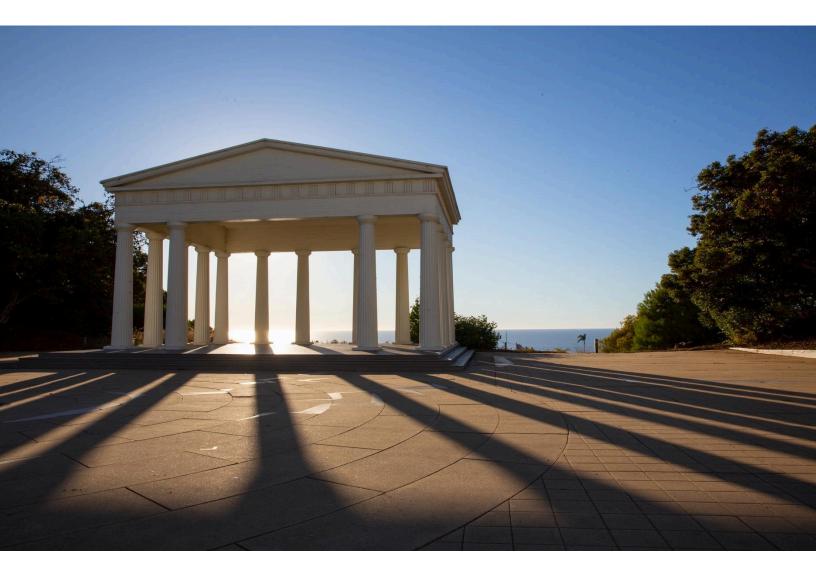**POINT 19 LOMA 02**

NAZARENE UNIVERSITY

School of Education

**Thesis and Capstone Culminating Research Project Handbook**

**2025-2026**
**School of Education**
**Point Loma Nazarene University**

# Table of Contents

# Overview for the Instructor

Thank you for your contribution to the final academic experience of our master's degree 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. Your candidates might be working toward a few different degrees and thus have different program handbooks. This one is designed to offer you specific support for leading them through the capstone or thesis process. For individual program requirements and policies please refer to program handbooks.

In 2025-2026, School of Education (SOE) candidates have three (3) different paths through the finishing courses.

1. GED 6089P1/6089P2: Masters of Arts, Thesis Project
2. GED 6094/6095: Masters of Arts, Capstone Project
3. GED 6098/6099: Masters of Science, Thesis Project

All candidates who enrolled in programs prior to Spring 2023 are programmed to take GED 6089 Masters Research and Design followed by GED 6089P1 and GED 6089P2 where they produce and present their thesis project.

Beginning in Spring 2023, SOE offered two new degree paths for most of the programs in the School of Education: Masters of Arts (MA) and Masters of Science (MS). The Masters of Arts in Teaching (MAT) is the only SOE program that does not offer a MS option. Candidates in any of the MA programs complete their program by taking GED 6094: Action Research and Capstone and GED 6095: Capstone Project and Presentation, where they produce and present their capstone project. Candidates in any of the MS programs complete their program by taking GED 6098: Master of Science Thesis Design and GED 6099: Master of Science Thesis where they produce and present their thesis project.

In order to appropriately guide candidates, instructors should be familiar with the content of the courses candidates take by reviewing course syllabi, course texts, or by meeting with other instructors. Capstone and thesis 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.

This handbook supports all three pathways to program completion. It begins with capstone policies and procedures then moves into thesis policies and procedures.

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 Capstone Policies and Procedures

The SOE capstone project is completed during two eight week courses, GED 6094: Action Research and Capstone and GED 6095: Capstone Project and Presentation. Candidates take GED 6094 and GED 6095 with the same instructor. Detailed descriptions of GED 6094 and GED 6095 are available online in the PLNU graduate catalog. The capstone project calls for candidates to conduct an academic literature review on a topic of their selection, reflect on that topic in relation to their personal philosophy of education as well as their experience in their academic program and on two artifacts of their choice. Candidates present their capstone to the School of Education adjudicators in two products, a written capstone paper and an oral presentation given to a panel of professional educators. Templates for both products are provided in GED 6095. Rubrics for both the written capstone and oral presentation are included in GED 6095 and on the pages that follow. Developing familiarity with rubrics will help candidates meet rubric standards.

