GED 6089P: Culminating Research Project Handbook

2022-2023
School of Education
Point Loma Nazarene University

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Overview for the GED 6089P Instructor

Thank you for your contribution to the final academic experience of our Master's Degree and Specialized Certificate candidates. The role you are assuming as a graduate level course instructor is one that will be memorable and impactful, as this is likely the first time our candidates have attempted a research project of this depth.

To be an effective instructor for this specialized course, you will need to be a good facilitator of both small group and one-on-one learning sessions. Course hours will be spent in whole group mini-lessons, small group feedback sessions and one-on-one instruction, depending on the individual needs of the candidates. Course sessions usually change and evolve as you get to know your candidates, so flexibility is an important disposition for this faculty role.

In order to appropriately guide the work of the GED 6089P candidate, Research Project instructors should be familiar with the content of the research course taken by the candidates, either by reviewing the GED 6089 syllabus, review of the course text, by attending one or more class sessions or speaking to the GED 6089 instructors. Research Project instructors are expected to guide candidates in the components they have learned in class, such as crafting appropriate research questions, writing a review of the literature, designing a methodology, data collection, analysis and presentation of data, use of APA, as well as giving feedback on effectiveness and clarity of writing. Instructors are welcome to provide basic editing; however, candidates must use professional editors if they are in need of significant editing of their written work.

Research Project instructors are assigned a course with 9 to 12 candidates to complete both P1 (.5 units) and P2 (.5 units), with the intent that the candidates finish P1 in their first semester, and P2 in the next semester. If a candidate wishes to finish the requirements of both P1 and P2 in just one semester, this can be facilitated within the structure of your course. Any candidate unable to finish each P in the intended timeframe of the course will be subject to a grade of "No Credit" and must re-enroll in an upcoming section of the course, according to the university policy (see course syllabus for details).

With gratitude for your services to our candidates,

School of Education Faculty, Point Loma Nazarene University

For questions, contact: Dr. Michael Corke, mcorke@pointloma.edu

School of Education Thesis Policies and Procedures

Conducting Research with PLNU School of Education (SOE)

Researchers from within or outside the SOE, including SOE graduate students, interested in conducting research within the PLNU SOE must have their proposals approved prior to data collection. In order to conduct research in the School of Education:

- Point Loma Nazarene University Institutional Research Board must approve the research project.
- Researchers must seek approval of the SOE Director of Assessment and Accreditation.

The School of Education reserves the right to prohibit any research from being conducted on SOE premises or within SOE classes. However, research may be conducted and data may be collected within the School of Education under certain circumstances.

- Candidates may enter SOE classrooms with prior approval of instructor to recruit participants.
- SOE does not recruit research participants for researchers.
- SOE does not distribute electronic or paper surveys for researchers.

Thesis Panel Composition

Presenting one's thesis is the culminating event of the SOE master's coursework. Candidates who have reached this stage of their program have committed time and personal resources to their development. The opportunity to present to a panel who each have their master's degrees is earned and elevates the experience to a level commensurate with candidate's commitment.

Each Master's Thesis panel must consist of three people, and each must have a Master's degree. The panel configuration includes:

1. A PLNU full-time faculty member
2. A member of the student's community (a mentor from their school site, work colleague, or professional).
3. Student's personal choice - this can be anyone other than a family member.

Institutional Review Board (IRB) Policies and Procedures
Point Loma Nazarene University

Statement of Purpose

Point Loma Nazarene University is committed to the protection of the well-being of human participants.
An institution that encourages the conduct of research with human subjects has an ethical obligation to ensure that adequate safeguards are implemented in the conduct of research to protect the rights and well-being of the subjects of that research. The Institutional Review Board (IRB) has been charged with the development of review procedures to enhance the capacity of the institution to protect the subjects of research performed by faculty/staff and students of the institution. The IRB is mandated to protect the welfare of human subjects in research and should not be conceived as functioning as an advisory board for the enhancement of the research activities of individual investigators.

Composition of Institutional Review Board

Vice President for Student Development or designee, Faculty member from the Department of Psychology, Faculty member from the Department of Sociology and Social Work, Faculty member from the School of Nursing, and Student from ASB, all ex officio members. The chair must be a full-time faculty member of PLNU and is elected annually at the end of the spring semester.

Duties of the Institutional Review Board

The IRB will implement this policy in accordance with all relevant laws and regulations. To do so, the IRB will create procedures, forms and offer other instruments, as it deems necessary. If anything in this policy or in IRB procedures, forms, or other instruments (collectively "policy") can be constructed to conflict with governing law, then the IRB will bring such possible conflicts promptly to the attention of the Provost, pending amendment of the policy, will implement the policy in a manner that confirms with the IRB's understanding of the law.

There are three categories of proposal evaluation: exempt from further review, expedited review and full review. Proposals meeting the criteria for exemption still must be submitted to the IRB Chair to be filled. Proposals meeting the criteria for expedited review will be

evaluated by the IRB Chair and one other member of the IRB. Full review proposals will be evaluated by the entire IRB at designated times.

Responsibilities of Researchers, Faculty Advisors, Instructors and Research Sponsors

A. It is the researcher's responsibility to comply with all relevant laws and regulations affecting research involving human subjects.

B. The researcher must submit to the IRB Chair a research proposal following the guidelines presented on the Cover Sheet, which is to accompany all research proposals.

C. At the end of the study, the researcher must submit a Summary/Continuation Form to the IRB Chair. If the research continues beyond the yearly anniversary from the previous approval, a Summary/Continuation Form must be submitted *in a timely fashion* prior to that date. It is the researcher's responsibility to determine whether full or expedited review is possible at the one-year anniversary of approval date. (See 45 CFR 46.110 by clicking *Regulations* at https://www.hhs.gov/ohrp.) 45 CFR 46.110 specifies the guidelines for determining when expedited review is possible. Should the researcher fail to submit the Summary/Continuation Form in a timely fashion the research MUST stop until the form is completed and acted upon.

