analysis procedures, including details of coding methods and statistical analysis, if appropriate. Tie these closely to research questions.

0.0 Not Observed
 No Description

1.0  Chapter 4:

Results/Analysis: Analysis of Results, Aligned with Research Question & Purpose, includes Limitations (Introduction)
Introduction: Re-introduce purpose of the study including research problem and question; transition to methods included.
 UM 1 UM 2

1.0 Unsatisfactory
 No re-introduction to purpose of the study including research problem and/or question; transition to results not included.

2.0 Emerging
 Re-introduces purpose of the study including research problem and/or question; transition to results vague, if included.

3.0 Proficient
 Re-introduces purpose of the study including research problem and question; transition to results included.

4.0 Exemplary
 Clearly and succinctly re-introduces purpose of the study including research problem and question; smooth transition to results included.

0.0 Not Observed
 No Description



<p>1.0 Analysis of Data</p> <p>Analysis of data</p> <p>UM 2 CAEP A.1.1 ESPB 50045.2</p>	<p>1.0 Unsatisfactory</p> <p>Inappropriate analysis of data, not connected to research question and purpose.</p>	<p>2.0 Emerging</p> <p>Appropriate analysis of most of the data, vaguely connected to research question and purpose.</p>	<p>3.0 Proficient</p> <p>Appropriate analysis of data, connected to research question and purpose.</p>	<p>4.0 Exemplary</p> <p>Appropriate and thoughtful analysis of data, clearly connected to research question and purpose.</p>	<p>0.0 Not Observed</p> <p>No Description</p>
<p>1.0 Presentation of Results</p> <p>Presentation of results</p> <p>UM 1 UM2 CAEP A.1.2 ESPB 50045.2 CPED 2</p>	<p>1.0 Unsatisfactory</p> <p>Inaccessible and confusing presentation of results; very limited variety of charts, table or data displays included.</p>	<p>2.0 Emerging</p> <p>Somewhat accessible and understandable presentation of results; limited variety of charts, table or data displays included.</p>	<p>3.0 Proficient</p> <p>Accessible and understandable presentation of results; variety of charts, table or data displays included.</p>	<p>4.0 Exemplary</p> <p>Easily accessible and clearly understandable presentation of results; variety of charts, table or data displays included.</p>	<p>0.0 Not Observed</p> <p>No Description</p>
<p>1.0 Interpretation of Findings</p> <p>Interpretation of findings</p> <p>UM 1 UM2 CAEP A.1.2 ESPB 50045.2 CPED 2</p>	<p>1.0 Unsatisfactory</p> <p>Findings not interpreted correctly and are not supported by evidence nor linked to research questions.</p>	<p>2.0 Emerging</p> <p>Findings interpreted and sometimes supported by evidence and vaguely linked to research questions.</p>	<p>3.0 Proficient</p> <p>Findings interpreted correctly and supported by evidence and address research questions.</p>	<p>4.0 Exemplary</p> <p>Findings interpreted correctly and directly supported by evidence and clearly address research questions.</p>	<p>0.0 Not Observed</p> <p>No Description</p>

<p>1.0 Limitations of Study</p> <p>Limitations of study</p> <p>UM 1 UM2 ESPB 50045.2</p>	<p>1.0 Unsatisfactory</p> <p>Does not identify limitations of the study.</p>	<p>2.0 Emerging</p> <p>Acknowledges a few limitations of the study.</p>	<p>3.0 Proficient</p> <p>Identifies limitations of the study.</p>	<p>4.0 Exemplary</p> <p>Identifies limitations of the study and analysis of data.</p>	<p>0.0 Not Observed</p> <p>No Description</p>
<p>1.0 Chapter 5: Discussion/Conclusion: Findings Synthesized, Situated in Larger Context, includes Implications for Action (Introduction)</p> <p>Introduction: Re-introduce purpose of the study including research problem and question; transition to methods included.</p> <p>UM 1</p>	<p>1.0 Unsatisfactory</p> <p>No re-introduction to purpose of the study including research problem and/or question; transition to conclusion not included.</p>	<p>2.0 Emerging</p> <p>Re-introduces purpose of the study including research problem and/or question; transition to conclusion vague, if included.</p>	<p>3.0 Proficient</p> <p>Re-introduces purpose of the study including research problem and question; transition to conclusion included.</p>	<p>4.0 Exemplary</p> <p>Clearly and succinctly re-introduces purpose of the study including research problem and question; smooth transition to conclusion included.</p>	<p>0.0 Not Observed</p> <p>No Description</p>