## Capstone Final Written Paper (Capstone)

The written version of the capstone is a professional academic document that represents each candidate's best research, reflection and thinking on a topic of their choice and its relationship to their professional practice. The Capstone is formatted according to APA 7 standards and includes an academic literature review with a minimum of ten references. The capstone is a significant product commensurate with the completion of a master's degree. Capstones are written by candidates who received developmental feedback and final grades from their instructors (see Table 1, below, for the capstone rubric).

## Capstone Oral Presentation (Capstone Presentation)

The capstone presentation is an oral and visual representation of the capstone final written paper. Candidates develop their capstone presentation in conjunction with their capstone while in GED 6095. A template for the capstone presentation is offered in GED 6095. Capstone presentations are written by candidates who receive developmental feedback from their instructors. Candidates present each element of their capstone to a capstone panel who scores their presentation using a rubric (see Table 2 below).

## Capstone Panel Composition and Guests

Capstone panels are composed of professional educators selected by SOE to gauge the quality of candidate presentations. Capstone instructors serve as hosts of panel presentations; they do not participate in scoring of capstone oral presentations. Guests of candidates are welcome to attend capstone presentations but do not participate in the scoring of capstone presentations. .

## Capstone Oral Presentation Passing Scores

Candidates must average 2.0 or higher on all rubric criteria in order to pass their capstone oral presentation. Candidates who do not meet the standard must register for masters project extension while they make necessary revisions to their capstone project and/or presentation.

# Table 1: Capstone Project Final Written Paper Rubric

| Rubric | Exceeds Standards | Meets Standards | Below Standards |
|---|---|---|---|
| Introduction | Detailed and thorough description of personal philosophy of education, purpose of capstone, connection to program standard(s), strong connection to literature review, artifacts, capstone format. | Indicates personal philosophy of education, purpose of capstone, connection of program standard(s), some connection to literature review, artifacts, capstone format. | Some description of personal philosophy of education, purpose of capstone, connection to program standard(s), minimal or no connection to literature review, artifacts, capstone format. |
| Literature Review | Strong connection to program standard(s). | Includes connection to program standard(s). | Minimal/No connection to program standard(s). |
|  | Includes 10 or more references. | Includes 10 references. | Includes less than 10 references. |
|  | 5 references or more dated within the last 5 years. | 5 references dated within the last 5 years. | Less than 5 references dated within the last 5 years. |
|  | All references are relevant and peer reviewed. | All references are relevant and peer reviewed. | Some references are relevant and peer reviewed. |
|  | All citations in APA format. | Most citations in APA format. | Some citations in APA format. |
|  | Literature review is synthesized and/or analyzed and has 2 or more alternate points of view. | Literature review has some synthesis and/or analysis with at least 1 alternate point of view. | Literature review has minimal synthesis and/or analysis and missing an alternate point of view. |
| Artifacts | Provides detailed justification of artifact choice connecting to | Provides justification of artifact choice connecting to standard. | Provides minimal justification for artifact choice with some explanation |

| | | | |
|---|---|---|---|
| | standard. | | connecting to the standard. |
| | Provides thorough evaluation of the product in terms of the criteria established and with reference to literature review. | Provides evaluation of the product in terms of the criteria established and with reference to literature review. | Provides minimal evaluation of the product in terms of the criteria established with minimal reference to literature review. |
| Reflection of Artifacts | Reflections include connection to the standard. | Reflections include connection to the standard. | Reflections include some connection to the standard. |
| | Artifact supports conclusions and implications from literature review. | Artifact supports conclusions from literature review. | Artifact not connected to literature review. |
| | Provides focus areas to improve artifacts. | Provides a focus area to improve artifacts. | Provides a minimal or unclear focus area to improve artifacts. |
| | Provides detailed plans for use in future context(s). | Provides plans for use in future context(s). | Provides minimal and unclear plans for use in future context(s). |
| | Identifies potential barrier(s) to use in future context(s). Explains how the barriers will be addressed. | Identifies at least 1 potential barrier(s) to use in future context(s). Explains how the barrier(s) will be addressed. | Potential barrier(s) to use in future context(s) are unclear or not identified. |
| | Explains how the existing research on this topic is valuable. | Explains how the existing research on this topic is valuable. | Minimal or unclear explanation of how the existing research on this topic is valuable. |
| | Clearly identifies the focus area for future action research. | Identifies the focus area for future action research. | Minimal or unclear focus area for future action research. |
| Reflection of the | Reflection is clearly | Reflection is clearly | Reflection is written |

| Capstone Project / Program | written and explains with detail the candidate's experience. | written and explains the candidate's experience. | and minimally explains the candidate's experience. |
|---|---|---|---|
| APA Format | Capstone follows APA format with 5 or fewer errors. | Capstone mostly follows APA format with minimal errors (5 - 10). | Capstone somewhat follows APA format with excessive errors (10+). |
| Writing Quality | Capstone exceeds academic writing standards with no grammatical, punctuation, and/or spelling errors. | Capstone meets academic writing standards with minimal grammatical, punctuation, and/or spelling errors (5 or fewer). | Capstone does not meet academic writing standards with more than 5 grammatical, punctuation, and/or spelling errors. |