D. If during the research an adverse event occurs (See https://www.osp.cornell.edu/Compliane/UCHS/Adverse.htm), the researcher MUST stop the research and immediately report the event to IRB.

E. Instructors conducting classroom projects and faculty advisors of student projects are responsible for ensuring that student research conducted under their direction must conform to the requirements of federal law and regulations on research regarding human subjects. Instructors and advisors must review the current Federal Policy for the Protection of Human Subjects, 45 CFR 46 (1991, as amended) to determine whether the process for IRB review must be initiated and, if so, which level of review (see Sections A, B, and C) is appropriate. In doing so, instructors and advisors should pay particular attention to the definition of 'research' [45 CFR 46.102(d)] and the categories of exemption from detailed review [45 CFR 46.101(b)] contained in the Federal Regulations. Click *Regulations* at https://www.hhs.gov/ohrp. Evidence of IRB approval of thesis/dissertation research involving human subjects must appear in the bound copy of the project. If unsure how to proceed, instructors and advisors should contact the appropriate College/School representative on the IRB prior to continuing with the project.

F. PLNU sponsors have primary responsibility to ensure that all research conducted by outside agents under their sponsorship is conducted in accordance with all relevant regulations, laws, and PLNU policies.

Administrative Responsibilities

The IRB Chair will call the first meeting of the committee, schedule meetings for proposal review, and send a letter to the P.I. regarding the evaluation of the committee. If approved, the informed consent is stamped, signed and returned to the P.I. by the IRB chair. Additionally, the IRB chair will file minutes of meetings with the Provost's office The IRB chair will prepare an annual report that includes a listing of all proposals submitted to the IRB and an indication of the action taken. This, along with copies of the proposals, will be filed in the College Activities.

Violations of Human Subject Policies and Procedures

The IRB will investigate alleged violations of these policies and procedures, and report its findings to government agencies as required by law (See 45CFR 46.113 by clicking *Regulations* at https://www.hhs.gov/ohrp) to the Provost, and to the President.

Institutional Research

Research (See definition at 45 CFR 46.102d by clicking *Regulations* at http://www.hhs.gov/ohrp) conducted by the University for the evaluation of its programs or to provide information for planning, policy formation, and decision making, is subject to the same criteria as any other research as defined in 45 CFR 46.102d.

<h1 style="text-align:center">POINT LOMA NAZARENE UNIVERSITY
INSTITUTIONAL REVIEW BOARD (IRB)</h1>

To be completed for all *research,* defined in 45 CFR 46.102, involving *human subjects,* defined in 45 CFR 46.102, and conducted at Point Loma Nazarene University, by or under the direction of any employee, agent or student of this institution, including research conducted at or in cooperation with another entity Click *Regulations* at https://www.hhs.gov/ohrp.

At Point Loma Nazarene University, candidates submit their proposal for IRB approval online at https://www.pointloma.edu/institutional-review-board

This will be completed as part of the GED 6089 research course, though approval may not occur after the course is complete, and therefore may need Instructor support.

Candidates will submit their research as one of two review categories:
1. Exempt (See 46.101 on above website.)
2. Expedited (See 46.110 on above website.)
(Studies that require Full Reviews are not permitted for GED6089 candidates).

Through the online submission will guide candidates through the components below step by step, ***answers to the following questions should be prepared ahead of time to ensure a successful submission.***

For Exempt submissions, candidates must provide to the IRB Committee a **succinct** description of the proposed research and which must also include the following:
a. Who are the participants and how will you recruit them?
b. What will the participants do or how will you interact with the participants?
c. What steps will you take to assure that participation is voluntary
d. How will debriefing be handled?
e. Attach copies of questionnaires or other materials that will be used (such as interview questions or topics, experimental stimuli or other instruments).
f. Once a description of your proposed research has been filed with the IRB and approved by the chair, your project will be approved for one year. After one year, you must fill out a summary of your project or fill out a continuation form and submit this to the IRB.

For expanded submissions, candidates must attach a **succinct** description of the proposed research, using numbered pages. Be sure to address each of the following issues, with particular attention to potential risks to participants and what will be done to minimize those risks.

a. Briefly describe the study, giving its justification and rationale.
b. What are the subjects? How will you recruit them? How many will be used?
c. What steps will you take to assure the participation is voluntary?
d. What will the subjects do? How will you interact with them?
e. Describe all the equipment you will use or with which the subject will interact.
f. Attach copies of questionnaires or other materials that will be used (such as interview questions or topics, experimental stimuli or other instruments).
g. Note the estimated time duration of subject participation.
h. Will the subjects incur any expenses? If so, please explain.
i. List the foreseeable risk(s) to subjects, describe how you will minimize each risk, and why each risk is justifiable in light of benefits (either directly to the subject or indirectly to generalizable knowledge) to be gained by the research.
j. Document how informed consent will be gained. Include the exact words and method delivery that will, prior to their agreement to participate, inform subjects of the nature of the study and of the extent of their involvement. Attach a copy of the consent form(s). This form will be examined closely.
k. Explain how debriefing will be handled.
l. If copyrighted tests, scales, or inventories are to be used, attach a copy of the approval letter.

Once a description of the proposed research has been filed with the IRB and approved by the chair, the project will be approved for one year. After one year, the candidate must fill out a summary of the project or fill out a continuation form and submit this to the IRB.

Culminating Project Final Written Report

The final paper for the Master's degree/certification contains 5 main chapters, plus a conference section and supporting documents that may appear in an appendix. Furthermore, there are additional pages that are placed at the beginning of the paper to meet the requirements of the class.