<p>1.0 Synthesis of Findings Synthesis of findings</p> <p>UM 1 UM2 CAEP A.1.2 ESPB 50045.2 CPED 1 CPED 5</p>	<p>1.0 Unsatisfactory</p> <p>Limited or no discussion of major findings/outcomes. Conclusions/summaries are inappropriate and not linked to findings/outcomes.</p>	<p>2.0 Emerging</p> <p>Discussion of major findings/outcomes. Conclusions/summaries are sometimes appropriate but not clearly linked to findings/outcomes.</p>	<p>3.0 Proficient</p> <p>Discussion of major findings/outcomes. Conclusions/summaries are mostly appropriate and linked to findings/outcomes.</p>	<p>4.0 Exemplary</p> <p>Brief and concise discussion of major findings/outcomes. Conclusions/summaries are appropriate and linked to findings/outcomes.</p>	<p>0.0 Not Observed</p> <p>No Description</p>
<p>1.0 Situated in Larger Context Situated in larger context</p> <p>UM 2 CAEP A.1.2</p>	<p>1.0 Unsatisfactory</p> <p>Presentation is not accurate nor engaging.</p>	<p>2.0 Emerging</p> <p>Presentation is accurate but not engaging.</p>	<p>3.0 Proficient</p> <p>Presentation is accurate, and engaging and situated in larger context. Findings related to research literature or theoretical frame.</p>	<p>4.0 Exemplary</p> <p>Presentation is accurate, engaging and thought provoking and situated in larger context. Findings related to research literature and theoretical frame.</p>	<p>0.0 Not Observed</p> <p>No Description</p>
<p>1.0 Implications Implications</p> <p>UM 1 UM 2 ESPB 50045.2 CPED 5</p>	<p>1.0 Unsatisfactory</p> <p>Recommendations are not included. No attention paid to implications.</p>	<p>2.0 Emerging</p> <p>Recommendations are sometimes appropriate but not clearly linked to findings/outcomes.</p>	<p>3.0 Proficient</p> <p>Recommendations are appropriate and linked to findings/outcomes. Implications for policy/practice included.</p>	<p>4.0 Exemplary</p> <p>Recommendations are insightful, appropriate and linked to findings/outcomes. Implications for policy/practice included. Implications linked to the data.</p>	<p>0.0 Not Observed</p> <p>No Description</p>

<p>1.0 PART II: Overall Paper Mechanics ____/24 Coherent and Convincing Argument with Substantive Support for Claims</p> <p>Coherent and convincing argument with substantive support for claims.</p> <p>UM 1 UM 2 CPED 5</p>	<p>1.0 Unsatisfactory</p> <p>Unable to discern the argument for the study.</p>	<p>2.0 Emerging</p> <p>Begins to make a coherent argument and build support for claims.</p>	<p>3.0 Proficient</p> <p>Makes a coherent and convincing argument and builds support for claims with evidence.</p>	<p>4.0 Exemplary</p> <p>Makes a coherent and convincing argument by consistently supporting claims with credible, relevant, and substantive evidence.</p>	<p>0.0 Not Observed</p> <p>No Description</p>
<p>1.0 Organization Organization</p> <p>UM 2</p>	<p>1.0 Unsatisfactory</p> <p>Attempts to use organizational structures but inconsistent use of headings, transitions between chapters leads to disorganized paper. Difficult for reader to follow.</p>	<p>2.0 Emerging</p> <p>Begins to use organizational structures (introduction, headings for each core area with clear transitions, sequenced material within the body, and conclusion) within the paper.</p>	<p>3.0 Proficient</p> <p>Consistently uses organizational structures (introduction, headings for each core area with clear transitions, sequenced material within the body, and conclusion) within the paper.</p>	<p>4.0 Exemplary</p> <p>Skillfully uses organizational structures (introduction, headings for each core area with clear transitions, sequenced material within the body, and conclusion) within the paper.</p>	<p>0.0 Not Observed</p> <p>No Description</p>