## Table 2: Capstone Oral Panel Presentation Rubric

| Rubric | Exceeds Standards | Meets Standards | Below Standards |
|---|---|---|---|
| Introduction | All components below are explicitly indicated and described: Personal Philosophy, Purpose of Capstone, Program Standards are identified, and artifacts named. | All components below are indicated and described: Personal philosophy, Purpose of Capstone, Program Standards are identified, and artifacts named. | All components below are somewhat indicated and described: Personal philosophy, Purpose of Capstone, Program Standards are identified, and artifacts named. |
| Literature Review | All components below are explicitly indicated and described: Strong connection to program standards, analysis is synthesized, and indicates two opposing views. | All components below are indicated and described: Connection to program standards, analysis is synthesized, and indicates one opposing view. | All components below are somewhat indicated and described: Connection to program standards, analysis is synthesized. Opposing view is not indicated. |
| Artifacts | All components below are explicitly | All components below are indicated | All components below are somewhat |

|  | indicated and described: Detailed justification of artifact choice connecting to standard. Provides sophisticated evaluation of the product. | and described: Justification of artifact choice connecting to standard. Provides thorough evaluation of the product. | indicated and described: Justification of artifact choice connecting to standard. Provides minimal evaluation of the product. |
|---|---|---|---|
| Reflection of Artifacts | All components below are explicitly indicated and described: Conclusions and implications from literature review. | All components below are indicated and described: Conclusions from literature review. | All components below are somewhat indicated and unclearly described: Artifact unclear or not connected to literature review. |
|  | Identifies potential barrier(s) to use in future context(s). Explains how the barriers will be addressed. | Identifies at least 1 potential barrier(s) to use in future context(s). Explains how the barrier(s) will be addressed. | Potential barrier(s) to use in future context(s) are unclear or not identified. Provides minimal and unclear plans for use in future context(s). |
|  | Explains in detail how the existing research on this topic is valuable. | Explains how the existing research on this topic is valuable. | Minimal or unclear explanation of how the existing research on this topic is valuable. |
| Communication | Used effective techniques to fully engage the audience. Demonstrated effective speaking skills (clarity, pace & volume). Made eye contact and appropriate use of body language (posture, gestures). | Used appropriate techniques to somewhat engage the audience. Demonstrated adequate speaking skills (clarity, pace & volume). Made some eye contact and appropriate use of body language (posture, gestures). | Audience engagement techniques were infrequent, weak or lacking. Speaking skills (clarity, pace & volume) were inconsistent. Did not make eye contact or use appropriate body language (distracting posture). |
| Content | All components | All components | All components |

| | | | |
|---|---|---|---|
| | below are explicitly indicated and described: Capstone Project from start to finish. Demonstrated comprehensive understanding of their topic. Strongly supported by evidence. | below are indicated and described: Capstone Project from start to finish. Demonstrates understanding of their topic. Supported by evidence. | below are somewhat indicated and described: Capstone Project from start to finish. Demonstrates a surface level understanding of their topic. Supporting evidence was incomplete. |
| Presentation | Very original, creative and unique. Effective use of visual aids or multimedia to enhance presentation. | Original and unique. Use of visual aids or multimedia enhanced presentation. | Somewhat lacks creativity and originality. Minimal use of visual aids. |
| Reflection | Able to make strong reflections on their learning and clear connections between Capstone topic and self. | Able to reflect on learning and make connections between Capstone and self. | Provides a minimal or unclear focus area to improve artifacts. |
| | Provides focus areas to improve artifacts. | Provides a focus area to improve artifacts. | Provides an unclear or vague focus area to improve artifacts. |
| | Provides detailed recommendation(s) and a plan for use in future context(s). Clearly identifies the focus area for future action research. | Provides a recommendation and a plan for use in future context(s). Identifies the focus area for future action research. | Provides minimal and unclear recommendation and plan for use in future context(s). Minimal or unclear focus area for future action. |

# School of Education Thesis Policies and Procedures

PLNU SOE thesis projects are rigorous academic products that follow a traditional five chapter thesis structure. SOE supports two primary project types: action research and literature analysis. Candidates select their thesis topic, design their study, and execute their proposal with developmental feedback from instructors and mentors. The thesis project course sequence includes a design course and its corresponding application course(s). Course requirements and descriptions can be found in the PLNU academic catalog. Course requirements vary by program, catalog and candidate start date.