The final paper will be submitted to the university via the candidate's Task stream account. The candidate may choose to bind a hard copy for himself/herself as this is a common practice of Master's and Doctoral degree candidates.

Below are the descriptions of what each chapter in the paper requires. Also remember, the paper needs to be in APA7 format. See the APA7 manual for details. The paper is formatted in order listed below.

Title Page (with page header)
1. The title page is page 1
2. Information includes: title of paper, author, institution affiliation, author note

Abstract
1. Page 2 of document and is the self-contained summary of the most important elements of the research
2. Usually about ⅔ paragraphs
3. The reader should know about the research just by the content of the abstract

Table of Contents

Chapter I: Introduction

1. Introduction to the topic
   a. Provide background information
2. Purpose statement and research question(s)
   a. State the purpose of study.
      i. Example: *The purpose of this study was…*
   b. Put the purpose in the form of one or more questions
      i. Example: *The specific research questions are…*
3. Importance of the study
   a. Tell why this study is important
   b. Example: *The information here will be of value to… It will also provide elementary teachers with a plan to…*
4. Definition of Terms
   a. List important terms

      b.   Briefly describe each term
5. Summary
      a.   In the summary, tell what you just told

Chapter II: Review of the Literature

1. Provide an introduction or background information to support your question and to show how your research fits into what has already been done on the topic. State the research questions. Follow the notes discussed in class on how to synthesize literature.
2. Use headings and subheadings to break up the text topics. see the APA manual for information on the different levels of fonts/punctuation.
3. Synthesize empirical research related to your topic. When describing extremely pertinent research studies, use one or two sentences to describe each of the following: 1) the question or the purpose of study, 2) the number and type of participants, 3) the treatment or condition involved, 4) the types of measures, and 5) the results and conclusions.
4. The scope of your review must include at least 20 sources with at least 5 of them being recent (within 5 years)
5. End the chapter with a brief summary of the major points covered related to the research questions (restate). Any gaps in research?

Chapter III: Methodology

Begin with an introduction, no subheading, a summary of method, design, research, questions, variables and hypothesis (if needed).

1. Participant
      a.   Describe the participants in detail
      b.   Describe the environment: classroom, school, community.
2. Materials
      a.   Describe any materials used in your research. If you are using a particular curriculum, product, or procedure, describe it fully. Include examples in the appendix.
      b.   Describe all types of measuring devices. If surveys, checklists, rubrics or charts are used, describe them briefly, and include a sample in the appendix.
3. Data collection Procedures (pre/post/control/third party)
      a.   Describe the length of the study.
      b.   Describe how you collected data, how much, and how often.
      c.   Use past tense in describing all aspects of your methodology and findings

Research always exists in the past, in specific time and place.
    d. If you use a special curriculum, technique, or procedure, let the reader know exactly what it is.
4. Data Analysis Procedures (comparison, Likert scale categories, descriptive statistic, survey results)
    a. Describe how you organized and analyzed your data. Inductive analysis will most likely be used for your field notes and other qualitative data.
    b. Quantitative data will generally be analyzed using simple statistical analysis: totals, averages, percentages, etc.

Chapter IV: Findings

1. Restate your purpose and research question(s)
2. Describe your data that answer that question.
3. Describe themes, categories, and patterns.
4. Use illustrative examples for each category.
5. Use tables, figures, graphs, and artwork as necessary.
6. Use headings and subheadings to make the structure readily apparent.

Chapter V: Discussion

1. Overview of the study
    a. Restate the general purpose of the study.
    b. Briefly describe how the results were obtained.
2. Summary of findings
    a. Provide a brief summary of the findings.
    b. 1-2 paragraphs.
3. Conclusions
    a. Move beyond the data. Tell what the results mean.
    b. Describe possible implications of the results.
4. Recommendations
    a. Describe how the results might be used in your classroom.
    b. Describe how the results may be used to bring understanding to other classrooms or situations.
5. Limitations of the study
    a. Describe things that may have hindered or affected your findings.
    b. Describe things that you needed to change during the study, or things that did not go as expected.
    c. Describe the limitations or applicability of the findings. Were you able to look at all facts of the problem? To whom would the results apply?
    d. Describe ideas for future research related to your research
6. Final thoughts

     a.   Bring your study full circle by providing final thoughts on the stud and its implications.

     b.   Typically, 1-2 paragraphs.

References

1. Follow APA format. Every reference must be cited in the paper.

Appendix

1. Place any examples in this section, as mentioned above, as well as the IRB Approval form.

The following **course texts** will assist the Instructor in supporting the candidate:

1. Mills, Geoffrey E. (2018), *Action Research: A guide for the teacher researcher (6th edition),* Boston, MA: Pearson Education, REQUIRED
2. Access to the *Manual of American Psychological Association (7th edition)* REQUIRED

These texts can be secured through the bookstore online ordering page:

https://pointloma.edu.bncollege.com/course-material/course-finder

*Please share with candidates this information about our online tutoring services. We currently have two offerings for our students in tutorial services. One through the online program, Brainfuse, and one through our own Writing Center located in Mission Valley. For any Graduate students interested in Brainfuse, they would start by requesting Tutoring Services through our website at: Tutor Request Form

This will get candidates set up with a log-in and password for Brainfuse.