<p>1.0  Mechanics</p> <p>Mechanics</p> <p>UM 2</p>	<p>1.0 Unsatisfactory</p> <p>Makes frequent errors in sentence structure, grammar, punctuation and/or spelling that interferes with comprehension. Writes in the past tense.</p>	<p>2.0 Emerging</p> <p>Makes errors in sentence structure, grammar, punctuation, and/or spelling that impede understanding. Writes in the past tense.</p>	<p>3.0 Proficient</p> <p>Makes minor errors in sentence structure, grammar, punctuation, and/or spelling that do not impede understanding. Writes in the past tense.</p>	<p>4.0 Exemplary</p> <p>Demonstrates detailed attention to mechanics including sentence structure, grammar, punctuation, and spelling. Writes in the past tense.</p>	<p>0.0 Not Observed</p> <p><i>No Description</i></p>
<p>1.0  Citations</p> <p>Citations</p> <p>UM 2</p>	<p>1.0 Unsatisfactory</p> <p>Does not use APA style and lack of citations interferes with comprehension.</p>	<p>2.0 Emerging</p> <p>Inconsistently uses APA style in text citations and references.</p>	<p>3.0 Proficient</p> <p>Generally uses correct APA style in text citations and references.</p>	<p>4.0 Exemplary</p> <p>Consistently uses correct APA style in text citations and references.</p>	<p>0.0 Not Observed</p> <p><i>No Description</i></p>
<p>1.0  Bias in Language</p> <p>Usage</p> <p>Bias in language usage</p> <p>UM 2</p>	<p>1.0 Unsatisfactory</p> <p>Does not use anti-bias language.</p>	<p>2.0 Emerging</p> <p>Inconsistently uses APA style conventions to reduce bias in language.</p>	<p>3.0 Proficient</p> <p>Generally adheres to APA style conventions to reduce bias in language.</p>	<p>4.0 Exemplary</p> <p>Consistently adheres to APA style conventions to reduce bias in language.</p>	<p>0.0 Not Observed</p> <p><i>No Description</i></p>

<p>1.0  Appendices</p> <p>Appendices. Includes supplemental material including copies of instruments as used in the study.</p> <p>UM 2</p>	<p>1.0 Unsatisfactory</p> <p>No Appendices when it is appropriate that they included.</p>	<p>2.0 Emerging</p> <p>Appendices include undeveloped or draft form of instruments used in study. Some errors in APA formatting.</p>	<p>3.0 Proficient</p> <p>Appendices include instruments used in the study with appropriate headings and centered on the page title. Uses APA formatting correctly.</p>	<p>4.0 Exemplary</p> <p>Appendices included instruments as used in the study with appropriate headings on the page title. Uses APA formatting correctly.</p>	<p>0.0 Not Observed</p> <p><i>No Description</i></p>
<p>1.0  PART III: Oral</p> <p>Presentation of the Final Dissertation Paper x3 ___/12</p> <p>Presentation of research topic, literature, methods, results and conclusions in a clear, persuasive and organized manner</p> <p>UM 1 UM 2 CPED 5</p>	<p>1.0 Unsatisfactory x3</p> <p>Candidate unprepared to present the study to others. Presentation confusing and poorly delivered.</p>	<p>2.0 Emerging x3</p> <p>Presentation includes most significant elements, conveyed in an easy-to-follow format. Responded to most questions.</p>	<p>3.0 Proficient x3</p> <p>Presentation included most significant elements, conveyed in a logical, easy-to- follow format. Responded to questions.</p>	<p>4.0 Exemplary x3</p> <p>Presentation included all significant elements, conveyed clearly in a logical, persuasive and easy-to-follow format. Responded to questions professionally.</p>	<p>0.0 Not Observed</p> <p><i>No Description</i></p>

University of Mary

M.Ed. Research Analysis Capstone

Formating and Guidelines

Quick Reference Sheet

Descriptive Title of Your Research Analysis Capstone

[Insert Your Name Here]

Liffrig Family School of Education and Behavioral Sciences, University of Mary

[Insert Date Here]

Chapter I

Introduction

This chapter should begin with a short and concise review of the literature that provides justification for your research analysis. This section should provide the reader with background narrative that aligns with the conceptual frameworks of your research analysis and that is supported by appropriate literature citations. The information in this section should lead the reader to the *Purpose of the Research Analysis*.

The purpose of this section is to grab the readers' attention and provide the reader with the major focus of your research analysis. As stated earlier, the information in this section should provide justification for your research analysis and include essential literature citations in the field of your research topic. It would be rare to have a paragraph in this section that does not contain a literature citation. The only exception would be the paragraph that precedes the *Purpose of the Study* section.