Candidates present their thesis to the School of Education faculty in two products, a written paper and an oral presentation given to a panel of professional educators. Templates for both products are provided in GED 6089P1/P2 and GED 6099. Rubrics for both the written thesis and thesis presentation are included in GED 6089P1/P2 and GED 6099 as well as on the pages that follow. Developing familiarity with rubrics will help candidates meet rubric standards.

## Conducting Research with PLNU School of Education (SOE)

Researchers from within or outside the SOE, including SOE graduate students, interested in conducting research within 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 (IRB) must approve the research project.
- Researchers must seek approval of the SOE associate dean of assessment of 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 to recruit participants with prior approval of the course instructor.
- SOE does not recruit research participants for researchers.
- SOE does not distribute electronic or paper surveys for researchers.

## Culminating Project Final Written Report

The final paper for the master's degree/certification contains five main chapters 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.

Formatting templates for the action research and literature analysis thesis projects are included in GED 6089P1/P2 and GED 6099. Written thesis papers should follow APA 7 format (see appendix A) and adhere to a traditional five chapter structure (introduction, literature review, methods, findings, conclusions) and include appropriate front and back matter.

Candidates write their thesis while receiving developmental support from their instructors. Instructors grade the thesis paper using standardized rubrics (GED 6089P1/P2 see table 3; GED 6099 see table 5). The final paper will be submitted to the university via the SOE assessment system. . 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.

## Table 3: GED 6089P Culminating Project Written Report Rubric

Candidate Name    _____

| Category | 4 Exceeds Standard (passing) | 3 Meets Standard (passing) | 2 Below Standard | 1 Far Below Standard |
|---|---|---|---|---|
| **Impact on Teaching Practice** | Project describes a **clear** transformation of candidates' knowledge, skills and dispositions.<br><br>Project gives a **clear** description of how and why research improves student learning.<br><br>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.<br><br>Project **somewhat** describes how and why research improves student learning.<br><br>Project is **partially** situated in and tied to the existing body of literature. | Project describes **little** transformation of candidates' knowledge, skills and dispositions.<br><br>Project describes **very little** of how and why research improves student learning.<br><br>Project is **vaguely** situated in and tied to the existing body of literature. | Project describes **no** transformation of candidates' knowledge, skills and dispositions.<br><br>Project **does not** describe how and why research improves student learning.<br><br>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.<br><br>Research questions are **clearly written** and appropriate. | Area of focus is **somewhat vague**.<br><br>Research questions are **somewhat vague**. | The area of focus is **overly broad or narrow**.<br><br>Research questions are **unclear**. | There is **no clear area of focus**.<br><br>Research questions are **inappropriate**. |
| **Literature Review** | **Five (5) or more recent (5 years) sources** cited.<br><br>**At least 20 sources.**<br><br>**All** sources are relevant and credible.<br><br>**All** citations are correctly made according to APA format. | **Three (3) to five (5) recent sources** cited.<br><br>**At least 15 sources.**<br><br>**Most** sources are relevant and credible.<br><br>**Most** citations are correctly made according to APA format. | **Three (3) recent sources** cited.<br><br>**At least 10 sources.**<br><br>**Some** are relevant and credible.<br><br>**Some** citations are correctly made according to APA format. | **Few or no citations.**<br><br>**Less than 10 sources.**<br><br>Citations are **not in the proper format**. |
| **Data Collection and Analysis** | **Clear description** of target population.<br><br>**Detailed description** of how data was collected. | **Description** of target population.<br><br>**Some details** of how data was collected. | **Some description** of target population.<br><br>**Minimal description** of how data was collected. | **Little or no description** of target population.<br><br>**Little or no description** of how |

| | Utilizes **multiple data sources**.<br><br>**Detailed analysis** of the data provides identification of themes and patterns. | Utilizes **at least two sources of data**.<br><br>**Analysis** of the data mentions themes and patterns. | Utilizes **one or two sources of data**.<br><br>**Little analysis** of the data. | data was collected.<br><br>Utilizes **one source of data**.<br><br>**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.<br><br>Elements of the action plan are missing. | **Little connection** between findings of the study, recommendations or action plan and the original questions.<br><br>Most components of the action plan are missing. | **No** recommendations or action plan. |
| **Organization and Clarity** | **Narrative is clear**, organized and succinct.<br><br>Statements are all supported by evidence from the research. | **Narrative is somewhat clear**, organized and succinct.<br><br>Statements are mostly supported by evidence from the research. | **Narrative is unclear**, and lacks organization.<br><br>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**. |