Master's Thesis/Literature Analysis Option

The Thesis Literature Analysis option follows the normal GED6089 Culminating Project requirements (such as cover page, abstract, table of contents) with the following exceptions:

Title Page (with page header)

1. The title page is page 1
2. Information includes: title of paper, author, institution affiliation, author note

Abstract

1. Page 2 of document and is the self-contained summary of the most important elements of the research
2. Usually about ⅔ paragraphs
3. The reader should know about the research just by the content of the abstract

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   - Example: *The purpose of this study was…*
   - Put the purpose in the form of one or more questions
   - Example: *The specific research questions are…*
3. Importance of the study
   - Tell why this study is important
   - Example: *The information here will be of value to… It will also provide elementary teachers with a plan to…*
4. Definition of Terms
   - List important terms
   - Briefly describe each term
5. Summary
   - In the summary, tell what you just told

Chapter II: Literature Review

The minimum number of cited sources required is 20 with a recommended number of 25 sources *just in this section.* For the Literature Analysis option, together with cited sources in Ch.4, the total number of sources will be between 35-40.

Chapter III: Methodology

This chapter should consist of a detailed description of the procedures, methods and criteria used *in selecting studies* to be used in your culminating project. The description should address the following:
- Databases used

- Domain of interest area researched
- Number of titles retrieved
- Number of studies meeting your criteria
- Process of selecting final cited studies
- Summary of the criteria you used in selecting studies for inclusion:
    - Description of subjects
    - Sample sizes
    - Types of schools
    - Variables examined
    - Specific behaviors studied
    - Measurement instruments used
    - Methods of data analysis used
    - Correlation and levels of significance
    - Types of subjects excluded, if any
- Describe how you:
    - organized,
    - synthesized and
    - analyzed your data.
- Include any sub-group analysis.
- Discuss qualitative and/or quantitative assessments of the studies that you used in making your comparisons.

Chapter IV: Findings

1. Restate your purpose and research question(s).
2. Describe your data that answer that question.
3. Describe themes, categories, and patterns.
4. Use illustrative examples for each category.
5. Use tables, figures, graphs, and artwork as necessary.
6. Use headings and subheadings to make the structure readily apparent.

Chapter V: Discussion

1. Overview of the study
    a. Restate the general purpose of the study.
    b. Briefly describe how the results were obtained.
2. Summary of findings
    a. Provide a brief summary of the findings.
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3. Conclusions
    a. Move beyond the data. Tell what the results mean.
    b. Describe possible implications of the results.

4. Recommendations
    a. Describe how the results might be used in your classroom.
    b. Describe how the results may be used to bring understanding to other classrooms or situations.
5. Limitations of the study
    a. Describe things that may have hindered or affected your findings.
    b. Describe things that you needed to change during the study, or things that did not go as expected.
    c. Describe the limitations or applicability of the findings. Were you able to look at all the facets of the problems? To whom would the results apply?
    d. Describe the ideas for future research related to your research.
6. Final thoughts
    a. Bring your study full circle by providing final thoughts on the study and its implications.
    b. Typically, 1-2 paragraphs.

References
1. Follow APA format. Every reference must be cited in the paper.

Appendix
1. Place any examples in this section, as mentioned above, as well as the IRB Approval form.

GED 6089P Culminating Project Written Report Rubric

Candidate Name _____

Category	4 Exceeds Standard (passing)	3 Meets Standing (passing)	2 Below Standard	1 Far Below Standard
Impact on Teaching Practice	Project describes a **clear** transformation of candidates' knowledge, skills and dispositions. Project gives a **clear** description of how and why research improves student learning. Project is **clearly and articulately** situated in and tied to the existing body of literature.	Project describes **some** transformation of candidates' knowledge, skills and dispositions. Project **somewhat** describes how and why research improves student learning. Project is **partially** situated in and tied to the existing body of literature.	Project describes **little** transformation of candidates' knowledge, skills and dispositions. Project describes **very little** of how and why research improves student learning. Project is **vaguely** situated in and tied to the existing body of literature.	Project describes **no** transformation of candidates' knowledge, skills and dispositions Project **does not** describes how and why research improves student learning Project **does not refer to the existing** body of literature or **literature is inappropriate.**.
Content	Report shows a **clear and detailed** application of the research cycle and is connected throughout the paper.	Report shows **some** application of the research cycle and is connected throughout the paper.	Report shows **little** application of the research cycle and shows little connection throughout the paper.	Report shows **no** application of the research cycle.
Area of Focus	**Clearly stated** area of focus. Research questions are **clearly written** and appropriate.	Area of focus is **somewhat vague.** Research questions are **somewhat vague.**	The area of focus is **overly broad or narrow.** Research questions are **unclear.**	There is **no clear area of focus.** Research questions are **inappropriate.**
Literature Review	**Five (5) or more recent (5 years) sources** cited. **At least 20 sources.** **All** sources are relevant and credible. **All** citations are correctly made according to APA format.	**Three (3) to five (5) recent sources** cited. **At least 15 sources**. **Most** sources are relevant and credible. **Most** citations are correctly made according to APA format.	**Three (3) recent sources** cited. **At least 10 sources.** **Some** are relevant and credible. **Some** citations are correctly made according to APA format.	**Few or no citations.** **Less than 10 sources.** Citations are **not in the proper format.**