Purpose of the Research Analysis

This section of provides a summary of the purpose of the research analysis and is included in the introduction to give the reader an accurate and concrete understanding of the major focus of your research analysis. To be effective, the *Purpose of the Study* should be clear, concise and stated in terms of the desired outcomes.

Rationale for the Research Analysis

Include in this section, a paragraph or two that provides the significance of the research analysis to the profession. Essentially, these paragraphs provide information to the reader on how the research analysis will contribute to practice and increase the body of knowledge in the profession.

Some examples of common introductory phrases used in this section of your research analysis include:

- "The purpose of this research analysis is to..."
- "In this research analysis I will discuss the..."

Research Questions

This section should begin with a paragraph that introduces the research questions. This paragraph should be followed by a listing of the research questions and/or hypotheses in sequential order with each question indented as a new paragraph. List them as 1, 2, 3...

Summary

This chapter ends with a two or three paragraph summary of key points of this chapter. You should also include a one-paragraph description/preview of how the remaining chapters of your research analysis will be organized.

Chapter II

Review of Literature

Begin this chapter with a brief introduction to refresh your reader's memory about the purpose of the analysis. Also, provide the reader with information about the organization of this chapter in terms of themes, topics and sequence. The introduction of this chapter should include the titles that were used as the sub-headings of the various sections of this chapter. Remember, in this chapter you are reporting on what other researchers or experts have said or researched about your research analysis topic. It is important to present the literature in a thoughtful and sequential manner that provides the reader with a thorough understanding of the relevant literature in your research topic area.

Topic or Theme Sub-Heading

The review of literature chapter should be organized around a format that clearly covers the literature and research related to your research analysis. This chapter should be written in a sequential order that informs the reader of the research in the field. However, unlike the introduction in *Chapter I*, this chapter provides detailed information about the research in the field, including number of subjects, research methodology, etc. that was used in the research referenced in this chapter.

Once you have analyzed, synthesized, and evaluated the relevant sources for your topic, you need to think about presenting the material in a way that will best shapes your argument and makes sense to your readers. There are two primary ways to organize and structure a literature review, namely, in chronological order or thematically.

In a literature review organized chronologically, you would group and discuss your literature sources in order of their publication date, highlighting the changes in research over

time. This structure is useful for reviews focusing on research methodology, historiographical papers, and other writing in which you want to emphasize how ideas have developed over time.

In a review organized thematically, you would group and discuss your literature sources in terms of the themes, theoretical concepts, or topics that either you decide are important to the understanding of your research topic or that you have identified from your review of the literature. This structure is considered stronger than the chronological organization, because you define the theories, constructs, categories, or themes that are important to your research.

Whether you choose a chronological or thematic structure, as you begin to write the sections of your review, it is important to remember to use good transitions between each paragraph and section of this chapter. Good transitions connect ideas and paragraphs and helps the reader understand how the literature themes or topics work together and build on one another. Your transitions need to tell the reader how each new point fits with the one before it. If you write this chapter well, your reader should never have to figure out why you chose to include the literature you did and how it is related to your research topic.

In organizing your review, remember the aim is not simply to present and summarize the research that is related to your research topic. Instead, you need to write a review that synthesizes the research in a thoughtful and sequential manner, but also a review that demonstrates you understand the literature related to your research topic.

Summary

This section should provide a short summer that ties together the main headings of the chapter. In addition, you should also include a paragraph that serves as a preview to what is coming in chapters that follow.

Chapter III

Discussion and Recommendations

Begin this chapter with an introductory paragraph or two that reviews the three sections of your research analysis. In addition, include a short overview of how this chapter is organized.

Discussion

This purpose of this section is to discuss the conclusions you have made as a result of your research analysis that includes your own personal interpretations and opinions of the research analysis findings. In this section, you should interpret and explain your conclusions and critically evaluate the findings of your research analysis, especially as they relate to the research questions you identified in your introduction chapter. The discussion section, therefore, needs to review your findings in the context of the literature and existing knowledge about the subject, and your research questions. You also need to demonstrate that you understand the limitations of your research analysis and the implications of your findings for the profession.

Recommendations

In this section, you should provide practical recommendations for addressing the issues that have been raised in the research analysis. The recommendations are how you believe the information learned from this research analysis could be used to improve practice and/or the profession.

Lastly, in your review of literature and in conducting your research analysis, you now may have some thoughts as to further research that is needed in this area of research. It is in this section that you provide your thoughts concerning the need for further research. However, when stating needed research, it is important to also provide a rationale as to why additional research should be conducted.

References

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