## Table 4: GED6099 Written Final Thesis Rubric

| Criteria | Far Below Standard (1) | Below Standard (2) | Meets Standard (3) | Exceeds Standard (4) |
|---|---|---|---|---|
| Area of Focus and Introduction<br><br>Introduces the research study offering background information and the problem statement, setting its context, and establishes the "why" for the study. Sets up research topic and transition to formal research questions (RQ) along with a description of who the study is significant for and why. | • Does not introduce research<br>• Does not establish the study<br>• RQ not related to rationale and not researchable<br>• Does not describe the study's significance | • Introduces research context<br>OR<br>• Establishes the study<br>• RQ relates to rationale and is researchable<br>• Incomplete description of study's significance | • Sets up a clear research context<br>• Establishes a "why" for the study<br>• RQ are aligned to rationale, and generate complex results<br>• Describes who the study is significant for and why | • Sets up a clear & detailed research context<br>• Establishes a compelling "why" for the study<br>• RQ are aligned to rationale, neutral, and generate complex results<br>• Clear and detailed description of who the study is significant for and why |
| Literature Review | • Few or no citations<br>• Less than 10 sources | • 3 recent citations<br>• At least 10 sources | • 3 to 5 recent citations | • 5+ recent (5 years) citations |

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|---|---|---|---|---|
| Literature review responds to the initial research question. Total of 20 sources meeting the following requirements: 5 sources from within the last 5 years; at least 2 seminal papers; and a minimum of 15 studies from peer review journals are cited. Includes critical and purposeful analysis and synthesis of cited research relevant to the initial research question (RQ). Gaps in literature are identified. | • References do not inform RQ<br>• Literature gaps or alternative point of view are not identified | • Some are relevant and credible<br>• Synthesis and summary of references inform RQ<br>• Literature gaps or alternative points of view are identified. | • At least 15 sources<br>• Most sources are relevant and credible<br>• Synthesis and summary of references inform RQ<br>• Literature gaps or alternative points of view are identified and explored | • At least 20 sources<br>• All sources are relevant and credible<br>• Both synthesis and summary of references effectively inform RQ<br>• Literature gaps/ alternative points of view are identified and explored. |
| **Methods: Data Collection and Analysis**<br><br><u>For Action Research</u>: Clear and detailed description of participants, setting, instrumentation (including multiple data sources), data collection, ethical considerations, and data analysis, informed by significance of the study and literature review and aligned to RQ. | • Little or no description of research context: setting, participants<br>• Little or no description of data collection: instrument(s), timeline, and only one data source used<br>• Little or no description of ethical considerations: risks/benefits ratio, consent/assent, researcher's role and bias<br>• Little or no description of how data was analyzed | • Incomplete description of research context: setting, participants<br>• Incomplete description of data collection: instrument(s), timeline, and only 1-2 data sources<br>• Incomplete description of ethical considerations: risks/benefits ratio, consent/assent, researcher's role and bias<br>• Incomplete description of how data was analyzed | • Clear description of research context: setting, participants<br>• Clear description of data collection: instrument(s), timeline, and at least two data sources<br>• Clear description of ethical considerations: risks/benefits ratio, consent/assent, researcher's role and bias<br>• Clear description of how data was analyzed | • Clear & detailed description of research context: setting, participants<br>• Clear & detailed description of data collection: instrument(s), timeline, and multiple data sources<br>• Clear & detailed description of ethical considerations: risks/benefits ratio, consent/assent, researcher's role and bias<br>• Clear & detailed description of how data was analyzed |
| <u>For Literature Analysis</u>: Clear and detailed description of process to answer RQ: systematic search plan and timeline, article inclusion and exclusion criteria, databases used and content search terms, rationale for article selection, ethical considerations and data analysis procedures informed by significance of the study and mini-literature review and aligned to RQ. | • Little or no description of plan to answer RQ<br>• Little or no description of proposed data collection: inclusion/exclusion, database and content search terms used, rationale for article selection<br>• Little or no description of data analysis procedures | • Incomplete description of plan to answer RQ<br>• Incomplete description of proposed data collection: inclusion/exclusion, database and content search terms used, rationale for article selection<br>• Incomplete description of data analysis procedures | • Clear description of plan to answer RQ<br>• Clear description of data collection: inclusion/exclusion, database and content search terms used, rationale for article selection<br>• Clear description of data analysis procedures | • Clear & detailed description of plan to answer RQ<br>• Clear & detailed description of data collection: inclusion/exclusion, database and content search terms used, rationale for article selection<br>• Clear & detailed description of data analysis procedures |
| **Findings: Study Results**<br><br>Restates study purpose and RQ, describes the results of data analysis | • Little or no description of purpose of RQ<br>• Little or no description of the results of data analysis as it relates | • Incomplete description of purpose of RQ<br>• Incomplete description of the results of data analysis as it relates | • Clear description of purpose of RQ<br>• Clear description of the results of data analysis as it relates to the RQ<br>• Clear description of | • Clear & detailed description of purpose of RQ<br>• Clear & detailed description of the results of data analysis as it relates |