GED 6089P Culminating Project Written Report Rubric

Candidate Name _____

Category	4 Exceeds Standard (passing)	3 Meets Standing (passing)	2 Below Standard	1 Far Below Standard
Data Collection and Analysis	**Clear description** of target population. **Detailed description** of how data was collected. Utilizes **multiple data sources.** **Detailed analysis** of the data provides identification of themes and patterns.	**Description** of target population. **Some details** of how data was collected. Utilizes **at least two sources of data.** **Analysis** of the data mentions themes and patterns.	**Some description** of target population. **Minimal description** of how data was collected. Utilizes **one or two sources of data**. **Little analysis** of the data.	**Little or no description** of target population. **Little or no description** of how data was collected. Utilizes **one source of data..** **No analysis** of the data.
Action Plan	**Specific and clear connection** between findings of the study, recommendations or action plan and the original questions.	**Some connection** between findings of the study, recommendations or action plan and the original questions. Elements of the action plan are missing.	**Little connection** between findings of the study, recommendations or action plan and the original questions. Most components of the action plan are missing.	**No** recommendations or action plan..
Organization and Clarity	**Narrative is clear,** organized and succinct. Statements are all supported by evidence from the research.	**Narrative is somewhat clear**, organized and succinct. Statements are mostly supported by evidence from the research.	**Narrative is unclear,** and lacks organization. Statements are rarely supported by evidence from the research.	**Narrative is unclear and difficult to follow.**
Format and Quality	Report **follows the APA format with no** grammatical, punctuation or spelling errors.	Report **mostly follows the APA format with minimal (fewer than 5)** grammatical, punctuation or spelling errors.	Report **somewhat follows the APA format with some (more than 5)** grammatical, punctuation or spelling errors.	Report **does not follow the APA format and has many** grammatical, punctuation or spelling errors.
Appendixes	**All relevant** documents included.	**Most relevant** documents included.	**Some relevant** documents included.	Relevant documents are **missing.**

APA Format Reminders

Please refer to the Manual of American Psychological Association (6th edition) for the most complete resource regarding the APA format.

General Document Guidelines

1. **Margins:** One inch on all sides (top, bottom, left, right)
2. **Font Size and Type:** 12-pt. Times New Roman font
3. **Line Spacing:** Double-spaced throughout the paper, including the title page, abstract, body of the document, references, appendixes, footnotes, tables and figures.
4. **Spacing after Punctuation:** Space once after commas, colons, and semicolons within sentences. Insert two spaces after punctuation marks that end sentences.
5. **Alignment:** Flush left (creating uneven right margin).
6. **Paragraph Indentation:** 5-7 spaces
7. **Pagination:** The page number appears one inch from the right edge of the paper on the first line of every page.
8. **Running Head:** The running head is a short title that appears at the top of the pages of a paper or published article. The running head is typed flush left at the top of all pages. The running head should not exceed 50 characters, including punctuation and spacing. Using most word processors, the running head and page number can be inserted into a header, which then automatically appears on all pages.
9. **Active Voice:** As a general rule, use the active voice rather than the passive voice. For example, use "We predicted that …" rather than "It was predicted that …"
10. **Order of Pages:** Title page, Abstract, Table of Contents, Body, References, Footnotes, Tables, Figures, Appendixes

Title Page

1. **Pagination:** The Title Page is page 1.
2. **Running Head:** The running head is typed flush left (all uppercase) following "Running Head:"
3. **Key Elements:** Paper title, author(s), institutional affiliation(s), author note.
4. **Paper Title:** Uppercase and lowercase letters, centered on the page.
5. **Author(s):** Uppercase and lowercase letters, centered on the line following the title.
6. **Institutional affiliation:** Uppercase and lowercase letters, centered on the line following the author(s).

7. **Author Note:** Provide information about the author's department affiliation, acknowledgements of assistance or financial support, and a mailing address for correspondence.
8. **Example of APA-formatted Title Page:** http://psychology.vanguard.edu/wp-content/uploads/2-1-/12/titlepage.pdf

Abstract

The abstract is a one-paragraph, self-contained summary of the most important elements of the paper.

1. **Pagination:** The abstract begins on a new page (page 2).
2. **Heading:** "Abstract" is centered on the first line below the running head.
3. **Format:** The abstract (in block format) begins on the line following the Abstract heading. The abstract word limit is set by individual journals. Typically, the word limit is between 150 and 250 words. All numbers in the abstract (except those beginning a sentence) should be typed as digits rather than words.
4. **Example of APA-formatted Abstract:** http://psychology.vanguard.edu/wp-content/uploads/2010/12/abstract.pdf

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Body

1. **Pagination:** The body of the paper begins on a new page (page 3). Subsections of the body of the paper do *not* begin on new pages.
2. **Title:** The title of the paper (in uppercase and lowercase letters) is centered on the first line below the running head.
3. **Introduction:** The introduction (which is not labeled) begins on the line following the paper title.
4. **Headings:** Five levels of headings are available to be used to organize the paper and reflect the relative importance of sections. For example, many empirical research articles utilize two levels of headings: Main headings (such as **Method, Results, Discussion, References)** would use Level 1 (centered, boldface, uppercase and lowercase letters), and subheadings (such as **Participants, Apparatus,** and **Procedure** as subsections of the Method section) would use Level 2 (flush left, boldface, uppercase and lowercase letters).

5. Example of APA-formatted Headings:
   http://psychology.vanguard.edu/wp-content/uploads/2010/12/abstract.pdf

Text Citations

Source material must be documented in the body of the paper by citing the author(s) and date(s) of the sources. The underlying principle is that ideas and words of others must be formally acknowledged. The reader can obtain the full source citation from the list of references that follows the body of the paper.

1. When the names of the authors of a source are part of the formal structure of the sentence, the year of publication appears in parentheses following the identification of the authors. Consider the following example:
   > Wirth and Mitchell (1994) found that although there was a reduction in insulin dosage over a period of two weeks in the treatment condition compared to the control condition, the difference was not statistically significant. [**Note:** *and* is used when multiple authors are identified as part of the formal structure of the sentence. Compare this to the example in the following section.]

2. When the authors of a source are *not* part of the formal structure of the sentence, both the authors and year of publication appear in parentheses. Consider the following example.
   > Reviews of research on religion and health have concluded that at least some types of religious behaviors are related to higher levels of physical and mental health (Gartner, Larson, & Allen, 1991; Koenig, 1990; Levin & Vanderpool, 1991; Maton & Pargament, 1987; Paloma & Pendleton, 1991; Payne, Bergin, Bielema, & Jenkins, 1991). [**Note:** *&* is used when multiple authors are identified in parenthetical material. Note also that when several sources are cited parenthetically, they are ordered alphabetically by first authors' surnames and separated by semicolons.]