| as it relates to RQ, and describes themes, categories, and patterns with illustrative examples: uses tables, figures, graphs, and artwork as necessary in APA 7 format. | to the RQ<br>• Little or no description of themes, categories or patterns with illustrative examples | to the RQ<br>• Incomplete description of themes, categories or patterns with illustrative examples | themes, categories or patterns with illustrative examples | to the RQ<br>• Clear & detailed description of themes, categories or patterns with illustrative examples |
|---|---|---|---|---|
| **Discussion: Summary of Findings, Conclusions and Recommendations**<br><br>Provides a brief summary and analysis of the results of the study as they relate to RQ. Describes at least three key conclusions in relation to study's findings and positions conclusions with how they compare, support, or contrast with previous research. Based on the conclusions, describes at least three actions that should be taken to inform classroom practices, school policies, or other classrooms or situations. | • Little or no description of the study's results as they relate to RQ<br>• Little or no description of key conclusions (one or less) and/or conclusions are not positioned with the study's findings or previous literature<br>• Little or no description of recommendations (one or less) with missing description of how they inform practice or policy | • Incomplete description of the study's results as they relate to RQ<br>• Incomplete description of key conclusions (one or two) and/or conclusions are not positioned with the study's findings or previous literature<br>• Incomplete description of recommendations (one or two) with incomplete description of how they inform practice or policy | • Clear description of the study's results as they relate to RQ<br>• Clear description of at least three key conclusions positioned with the study's findings and previous literature<br>• Clear description of at least three recommendations with a description of how they inform practice or policy | • Clear & detailed description of the study's results as they relate to RQ<br>• Clear & detailed description of at least three key conclusions positioned with the study's findings and previous literature<br>• Clear & detailed description of at least three recommendations with a description of how they inform practice or policy |
| **Discussion: Limitations, Further Research, Final Thoughts**<br><br>Limitations of the study are discussed in detail and rationale for accepting them are mentioned. Threats (if any) to validity, reliability and generalizability of project findings are offered. Describes ideas for future research based on the study's results and limitations. Provides meaningful reflection on implications of the study including experience as a researcher, successes, challenges, and perceptions around how study contributed | • Little or no description of limitations and rationale for accepting them<br>• Little or no description of threats to validity, reliability & generalizability of study findings<br>• Little or no description of ideas for further research<br>• Little or no reflection on teaching/leadership/ counseling practice<br>• Little or no reflection on self as a researcher | • Incomplete description of limitations and rationale for accepting them<br>• Incomplete description of threats to validity, reliability & generalizability of study findings<br>• Incomplete description of ideas for further research<br>• Incomplete reflection on teaching/leadership/ counseling practice<br>• Incomplete reflection on self as a researcher | • Clear description of limitations and rationale for accepting them<br>• Clear description of threats to validity, reliability & generalizability of study findings<br>• Clear description of ideas for further research<br>• Clear reflection on teaching/leadership/ counseling practice<br>• Clear reflection on self as a researcher | • Clear & detailed description of limitations and rationale for accepting them<br>• Clear & detailed description of threats to validity, reliability & generalizability of study findings<br>• Clear & detailed description of ideas for further research<br>• Clear & detailed reflection on teaching/leadership/ counseling practice<br>• Clear & detailed reflection on self as a researcher |