3. When a source that has two authors is cited, both authors are included every time the source is cited.

4. When a source that has three, four, or five authors is cited, all authors are included the first time the source is cited. When that source is cited again, the first author's surname and "et al." are used. Consider the following example:

Reviews of research on religion and health have concluded that at least some types of religious behaviors are related to higher levels of physical and mental health (Payne, Bergin, Bielema, & Jenkins, 1991).

Payne et al (1991) showed that …

5. When a source that has six or more authors is cited, the first author's surname and "et al." are used every time the source is cited (including the first time).

6. Every effort should be made to cite only sources that you have actually read. When it is necessary to cite a source that you have not read ("Grayson" in the following example) that is cited in a source that you have read ("Murzynski & Degelman" in the following example), use the following format for the text citation and list only the sources you have read in the Reference list:
    Grayson (as cited in Murzynski & Degelman, 1996) identified four components of body language that were related to judgements of vulnerability.

7. To cite a personal communication (including letters, emails, and telephone interviews), include initials, surname, and as exact a date as possible. Because a personal communication is not "recoverable" information, it is not included in the References section. For the text citation, use the following format:
    B. F. Skinner (personal communication, February 12, 1978) claimed …

8. To cite a web document, use the author-date format. If no author is identified, use the first few words of the title in place of the author. If no date is provided, use "n.d." in place of the date. Consider the following examples:
    Degelman (2009) summarizes guidelines for the use of the APA writing style.

    Changes in Americans' views of gender status differences have been documented (*Gender and Society,* n.d.).

9. To cite the Bible, provide the book, chapter, and verse. The first time the Bible is cited in the text, identify the version used. Consider the following example:
    "You are forgiving and good, O Lord, abounding in love to all who call to you" (Psalm 86:5, New International Version).
    [**Note:** No entry in the References list is needed for the Bible.]

Quotations

When a direct quotation is used, always include the author, year, and page number as part of the citation.

1. A quotation of fewer than 40 words should be enclosed in double quotation marks and should be incorporated into the formal structure of the sentence. Example: Patients receiving prayer had "less congestive heart failure, required less diuretic and antibiotic therapy, had fewer episodes of pneumonia, had fewer cardiac arrests, and were less frequently intubated and ventilated" (Byrd, 1988, p.829).

2. A lengthier quotation of 40 or more words should appear (without quotation marks) apart from the surrounding text, in block format, with each line indented five spaces from the left margin.

References

All sources included in the References section must be cited in the body of the paper (and all sources cited in the paper must be included in the References).

1. **Pagination:** The References section begins on a new page.
2. **Heading:** "References" is centered on the first line below the running head.
3. **Format:** The references (with hanging indent) begin on the line following the References heading. Entries are organized alphabetically by surname of first authors. Most reference entries have the following components:
    *   Authors: Authors are listed in the same order as specified in the sources, using surnames and initials. Commas separate all authors. When there are eight or more authors, list the first six authors followed by three ellipses (…) and then the final author. If no author is identified, the title of the document begins the reference.
    *   Year of Publication: In parenthesis following authors, with a period following the closing parenthesis. If no publication date is identified, use "n.d." in parenthesis following the authors.
    *   Source Reference: Includes title, journal, volume, pages (for journal article) or title, city of publication, publisher (for book). Italicize titles of books, titles of periodicals, and periodical volume numbers.
    *   Electronic Retrieval Information: Electronic retrieval information may include digital object identifiers (DOIs) or uniform resource locators (URLs). DOIs are unique alphanumeric identifiers that lead users to digital source

material. To learn whether an article has been assigned a DOI, go to http://www.crossref.org/guestquery/

4. **Example of APA-formatted References:** Go to http://psychology.vanguard.edu/wp-content/uploads/2010/12/references.pdf

5. **Examples of Sources:**

    ● **Journal article with DOI** Murzynski, J., & Degelman, D. (1996). Body language of women and judgments of vulnerability to sexual assault. *Journal of Applied Social Psychology, 26,* 1617-1626. doi: 10.1111/j.1559-1816.1996.tb00088.x

    ● **Journal article without DOI, print version** Koenig, H. G. (1990). Research on religion and mental health later in life: A review and commentary. *Journal of Geriatric Psychiatry, 23,* 23-53.

    ● **Journal article without DOI, retrieved online [Note:** For articles retrieved from databases, include the URL of the journal home page. Database information is not needed. Do not include the date of retrieval.] Aldridge. D. (1991). Spiritually, healing and medicine. *British Journal of General Practice, 41,* 425-427. Retrieved from http://www.rcgp.org.uk/publications/bjgp.aspx

    ● **Book** Paloutzian, R. F. (1996). *Invitation to the psychology of religion* (2nd ed.). Boston, MA: Allyn and Bacon.

    ● **Informally published Web document** Degelman, D. (2009). *APA style essentials.*

    ● **Informally published Web document (no date)** Nielsen, M. E. (n.d.). *Notable people in psychology of religion.* Retrieved from http://www.psywww.com/psyrelig/psyrelpr.htm

    ● **Informally published Web document (no author, no date)** *Gender and society.* (n.d.). Retrieved from http://www.trinity.edu/~mkearl/gender.html

    ● **Abstract from secondary database** Garrity, K., & Degelman, D. (1990). Effect of server introduction on restaurant tipping. *Journal of Applied Social Psychology, 20,* 168-172. Abstract retrieved from PsycINFO.