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| to the community and/or impacted self as an educator. | | | |
| **APA and Required Format**<br><br>APA format is appropriately applied throughout the document including: citations, headings, charts, and graphs. Includes all formatting requirements for a thesis including cover page, abstract, table of contents, reference page, and appendices. | • Little or not text structure and/or alignment to the thesis template<br>• APA format applied throughout with 11+ errors<br>• Does not include a cover page or table of contents<br>• Little or no overview of the study in abstract<br>• Appendices are missing | • Unclear text structure and/or alignment to the thesis template<br>• APA format applied throughout with 6-10 errors<br>• Incomplete cover page and/or table of contents<br>• Incomplete overview of the study in abstract<br>• Incomplete appendices | • Organized text structure aligned to the thesis template<br>• APA format applied throughout with 5 or less errors<br>• Cover page and table of contents meet formatting requirements<br>• Most appendices are complete in APA 7 format | • Clear & well organized text structure aligned to the thesis template<br>• APA format applied throughout with no errors<br>• Cover page and table of contents meet formatting requirements<br>• All appendices are complete in APA 7 format |
| **Writing Quality**<br><br>Clear, well-organized text structure with conceptual clarity about the research process. Maintains consistent author's tone and compelling voice throughout. Text meets academic writing standards for grammar, punctuation and spelling. | • Inconsistent organization and clarity of text structure throughout chapters<br>• Inconsistent author's tone throughout thesis<br>• 11+ grammatical, punctuation or spelling errors | • Inconsistent organization and clarity of text structure throughout chapters<br>• Inconsistent author's tone throughout thesis<br>• 6-10 grammatical, punctuation or spelling errors | • Consistent organization and clarity of text structure throughout chapters<br>• Consistent author's tone throughout thesis<br>• 5 or less grammatical, punctuation or spelling errors | • Highly consistent and effective organization and clarity of text structure throughout chapters<br>• Clear and consistent author's tone throughout thesis<br>• No grammatical, punctuation or spelling errors |

# Thesis 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.

Templates for oral presentations are provided in GED 6089P1/P2 and GED 6099. The candidate should make a separate slide for each key area of their paper and note that some key areas may span more than one slide (ie. literature review). Use bullet points to highlight the information that will be presented orally. There should be very few complete sentences on each slide deck. Be cautious of how much information is present on any one slide, and every word spoken need not be visible on the slides. The candidate is not expected to read the slides, rather, to speak naturally from each slide.

Rubrics for GED 6089P1/P2 and GED 6099 oral presentations are provided in each course and on the pages that follow. GED 6089P1/P2 candidates must average 2.0 on the GED 6089P1/P2 rubric in order to pass their oral presentation. GED 6099 candidates must average 2.0 on the GED 6099 rubric in order to pass their oral presentation. Candidates advance to schedule their panel only after their instructor approves their paper (see form 1, next page).

# Thesis Oral Presentation 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 an earned master's degree. The panel configuration includes:

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

# Form 1: 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<br>_____ Every reference is cited in the paper<br>_____ 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… the 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)

## Table 5: GED 6089P Culminating Project Oral Presentation Evaluation Form

Presenter'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<br><br>**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.<br><br>**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.<br><br>**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.<br><br>**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.<br><br>**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.<br><br>**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.<br><br><br><br>Revised 6.17 |
| --- | --- | --- | --- | --- |