    ● **Article or chapter in an edited book** Shea, J. D. (1992). Religion and sexual adjustment. In J. F. Schumaker (ed.), *Religion and mental health* (pp. 70-84). New York, NY: Oxford University Press.

    ● **Diagnostic and Statistical Manual of Mental Disorders** American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., text rev.). Washington, DC: Author.

Footnotes

Content footnotes are occasionally used to support substantive information in the text. A content footnote may be placed at the bottom of the page on which it is discussed or on a separate page following the References.

1. **Pagination:** Footnotes begin on a separate page.
2. **Heading:** "Footnotes" is centered on the first line below the running head.
3. **Format:** Indent the first line of each footnote 5-7 spaces and number the footnotes (slightly above the line) as they are identified in the text.
4. **Example of APA-formatted Footnotes:** http://psychology.vanguard.edu/wp-content/uploads/2010/12/Footnote.pdf

Tables

A common use of tables is to present quantitative data or the results of statistical analyses (such as ANOVA). See the *Publication Manual* (2010, pp. 128-150) for detailed examples. Tables must be mentioned in the text.

1. **Pagination:** Each Table begins on a separate page.
2. **Heading:** "Table 1" (or 2 or 3, etc.) is typed flush left on the first line below the running head. Double-space and type the table title flush left (italicized in uppercase and lowercase letters).
3. **Examples of APA-formatted Tables:** http://psychology.vanguard.edu/wp-content/uploads/2010/12/table.pdf

Figures

A common use of Figures is to present graphs, photographs, or other illustrations (other than tables). See the *Publication Manual* (2010, pp. 150-167) for detailed examples.

1. **Pagination:** Figures begin on a separate page.
2. **Figure Caption:** *"Figure 1."* (or 2 or 3, etc.) is typed flush and italicized on the first line below the figure, immediately followed on the same line by the caption (which should be a brief descriptive phrase).
3. **Example of APA-formatted Figure:** http://psychology.vanguard.edu/wp-content/uploads/2010/12/figure.pdf

Appendixes

A common use of Appendixes is to present unpublished tests or to describe complex equipment or stimulus materials.

1. **Pagination:** Each Appendix begins on a separate page.
2. **Heading:** If there is only one appendix, "Appendix" is centered on the first line below the manuscript page header. If there is more than one appendix, use Appendix A (or B or C, etc.). Double-space and type the appendix title (centered in uppercase and lowercase letters).
3. **Format:** Indent the first line 5-7 spaces.
4. **Example of APA-formatted Appendix:**
   http://psychology.vanguard.edu/wp-content/uploads/2010/12/Appendix.pdf

**ONLINE EXAMPLES OF EACH SECTION AVAILABLE AT:
http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/

Culminating Project Oral Presentation Guide

The candidate should be ready to present and discuss each of the numbered topics below during their presentation of the research. The oral presentations will be approximately 20 minutes, with time for questions from the panel.

Please make **a separate slide** for each numbered point below (and sub points if needed) and use bullet points to highlight the information you will be presenting orally. <u>Be cautious of how much information is present on any one slide, and every word spoken need not be visible on the slides.</u> You are not expected to read your slides, but to speak naturally from each slide.

1. Introduction (Name, School, Teaching Assignment)

2. Area of Focus and Significance of the Study
   Start with the "big picture" … general area of study, funneling down to the very specific topic you have chosen and the "problem" you are trying to affect. Finish the section with the specific purpose of your study " … the purpose of this study is to …" By the end of this section, the implied "so what?" question should be answered.

3. Research Questions

At least two (2) questions, numbered. This may consist of a main question and sub-questions. I strongly suggest that your main question is in the form of "What is the effect of _____ on _____?" Sub-questions could be more general in nature.

4. Mini-Literature Review
   - Go back to the funnel approach … starting with what literature says about your "big picture" topic, all the way to what you learned through the literature about your very specific topic.
   - Highlight at least one study that focuses on your topic or gives relevant background information and guides your study.

5. Methodology
   - A step-by-step explanation of your process

   - Introduction
     - What is the "current condition" (pre-data)? Describe in detail, including "the problem", and an overview of the of what you plan to implement

   - Subjects
     - Describe in detail. Do not sue the name of school, but describe its characteristics.
     - How many subjects will be included?
     - Who specifically are these subjects - describe - ages, ability levels, socioeconomic status, special needs, ELL, morale, etc. The more description the better.

   - Data Collection Procedures
     - What "change" will the researcher implement?
     - How long will the researcher implement that change? Specify number of weeks, class periods, etc. Why did you choose this?
     - What evidence will the researcher collect during that time frame? Think careful about what evidence you can collect.

   - Instrumentation
     - How will that evidence be tracked or collected? Describe the tool or process. Try to collect data in more than one way. This process must be clear and able to be replicated by someone who just reads about it.

   - Analysis of Data

- ○ Step by step of how you will analyze your data. What will you look at? How will you handle what you collect?

- ● Ethical Considerations
  - ○ How will you ensure that no harm is done to students? (Usually because you are implementing standard classroom strategies or practices)
  - ○ How will you protect the identity of the students? (Not anonymous, since you know the student's identities for the most part).
  - ○ How will your presence as a participant observer impact the study? How will you guard against bias?

- ● Limitations of the Study
  - ○ What variables could impact the validity of the researcher's results? In other words, what variables are outside of your control but could impact the evidence? (i.e. student transience, other classes where they could gain knowledge, tutoring, etc.)

6. Data Analysis and Interpretation
   - ● Imagine how you would use charts, graphs, etc. to show each set of data that you collect (quantitative, probably mostly descriptive, statistics)
   - ● Imagine how you will categorize or summarize data from interviews, focus groups or essay response type surveys.