# Table 6: GED6099 Thesis Project Oral Presentation Evaluation Form

**GED6099 Culminating Project Oral Presentation Evaluation Form**

Presenter's Name: _____          Evaluator's Name: _____

Title: _____          Date: _____

| | Below Standard (1) | Meets Standard (2) | Exceeds Standard (3) |
|---|---|---|---|
| **Competency One:** Organization and design of the presentation<br><br>**Comments:** | Study value undermined by missing/difficult to follow content or visual design. | Able to follow the presentation. Study value not undermined by missing/difficult to follow content or visual design. | All expected slides are present and easy to follow. Visual design adds to the presentation. |
| **Competency Two:** Content and topic of research is relevant, current and applicable to 21$^{st}$ century education.<br><br>Guidance from Final Written Thesis Rubric: Introduces the research study offering background information and the problem statement, setting its context, and establishes the "why" for the study. Sets up research topic and transition to formal research questions (RW) along with a description of who the study is significant for and why.<br><br>Literature review responds to the initial research question. Total of 20 sources meeting the following requirements: five sources from within the last five years; at least two seminal papers; and a minimum of 15 studies from peer review journals are cited. Includes critical and purposeful analysis and synthesis of cited research relevant to the initial research question (RQ). Gaps in literature are identified.<br><br>**Comments:** | Content is not relevant or applicable to current educational issues. | Content is somewhat relevant to education today. Study conforms with literature on the topic. | Content is relevant and applicable to education today. Adds to literature on the topic. |
| **Competency Three:** The research conducted followed sound research methods; research questions match data gathered, variables accounted for.<br><br>Guidance from Final Written Thesis Rubric: For Action Research: Clear and detailed description of participants, setting, instrumentation (including multiple data | Research methods are questionable or unclear. | Research conducted in a sound manner with acceptable data gathered. | Research conducted in a sound manner with compelling data gathered and variables accounted for. |

| | | | |
|---|---|---|---|
| sources), data collection, ethical considerations, data analysis, informed by significance of the study and literature review and aligned to RQ.<br><br>For Literature Analysis: Clear and detailed description of plan to answer RQ: systematic search plan and timeline, article inclusion and exclusion criteria, databases used and content search terms, rationale for article selection, ethical considerations, and data analysis procedures informed by significance of the study and mini-literature review and aligned to RQ.<br><br>**Comments:** | | | |
| **Competency Four:** The data collected was analyzed in effective ways.<br><br>Guidance from Final Written Thesis Rubric: Restates the purpose and RQ, describes the results of data analysis as it relates to RQ, and describes themes, categories, and patterns with illustrative examples: uses tables, figures, graphs, and artwork as necessary in APA 7 format.<br><br>**Comments:** | Data was not analyzed in effective ways. | Data was analyzed in acceptable ways. | Data was analyzed in effective ways. |
| **Competency Five:** Data analysis and findings are connected to application and recommendations.<br><br>Guidance from Final Written Thesis Rubric: Provides a brief summary and analysis of the results of the study as they relate to RQ. Describes at least three key conclusions in relation to study's findings and positions conclusions with how they compare, support, or contrast with previous research. Based on the conclusions, describes at least three actions that should be taken to inform classroom practices, school policies, or other classrooms or situations.<br><br>**Comments:** | Data presented is unconnected to recommendations. | Findings through data analysis are weakly connected to recommendations and literature review. | Findings through data analysis are clearly connected to recommendations and literature review. |
| **Competency Six:** Use of professional language, grammar, articulation, and physical behaviors are appropriate to the audience, occasion, and purpose.<br><br>**Comments:** | Language and grammar usage and/or physical behaviors were disruptive to the presentation. | Oral presentation skills and physical behaviors did not disrupt the presentation. | Oral presentation skills and physical behaviors are very professional and inviting. |

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

## Process

1. Before any upload to the SOE assessment system, 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. The 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 the SOE assessment system 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 the SOE assessment system. The instructor uses the scores and feedback from the panel in order to populate the rubric.

7. The instructor posts a grade for credit for their candidate in the portal.

*What if your candidate did not 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.*

# Appendix A:  APA Format Guidelines and 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

## Table of Contents

### 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 judgements 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 and 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*

# Appendix B:  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, a faculty member from the Department of Psychology, a faculty  member from the Department of Sociology and Social Work, a faculty  member from the School of Nursing, and a student  from ASB, serve as l 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.

The six member PLNU Institutional Review Board is chaired by the provost or an administrative designee and includes two other administrative members and three full-time faculty members who are elected to staggered three-year terms by the PLNU faculty. The composition of the Institutional Review Board meets the Code of Federal Regulations, CFR 46.107 which states, IRB membership "shall be sufficiently qualified through the experience and expertise of its members (professional competence), and the diversity of its members, including race, gender, and cultural backgrounds and sensitivity to such issues as community attitudes, to promote respect for its advice and counsel in safeguarding the rights and welfare of human subjects."

## 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 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 archives.

*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 45 CFR 46.113 by clicking *Regulations* at https://www.hhs.gov/ohrp) to the provost and president.

## Institutional Research

Research (see definition at 45 CFR 46.102d by clicking *Regulations* at https://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.

# Institutional Review Board (IRB)
## Point Loma Nazarene University

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 the above website.)

(studies that require full reviews are not permitted for GED 6089 candidates).

Though 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.