**Bring four hard copies of your PowerPoint to the presentation,
3 slides per page, double-sided.**

GED 6089P Culminating Project Oral Presentation Evaluation Form

Present's Name: _____

Evaluator's Name: _____

Topic: _____   Date: _____

	Exceeds Standard (4) pass	Meets Standard (3) pass	Below Standard (2)	Far Below (1)
Competency One: Organization of the Content of the presentation **Comments:**	All slides present and are easy to follow.	All slides present and able to follow.	Some pieces are missing and somewhat difficult to follow.	Much of the content is missing and difficult to follow.
Competency Two: Content and topic of research is relevant, current and applicable to 21st century education. **Comments:**	Content is very relevant, interesting, applicable and engaging. Cutting edge research.	Content is relevant and applicable to education today.	Content is somewhat relevant to education today.	Content is not considered relevant or applicable to current educational issues.
Competency Three: The research conducted followed sound research methods; research questions match data gathered, variables accounted for. **Comments:**	Research was conducted in a sound manner with compelling data gathered and variables accounted for.	Research was conducted in a sound manner with acceptable data gathered.	Some research methods would be questionable or are unclear.	Research methods did not follow any protocol.
Competency Four: The data collected was utilized and analyzed in effective ways. **Comments:**	Data collected was analyzed in a number of statistically relevant ways.	Data collected was analyzed in several relevant ways.	Data collected was analyzed in limited ways.	Data was not analyzed in effective ways.
Competency Five: Data analysis and findings are connected to application and recommendations. **Comments:**	Findings through data analysis are clearly connected to recommendations.	Findings through data analysis show that recommendations are appropriate.	Findings through data analysis are weakly connected to recommendations.	Data presented has no connection to recommendations.
Competency Six: Use of professional language, grammar, articulation, and physical behaviors are appropriate to the audience, occasion, and purpose. **Comments:**	Oral presentation skills and physical behaviors are very professional and inviting.	Oral presentation skills and physical behaviors are appropriate and did not disrupt the message.	Some language/ grammar usage or physical behaviors disrupted the presentation quality.	Language and grammar usage and/or physical behaviors were very disruptive to the presentation.

Revised 6.17

Culminating Project Presentation Approval Checklist

Candidate: _____   Date: _____

Project instructors should check off each requirement in the presence of the candidate, verifying together each requirement has been satisfied. Completion of each requirement should be verified ***two (2) weeks prior to the presentation date*** in order for the candidate to be scheduled for the presentation.

_____	Title Page	_____	Chapter 3: Methodology
_____	Abstract	_____	Chapter 4: Findings
_____	IRB Approval	_____	Chapter 5: Discussion
_____	Table of Contents	_____	References _____ Every reference is cited in the paper. _____ APA format followed.
_____	Chapter 1: Introduction	_____	Appendix
_____	Chapter 2: Review of the Literature	_____	IRB Continuation/Summary Form completed, signed by instructor, and submitted to IRB.

Date the Candidate will be presenting:
**Date must be approved by the GED 6089P Instructor … *Candidate* is responsible to secure own panel and make all arrangements for the location, equipment, etc. and/or a symposium is scheduled for multiple presentations to take place.

Date and time of Panel Presentation: _____

My panel members are:

Name: _____   Title: _____

Name: _____   Title: _____

Name: _____   Title: _____

Name: _____   Title: _____

Approved by: _____   Date: _____
                    (Project Instructor)

GED 6089P
Instructions for Final Copy of Culminating Project

[THIS FORM TO BE GIVEN TO CANDIDATE BY INSTRUCTOR]

Upon receiving an email confirmation that you have passed the oral presentation stage, work with your Instructor to complete the final revisions and edits. **Your Instructor has final authority to approve the project and may request that you have the final copy reviewed by a professional editor.** Information for the contact a PLNU for this service has been posted on e-class. You will generally expect to pay a per word or per hour fee for this service.

Your Instructor will verify with you when your final written copy, and powerpoint presentation, is approved. At that time, you will electronically submit the final copy of your project and the slide presentation **to your Taskstream account, submitted to the name of your Instructor.**

Please do not upload your final project until *after* your Instructor has given final approval in writing. Once your approval has been given, **please complete your IRB Summary sheet and return it to the IRB electronically via the IRB page on the PLNU website, and supply a hard or scanned copy of evidence of completion of the summary sheet to your Instructor.**

Your grade will be posted within two weeks of submission of your electronic final submission to Taskstream.

The order of your final written project should be as follows:

> Table Page
> Abstract
> Table of Contents (with leader dots and page numbers)
> Chapter 1
> Chapter 2
> Chapter 3
> Chapter 4
> Chapter 5
> References
> Appendix A
> Appendix B, etc.
> IRB Approval Form

Final Steps for Evaluating Your Candidate's Oral and Written Products Using Taskstream

Process:

1. Before any upload to Taskstream, the instructor verifies that the candidate's written paper is complete and edited, and approves the powerpoint presentation as ready and free of errors.

2. Candidates make their oral presentation to a panel.

3. A panel of professionals assess the oral presentation using a paper rubric.

4. Instructor discusses needed corrections with the candidate based on panel input.

5. If passing, the Instructor affirms the candidate to upload their powerpoint presentation into Taskstream in the appropriate section, as well as their final paper into the appropriate section. *

6. Once those pieces are uploaded, the Instructor completes the digital rubrics, both for the oral presentation and the written paper, in Taskstream. The Instructor uses the scores and feedback from the panel in order to populate the rubric.

7. **The Instructor posts a grade of Credit for their candidate in the portal.**

*What if your candidate did pass the oral presentation? The Master's Project panel and/or coordinator meets with you, the Instructor, to explain the concerns of the panel so you and your candidate can make the necessary revisions before the candidate uploads their work.